

Professional Learning Catalog 2019-2020



(Formerly Master Inservice Plan)

NEFEC

- NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM-

A Cooperative Effort to Provide Quality Inservice Training and Professional Learning Services to Member and Participating Districts:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and the Blind, FSU-Lab School, Gilchrist, Glades, Hamilton, Hernando, Lafayette, Levy, Madison, Monroe, P.K. Yonge Developmental Research School, Putnam, Suwannee, and Union

Section 1

General Overview

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, 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 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 at 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 on-line through the NEFEC website.

Components and Points

The Master Inservice Plan (MIP) 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 MIP. 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 Master Inservice Plan.

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 of these. 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.

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 MIP

The PLC will be updated by the NEFEC Instructional Services staff at least annually based upon need; access to the NEFEC PLC at the Moodle Platform 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 MIP
- 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 Master Inservice Plan 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 comprised 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 Master Plan 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 MIP that would consist of six main sections. These sections and their sub-sections are represented in the **“NEFEC Professional Learning Catalog 2019-2020.”**

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. 2019-2020 Additions and Revisions

During the 2018-2019 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 revisions are included in the 2019-2020 plan:

- Additions of General Education components:
 - ***Organizational Leadership #7-507-011***
 - ***Professional-Ethical Behavior Leadership #7-507-012***
 - ***Student Achievement Leadership #7-517-001***
 - ***Instructional Leadership #7-517-002***
- Additions of Exceptional Student Education (ESE) components:
 - ***SIM – Content Mastery Routine #2-100-021***
 - ***SIM – Unit Organizer Routine #2-100-022***
- Revision of General Education component:
 - ***Mental Health #5-414-011***
 - Revised format to High Quality
 - Deleted 2018-2019 objectives 2-12
 - Added objectives 2-35 to include requirements from Senate Bill 7030

Component Number Change:	From:	To:
PDA: DeafEd Express	2-100-019	2-100-020
Universal Design for Learning Lesson Plans	2-408-005	2-404-002
Multi-Tiered System of Supports (MTSS)	7-415-001	8-415-002

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 assigned to the committee listed in the following table:

District	Name	District	Name	District	Name
Baker	David Davis	FSU-Lab	Suzanne Wilkinson	Putnam	Jennifer Rivera
Bradford	David Harris	Gilchrist	Billie Jo Bible	Suwannee	Janene Fitzpatrick
Columbia	Hope Jornegan	Hamilton	Carol Milton	Suwannee	Kelli Williams
Dixie	Nicole Chesser	Hernando	Paula Clark	Union	Barry Sams
Flagler	Louise Wolfe	Levy	Marla Hiers	NEFEC	Sandy Lewis
FSDB	Tracie Snow	Putnam	Laura France	NEFEC	Anna Arnold

These tasks fell into three types of activities: continued refinement and incorporation of the new data base elements, revisions to existing components, and development of new components using the High Quality Professional Learning Catalog component template.

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:

- Add-on Endorsement
- Alternative Certification
- Florida Educators Certificate Renewal
- Other Professional Certificate/License Renewal
- Professional Skills Building – Non-Instructional Note: All Non-Certified personnel should be included in this category
- 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 [ILDLP], or School Improvement Plans)

- K. Problem Solving Process (implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objectives)

Implementation monitoring and feedback occur in the following ways:

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/in-service 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 in-service credit.
 - b. Signatures of the participant and supervisor/in-service leader verifying completeness and authenticity of the information being submitted.
- B. Upon completion of all activities related to the component activity, the consultant/in-service Professional Developer will provide the district Professional Development Office with a component activity packet that includes the following:
 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/in-service 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 in-service 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 which 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:
- Deliver engaging and challenging lessons;
 - Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 - Identify gaps in students' subject matter knowledge;
 - Modify instruction to respond to preconceptions or misconceptions;
 - Relate and integrate the subject matter with other disciplines and life experiences;
 - Employ higher-order questioning techniques;
 - Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
 - Utilize student feedback to monitor instructional needs and to adjust instruction.
- 4. Assessment.** The effective educator consistently:
- 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;
 - Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
 - Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
 - Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
 - Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
 - Applies technology to organize and integrate assessment information.

Continuous Improvement, Responsibility and Ethics

- 1. Continuous Professional Improvement.** The effective educator consistently:
- Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
 - Examines and uses data-informed research to improve instruction and student achievement;
 - 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;
 - Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - 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 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 MIP Component to streamline professional development offerings to ensure alignment with the state coding system.

PRIMARY PURPOSE	IMPLEMENTATION METHODS
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> 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 K. Problem Solving Process 	<ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> A. Quality of Instruction <ul style="list-style-type: none"> A1. Instructional Design and Lesson Planning A2. The Learning Environment A3. Instructional Delivery and Facilitation A4. Assessment B. Continuous Improvement, Responsibility and Ethics <ul style="list-style-type: none"> B1. Continuous Professional Improvement B2. Professional Responsibility and Ethical Conduct 	<ul style="list-style-type: none"> 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(s) G. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) Z. Did Not Evaluate Student Outcomes

Section 2

Component Names and Numbers

General Education Components

Section 3

*High Quality MIP Component

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Mathematics Content	1-009-001	7
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Exceptional Student Education Components Section 4

*High Quality MIP Component

Component	Component Number	Satisfies SWD Requirement	Page Number
Subject Content/Academic Standards			
PDA: Transition	1-100-001	✓	3
PDA: Differentiating Reading Instruction (Use 1-013-021 for Reading Endorsement Competency 4)	1-100-002	✓	4
PDA: Introduction to Differentiating Instruction	1-100-003	✓	6
PDA: Foundations of ESE**	1-103-001	✓	8
PDA: Foundations of ESE***	1-103-002	✓	8
Visually Impaired	1-105-007	✓	10
Hearing Impaired	1-105-008	✓	11

Instructional Methodology/Faculty Development			
PDA: Instructional Practices	2-100-001	✓	12
PDA: Language Development and Communication Skills	2-100-002	✓	13
PDA: Interpersonal Interactions and Participation	2-100-003	✓	14
Instructional Techniques and Materials for ESE	2-100-004	✓	15
PDA: Differentiating Mathematics Instruction	2-100-005	✓	16
PDA: Differentiating Science Instruction	2-100-006	✓	25
PDA: Teaching Students with Disabilities	2-100-007	✓	33
Teaching Methodology for Exceptional Students	2-100-008	✓	41
PDA: Effective Teaching Practices for Students with Disabilities—Focusing on the Content Areas	2-100-010	✓	43
Inclusive Education*	2-100-011	✓	52
*PDA-Teaching Students with Disabilities for Fine Arts	2-100-016	✓	56
PDA: Inclusive Practices for the Developmentally Appropriate Pre-K Classroom	2-100-017	✓	60
PDA: Reading Difficulties, Disabilities and Dyslexia	2-100-018	✓	74
*Reading Difficulties, Disabilities and Dyslexia	2-100-019	✓	78
*PDA- DeafEd Express	2-100-020	✓	83
* PDA- SIM – Content Mastery Routine	2-100-021	✓	88
* PDA- SIM – Unit Organizer Routine	2-100-022	✓	90
Florida Standards: Reaching All Students by Using Access Points*	2-105-002	✓	92
Technology Integration/Digital Learning Support			
Assistive Technology in the Classroom	3-100-001	✓	96
PDA: Technology for Student Success—Assistive Technology	3-100-003	✓	97
PDA: Technology for Student Success—An Introduction	3-100-004	✓	112
PDA: Technology for Student Success—Tools for Reading Comprehension	3-100-005	✓	118
Instructional Technology in the ESE Classroom	3-105-001	✓	122
Assessment and Data Analysis			
PDA: Assessment and Evaluation	4-102-001	✓	124
PDA: Engaging Learners through Informative Assessment	4-102-003	✓	126
Assessment for Students with Disabilities	4-102-004	✓	131

PDA: Pre-K Florida Child Outcomes Measurement System Battelle Developmental Inventory 2 nd Edition Training Module	4-102-006		133
PDA- Usher Syndrome Screening	4-102-007	✓	139
Classroom Management			
PDA: Positive Behavior Support—Understanding Student Behavior	5-101-001	✓	143
Classroom Management for Exceptional Students	5-101-002	✓	144
PDA: Positive Behavior Intervention Support Module	5-101-003	✓	145
Management/Leadership/Planning			
Florida’s Small Group Planning and Problem-Solving (SGPPS) Process Preparation Module	7-102-001		150
General Support			
ESE Procedures and Practices	8-103-102		155
PDA: Matrix of Services	8-103-103		156
PDA: Surrogate Parent	8-103-104		158
PDA: Paraprofessional Support for Students with Disabilities	8-103-107		163
PDA- <u>Secondary Transition</u>	8-103-108		169

**May use 20 of the 60 points to meet SWD requirement (Track 40 separate from the 20)

***Use this component number to track the remaining 40 of the 60 points (does not meet SWD requirement)

Transfer Inservice Points

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

Add-On Endorsement Program Components

Athletic Coaching Endorsement Program

Title Of Component	Component Number	Number of Inservice Points Required
Coaching Theory	1-011-001	60
Care and Prevention of Athletic Injuries	1-011-002	60
Coaching a Specific Sport	1-011-003	60

Autism Spectrum Disorder Endorsement Program

Title of Component	Component Number	Number of Inservice Points Required
Nature and Needs, Assessment, and Diagnosis of Students with ASD	1-100-004	60
Applied Behavior Analysis and Positive Behavior Supports for Students with ASD	1-101-001	60
Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD	3-100-006	60
Improving Learning and Instruction: Field-Based Experience with ASD Students	1-100-005	60

ESOL Endorsement Program

Title Of Components	Component Number	Number of Inservice Points Required
Methods of Teaching ESOL	1-700-003	60
Testing and Evaluation	1-701-004	60
Applied Linguistics	1-702-006	60
ESOL Curriculum and Materials	1-703-005	60
Cross-Cultural Communication	1-705-007	60

Gifted Endorsement Program

Title Of Component	Component Number	Number of Inservice Points Required
Nature and Needs of the Gifted	1-106-001	60
Curriculum Development for the Gifted	1-106-002	60
Guidance and Counseling for the Gifted	1-106-003	60
Education of Special Populations	1-106-004	60
Theory and Development of Creativity	1-106-005	60

Prekindergarten Disabilities Endorsement Program

Title Of Component	Component Number	Number Of Inservice Points Required
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

Reading Endorsement Program

Title Of Component	Component Number	Number Of Inservice Points Required
Competency #1: Instructional Foundations of Language and Reading	1-013-018	60
Competency #2: Applications of Research-Based Practices	1-013-019	60
Competency #3: Foundations of Assessment for Teachers and Principals	1-013-020	60
Competency #4: Foundations and Applications of Differentiated Instruction	1-013-021	60
Competency #5: Reading Demonstration of Accomplished Practices in Reading	1-013-022	60

Special Programs

ESOL for Administrators, School Counselors Category II, III, IV Plus Others

Title Of Component	Component Number	Number of Inservice Points Required
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

*High Quality MIP Component

Next Generation Content Area Reading Professional Development
(NGCAR-PD)

Title Of Component	Component Number	Number of Inservice Points Required
NGCAR-PD Train the Trainer	1-013-015	18
NGCAR-PD	1-013-016	60
NGCAR-PD Practicum	1-013-017	30

Elementary K-6 Online Content Review Module

The Elementary K-6 Online Content Review Module, sponsored by the Bureau of Exceptional Education and Student Services, is designed to help educators review and refresh their knowledge base in the areas of language arts, math, science and technology, visual arts/music, health and physical education and social science, as required in Florida’s Elementary K-6 certification exam.

Title Of Component	Component Number	Number of Inservice Points
Elementary K-6 Online Content Review Module	N/A	N/A

Safety Video Component

Title of Video Training	Time mn.	Component & Number	Inservice Points
Abuse Prevention		School Health and Safety 6-511-002	Minimum/ maximum 5/10
Active Shooter			
Bloodborne Pathogens for Schools-NEFEC			
Bullying/Cyberbullying Prevention	31:00		
GHS Hazard Communications-NEFEC			
Playground Safety Supervisor Training	10:00		
School Hazard identification-NEFEC	10:00		
Shop Safety for Schools			
Smarter Adults-Safer Children: Preventing Child Sexual Abuse	45:00		
Smarter Adults-Safer Children: Substance Abuse Prevention			
Smarter Adults-Safer Children: Technology Safety and Security	45:00		
Student to Student Hazing and Harassment			
Student to Student Sexual Harassment			

Intel Teach Elements

Title of Course	Component	Component Number	Number of Inservice Points
Assessment in 21st Century Classrooms	Monitoring and Evaluation of Assessment	4-401-001	30
Project-Based Approaches	Teaching Methodology	2-408-001	30
Thinking Critically with Data	Data Analysis	4-401-002	30
Educational Leadership in the 21st Century	Administrators as Managers	7-507-003	20
Collaboration in the Digital Classroom	Technology in the Classroom	3-007-001	30
Designing Blended Learning	Teaching Methodology	2-408-001	30

NEFEC Regional Principal Leadership Academy (PLA)

Total Hours: 180

Title of Course	Component	Component Number	Hours
ESOL for Administrators	ESOL for Administrators	1-705-028	60
Data Analysis for Instructional Leaders	Administrators as Managers	7-507-003	22
Introduction to Florida Principal Leadership Standards	Administrators as Managers	7-507-003	3
Principal Inquiry	Administrators as Managers	7-507-003	3
Ethical Leadership	Administrators as Managers	7-507-003	6
Regional PLA Required Assignments	Administrators as Managers	7-507-003	86

Note: This is a special program that earns 21st Century Educator and 21st Century Educator Leader Certificates and uses existing components. The certificates awarded are not FDOE professional certificates; components can be used to earn certificate renewal.

Virtual Professional Learning for School Board Members

Component Title	Identifier Number	Inservice Point Value Minimum/Maximum
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

Section 3

General Education

Professional Learning

Components

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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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A3

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A3

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A3

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A3

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A3

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A3

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	<input checked="" type="checkbox"/> 1.1.1, 1.1.2, 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.4	<input checked="" type="checkbox"/> 3.1.2, 3.1.3, 3.1.4, 3.1.5,
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4,	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3,	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4,
Implementing	1.2.5 ,1.2.6	2.2.4, 2.2.5 ,2.2.6	3.2.5, 3.2.6, 3.2.8, 3.2.9
Evaluating	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3

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 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.

Developed by NEFEC

Spring 2019

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: 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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A3

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A3

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A3,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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A2,A3,B1

STATE INSTRUCTIONAL MATERIALS COMMITTEE

COMPONENT IDENTIFIER NUMBER: 1-501-001

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:

1. Complete a detailed application process for membership on the SIMC.
2. 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.
3. Complete a two-day training with content in:
 - The adoption process
 - Instructional design for all learners including Exceptional Student
4. 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.
5. 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

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

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A3,A4

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	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.3.3
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	<input checked="" type="checkbox"/> 2.2.1	<input checked="" type="checkbox"/> 3.2.1
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.4.1, <input checked="" type="checkbox"/> 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:

- a. 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.

- 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/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

PRESCHOOL/CHILD CARE

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

READING DIFFICULTIES, DYSLEXIA, AND OTHER DISABILITIES

COMPONENT NUMBER: 2-100-019* / **2-013-002****

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 towards 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	<input checked="" type="checkbox"/> 1.1.1, 1.1.2, 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.4	<input checked="" type="checkbox"/> 3.1.2, 3.1.3, 3.1.4, 3.1.5,
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4, 1.4.5	<input checked="" type="checkbox"/> 2.4.2, 2.4.3, 2.4.4	<input checked="" type="checkbox"/> 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/ILDG 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:

d. 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.

e. 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

f. 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 DIFFICULTIES, DISABILITIES AND DYSLEXIA (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-100-018* / **2-013-005****

Function: 2

Focus Area: 013**

Local Sequence Number: 005**

POINTS TO BE EARNED: 20

*Use component number for SWD inservice points.

****Use component number for Reading inservice points.**

May only use the inservice hours for one of the components, not towards both.

DESCRIPTION:

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

LINK(S) TO PRIORITY INITIATIVES:

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

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

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

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

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

- **KEY ISSUES** to be included in participant implementation agreements:

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

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

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

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

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

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

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

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the

course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

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

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

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

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

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

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 a an emphasis on the district core values that frame Character Education.

LINKS TO PRIORITY INITIATIVES

Continuous Improvement practices

Mastery of a specific instructional practice: Integration of Character Education into Existing Curriculum

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.6	<input checked="" type="checkbox"/> 2.2.1	<input checked="" type="checkbox"/> 3.2.1
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 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 use 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:

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.

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

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 professional learning. Stakeholders will adjust programs according to implementation feedback.

Developed by NEFEC
Spring 2017

UNIVERSAL DESIGN FOR LEARNING – LESSON PLANS (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-404-001

Function: 2

Focus Area: 404

Local Sequence Number: 001

POINTS TO BE EARNED: 5

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services as an online learning experience. This course is designed to provide educators with introductory information about the foundations and essential components of the Universal Design for Learning (UDL) framework. It will also provide them with knowledge, strategies, and tools related to designing lesson plans utilizing a UDL framework and resources.

LINK(S) TO PRIORITY INITIATIVES:

- Academic content standards for student achievement
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Instructional design and lesson planning
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice – Universal Design for Learning (UDL)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3., 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.3, 3.2.4, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input checked="" type="checkbox"/> 1.4.2	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S): Select all that apply

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

SPECIFIC LEARNER OUTCOMES:

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

- Describe the history and foundations of Universal Design for Learning (UDL).

- Name the three primary brain networks and the three core principles associated with UDL.
- Describe the three Guidelines associated with each of the core principles.
- Understand how to determine appropriate goals from standards and recognize which brain networks are associated with these goals.
- Anticipate barriers posed by curriculum methods, materials, and assessments.
- Determine strategies for addressing barriers during lesson planning.
- Review the application of the UDL framework, 2 questions, and POP strategy to a model lesson plan.
- Plan a standards-based lesson incorporating a UDL framework utilizing a lesson plan template.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

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

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- **KEY ISSUES** to be included in participant implementation agreements:

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

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. The participant will use what was learned in this course to design a lesson plan using the Universal Design for Learning (UDL) framework, implement the lesson with students and create a written reflection of these efforts. The follow-up activity contains a lesson plan template that can be utilized by the participant and guidance related to the completion of the reflection questions.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The

provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for in-service credits.

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

Discussion board entries, when relevant

Quality of participation in the NEFEC Professional Learning Support, when appropriate

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

Quality of instruction that teachers demonstrate

Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

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

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

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

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	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.3.3
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	<input checked="" type="checkbox"/> 2.2.1	<input checked="" type="checkbox"/> 3.2.1
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 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**

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A2

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A3

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	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.3.3
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	<input checked="" type="checkbox"/> 2.2.1	<input checked="" type="checkbox"/> 3.2.1
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.4.1, <input checked="" type="checkbox"/> 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

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	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.4, 1.2.5	<input checked="" type="checkbox"/> 2.2.1, 2.2.3	<input checked="" type="checkbox"/> 3.2.1
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 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

LANGUAGE READING CONNECTION (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-409-001

Function: 2

Focus Area: 409

Local Sequence Number: 001

POINTS TO BE EARNED: 10

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

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

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3., 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3., 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

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

1. Identify special education legislation that impacts the work of SLPs in schools.
2. Recall Florida legislation that impacts reading.

3. Explain how the roles and responsibilities of school-based SLPs have evolved.
4. Discuss the process of using assessment data to make instructional decisions.
5. Describe Multi-Tiered Systems of Supports (MTSS) and the problem-solving process.
6. Name and explain various methods of assessment used in Florida.
7. Relate the SLP's role in the processes of assessments and intervention.
8. Recall research on literacy and children who are at risk for reading difficulties.
9. Define Florida's Formula for Reading Success.
10. Name and define the six essential components of reading instruction recognized in Florida.
11. Name and define the five components of language.
12. Describe intervention strategies for developing phonological awareness.
13. Describe intervention strategies for developing for oral Define the word, *vocabulary*.
14. Recall the frequency of word acquisition in young children, noting the "word gap."
15. Explain the three vocabulary tiers identified by Isabel Beck, et al.
16. Identify strategies to help children build and utilize their vocabulary.
17. Relate examples of tools that can help children increase their vocabulary.
18. Name and define the components of language comprehension.
19. Explain why comprehension is a complex task.
20. Describe several strategies used by readers to comprehend text.
21. Relate the principles of reciprocal teaching, citing best practices for reading comprehension.
22. Relate the role of the SLP as literacy collaborator.
23. Identify benefits and challenges in collaboration.
24. Pinpoint roadblocks for collaboration and generate solutions.
25. Recall models of service delivery.
26. Write a goal and an objective for becoming a literacy collaborator.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

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

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the first option, participants may choose to summarize and apply information from a reading and plan an event for professionals at the participant's school site. For the second option, they may choose to assess, observe and plan support for a student with reading difficulties, then provide vocabulary and comprehension instruction for that student.

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

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

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

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

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

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

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A2,A3

INTEGRATING STANDARDS ALIGNED INSTRUCTION ACROSS THE TIERS (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-415-001

Function: 2

Focus Area: 415

Local Sequence Number: 001

POINTS TO BE EARNED: 15

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

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

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.3,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input checked="" type="checkbox"/> 1.4.2	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

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

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

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

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

- KEY ISSUES to be included in participant implementation agreements:

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

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

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

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

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components,

and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

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

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

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

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

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	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.6	<input checked="" type="checkbox"/> 2.2.1	<input checked="" type="checkbox"/> 3.2.1
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 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:

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.

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

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

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	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.2	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.4	<input checked="" type="checkbox"/> 2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.3
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2	<input checked="" type="checkbox"/> 2.3.1, 2.3.2	<input checked="" type="checkbox"/> 3.3.1, 3.3.2
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 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:

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. 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 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

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

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 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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: 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, prepares programmed instruction, uses work processing, produces 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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A3,B1

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1, A4

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 students assessment results to determine students' performance strengths and needs.
5. Assess individual and group performance data to better design instruction that meets students' current curriculum and content needs.
6. Review assessment data about individual students to determine their entry- level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
7. Communicate group and individual student progress knowledgeably and responsibly based upon appropriate data to the student, parents, and colleagues using terms that students and parents understand.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: 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 create 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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1, A4

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A2

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	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.3	<input checked="" type="checkbox"/> 3.1.1, 3.1.3, 3.1.5, 3.1.7
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.3, 1.2.4	<input checked="" type="checkbox"/> 2.2.3, 2.2.4	<input checked="" type="checkbox"/> 3.2.3, 3.2.4, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.2, 2.4.3	<input checked="" type="checkbox"/> 3.4.1, <input checked="" type="checkbox"/> 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:

A. 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 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 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 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

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1

STUDENT SERVICES—COUNSELING, HEALTH, PSYCHOLOGICAL, AND SOCIAL

Title: 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 supporting student success

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.6	<input checked="" type="checkbox"/> 2.2.1	<input checked="" type="checkbox"/> 3.2.1
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 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, parent/guardians, administrators, general education teachers, and other professional 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 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. 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 addresses 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

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A2

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A2

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A2,A3

STUDENT SERVICES FOR INCLUSIVE SCHOOLS (PDA)

PDA Online Professional Learning Course

TITLE: PDA: Student Services for Inclusive Schools

COMPONENT NUMBER: 7-420-001

Function: 7

Focus Area: 420

Local Sequence Number: 001

POINTS TO BE EARNED: 20

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with Florida Department of Education and the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center as an online learning experience. This course is designed for state and district student service personnel, college and university trainers, pre-service professionals, and other educational stakeholders to gain a basic understanding of the integrated role that student service personnel play in ensuring positive student outcomes for students with disabilities in Florida schools. The course provides participants with knowledge and skills related to the integrated role of the student services professional in the advancement of all students, including students with disabilities. Collaborative support efforts within the school, alongside families, and through the community while also incorporating and supporting students with disabilities in inclusive settings will be discussed. Much emphasis will be placed on how effective participation in data-based problem-solving within a multi-tiered system of supports can positively impact student outcomes.

LINK(S) TO PRIORITY INITIATIVES:

- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Learning environment (as per FEAPS standards)
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies support student success
- Professional and ethical behavior

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.5., 3.1.7.
Learning	<input checked="" type="checkbox"/> 1.2.5	<input checked="" type="checkbox"/> 2.2.5,	<input checked="" type="checkbox"/> 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

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

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

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will be provided a digital copy of the Course Workbook which they can complete digitally or print out and complete in a handwritten format as they work through the course.

- KEY ISSUES to be included in participant implementation agreements:

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

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

In addition to the collection of written reflections to questions posed throughout the course in the Course Workbook, participants completing this component will be required to complete a follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the follow-up activity, participants may choose either a generic option that asks participants to work through the 13 Take Action prompts in the FDOE Integrated Student Services in Schools: Action Guide or an option that is specific to each student service role.

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

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

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

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

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

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

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: B2

CLINICAL EDUCATION

Title: 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 OBJECTIVES** 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	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.2	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.4, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2	<input checked="" type="checkbox"/> 2.4.2	<input checked="" type="checkbox"/> 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

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

Feap: B1

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: B1

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A4,B1

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: B1

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A4,B1

ASPIRING LEADERS

COMPONENT IDENTIFIER NUMBER: 7-507-008

Maximum Inservice Points: 80

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

21. Define the roles and responsibilities of principals
22. Demonstrate knowledge to lead a professional learning community
23. 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

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	<input checked="" type="checkbox"/> 1.1.2	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.6, 3.1.7
Learning	<input checked="" type="checkbox"/> 1.2.3	<input checked="" type="checkbox"/> 2.2.3	<input checked="" type="checkbox"/> 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.2	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 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 multi-cultural 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 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 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 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

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	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.6	<input checked="" type="checkbox"/> 2.2.1	<input checked="" type="checkbox"/> 3.2.1
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 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

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	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.1, 3.4.2, 3.4.3, 3.4.5, 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 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 2019

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	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.1, 3.4.2, 3.4.3, 3.4.5, 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 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 2019

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 educational 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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: 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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: B1

LEADERSHIP FOR INCLUSION OF STUDENTS WITH DISABILITIES (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 7-513-002

Function: 7

Focus Area: 513

Local Sequence Number: 002

POINTS TO BE EARNED: 20

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with Florida Department of Education and the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center as an online learning experience. This course is designed to provide participants with research-based information, best practice and specific resources and examples related to school leadership that supports positive outcomes for students with disabilities within effective inclusive schools. The course addresses the varied dimensions of school and collaborative leadership necessary to foster collective responsibility for students with disabilities, including the important partnerships with parents and families. In addition, it addresses the role of district leaders in supporting effective instruction for students with disabilities.

LINK(S) TO PRIORITY INITIATIVES:

- Assessment and tracking student progress
- Collegial learning practices
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Multi-tiered System of Supports (MTSS)
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3., 3.1.5., 3.1.6
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.4.2	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

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

- Define the terms disability and special education.
- Name the 13 areas of disability identified by federal law.
- State the importance of outcomes for students with disabilities.
- Explain special education in the context of current accountability requirements.
- Recognize examples of leadership standards and ethics.
- Describe the importance of school leadership for all students.
- Identify dimensions of leadership with a focus on students with disabilities.
- Define what inclusion means.
- Identify how inclusion is officially defined in the state of Florida.
- Tell how often students with disabilities are included in general education classrooms.
- Describe the basis for inclusion in federal law.
- Describe qualities of effective inclusive schools.
- Relate common challenges to inclusion.
- Describe resources for overcoming challenges to inclusion.
- Identify types of changes that are needed to develop an effective inclusive school.
- Recognize what can be learned from teachers' beliefs about inclusive schools.
- Identify types of principal leadership that relate to improving student outcomes.
- Explain how areas of principal leadership relate to the development of effective inclusive schools.
- Explain the importance of high expectations for students with disabilities.
- Identify key dimensions of instructional leadership related to students with disabilities.
- Relate collective and distributed forms of leadership to students with disabilities.
- Explain the importance of a collaborative culture for student and teacher success.
- Describe characteristics of collaborative work by school professionals.
- Describe key leadership practices for principals to promote and sustain collaboration.
- Identify major structures that enable teachers and specialists to collaborate in support of inclusive education.
- Consider the impact of IDEA on parental rights.
- Identify benefits of parent/professional partnering.
- Compare and contrast the traditional family involvement model to the parent/professional partnership model.
- Pinpoint key professional behaviors that facilitate successful collaborative relationships.
- Explore ways parents can support student achievement in special education.
- Describe how challenges facing principals become more manageable with system-wide leadership teams that oversee focused initiatives and monitor agreed upon practices.
- Explain how results-driven accountability is changing the ways that local special education administrators interact with principals to foster excellent and inclusive teaching and learning.

- Identify four strategies LSEAs or district exceptional student education (ESE) directors in Florida can demonstrate when supporting school leaders in serving students with disabilities.
- List ways in which principals and special education administrators can work together to create cohesive and inclusive instructional leadership for all learners.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will be provided a digital copy of the Course Workbook which they can complete digitally or print out and complete in a handwritten format as they work through the course.

- KEY ISSUES to be included in participant implementation agreements:

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

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

In addition to the collection of written reflections to questions posed throughout the course in the Course Workbook, participants completing this component will be required to complete a follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the follow-up activity, participants may choose to conduct an awareness presentation for colleagues or engage in professional discourse through participation in a professional learning community (PLC).

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

by the district, may be presented to the district for potential in-service credits.

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

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

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

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

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

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

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	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.1, 3.4.2, 3.4.3, 3.4.5, 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 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 2019

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	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.1, 3.4.2, 3.4.3, 3.4.5, 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).

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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 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 2019

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: B1

POLICIES AND PROCEDURES

COMPONENT IDENTIFIER NUMBER: 8-410-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

Provide participants the opportunity to participate in activities to increasing their knowledge related 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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: B1

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: B1

MULTI-TIERED SYSTEM OF SUPPORT: AN INTRODUCTION (PDA)

Online Professional Learning Course

COMPONENT NUMBER: 8-415-001

Function: 8

Focus Area: 415

Local Sequence Number: 001

POINTS TO BE EARNED: 5

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the Problem Solving and Response to Intervention Project at the University of South Florida as an online learning experience. This course is designed to provide participants with a foundational understanding of a multi-tiered system of supports (MTSS).

LINK(S) TO PRIORITY INITIATIVES:

- Assessment and tracking student progress
- Continuous Improvement practices
- Evaluation system indicators/rubrics/components
- Instructional leadership (as per FPLS standards)
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3.
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.2.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

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

- Understand the context for an MTSS.
- Understand foundational concepts of an MTSS.
- Understand the conceptual underpinnings of MTSS.
- Understand the critical components of Tier 1, Tier 2, and Tier 3.

- Identify issues critical to the implementation of an MTSS.
- Know the four steps of the problem-solving process.
- Understand and recognize the logic of the four steps of the problem-solving process within the tiered levels of support.
- Be able to apply the four steps of the problem-solving process within the tiered levels of support.
- Understand how special education relates to an MTSS.
- Know the evaluation process for disabilities within an MTSS.
- Understand Specially Designed Instruction (SDI) and how SDI is provided within MTSS.
- Apply the foundational concepts and critical components of an MTSS to a case example.
- Apply the four steps of the problem-solving process using data.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

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

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will also be required to collect written reflections in a Reflection Journal as they work through the course.

- **KEY ISSUES** to be included in participant implementation agreements:

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

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options. For the follow-up activity, participants may choose to either conduct a presentation to colleagues, participate in a professional study group, or complete a set of written responses analyzing what they have learned.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used

by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

Discussion board entries, when relevant

Quality of participation in the NEFEC Professional Learning Support, when appropriate

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

Quality of instruction that teachers demonstrate

Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

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

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback. Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

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,K Implementation

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

**Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z FEAP:
A1,A2,A3,A4,B**

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z
FEAP: B2

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

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

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

SCHOOLS OF EXCELLENCE: 2017-2018

School Year 2017-2018

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. Each certified individual employed at a designated School of Excellence may be awarded twenty (20) inservice points for the 2017-2018 school year. If the school maintains the three-year designation as a School of Excellence, each certified individual employed at the school during the respective designation years can earn another twenty (20) inservice points for the 2018- 2019 school year and an additional twenty (20) inservice points for the 2019-2020 school year.

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 (2014-15, 2015-16 and 2016-17) 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

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

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

MIDDLE SCHOOL PROFESSIONAL DEVELOPMENT

(TO SATISFY THE REQUIREMENTS OF SENATE BILL 850)

Title: Middle School Professional Development

Component Number: 8-512-001

Function: General Support

Focus Area: School Improvement

Local Sequence Number: 001

Points to Be Earned: Minimum 6 (face-to-face and Level 1 implementation)/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	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.6	<input checked="" type="checkbox"/> 2.2.1	<input checked="" type="checkbox"/> 3.2.1
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.2
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 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 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 results of the evaluation are reviewed by the presenter, appropriate school instructional staff, and district stakeholders.

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:

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

TRANSPORTATION

COMPONENT IDENTIFIER NUMBER 8-515-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE

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

SPECIFIC 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

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,K

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

SCHOOLS OF EXCELLENCE: 2018-2019

School Year 2018-2019

COMPONENT IDENTIFIER NUMBER: 8-521-002

(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. Each certified individual employed at a designated School of Excellence may be awarded twenty (20) inservice points for the 2017-2018 school year. If the school maintains the three-year designation as a School of Excellence, each certified individual employed at the school during the respective designation years can earn another twenty (20) inservice points for the 2018- 2019 school year and an additional twenty (20) inservice points for the 2019-2020 school year.

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 (2014-15, 2015-16 and 2016-17) 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

Section 4

Exceptional Student Education Professional Learning Components

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TRANSITION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 1-100-001

Minimum/Maximum Inservice Points: 60/60

TARGET AUDIENCE:

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

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

1. Identify activities relevant to the four stages of career development (i.e., awareness, exploration, preparation, and placement)
2. Identify the essential domains of transition planning (e.g., personal/social, general community functioning, and leisure/recreational) for students with disabilities
3. Demonstrate knowledge of transition planning using student and family preferences to develop desired post-school outcomes
4. Identify resources and strategies to assist in students functioning effectively in a variety of environments to which they will be transitioning

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,I

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

Evaluation Methods: Staff - A,B,C,D,E,F,G Student – F,G,Z

FEAP: B1

DIFFERENTIATING READING INSTRUCTION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 1-100-002

Minimum/Maximum Inservice Points: 60/60

TARGET AUDIENCE:

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

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

1. Identify the characteristics of both language and cognitive development and their impact on reading proficiency.
2. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
3. Identify language acquisition characteristics of learners from mainstream, students with exceptional needs, and diverse populations.
4. Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading.
5. Identify common difficulties in development of each of the major reading components.
6. Understand specific appropriate reading instructional accommodations for students with exceptional needs and LEP students.
7. Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.
8. Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.
9. Select appropriate materials that address cultural and linguistic differences.
10. Identify structures and procedures for monitoring student reading progress

11. Apply knowledge of scientifically based reading research in each of the major reading components as it applies to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension)
12. Apply research-based practices and materials for preventing and accelerating both language and literacy development
13. Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth
14. Apply research-based instructional practices for developing students' phonemic awareness.
15. Apply research-based instructional practices for developing students' phonics skills and word recognition.
16. Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.
17. Apply research-based instructional practices for developing both general and specialized content area vocabulary
18. Apply research-based instructional practices for developing students' critical thinking skills
19. Apply research-based instructional practices for facilitating reading comprehension
20. Apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency.
21. Identify instructional strategies to facilitate students' metacognitive skills in reading.
22. Identify reliable and valid assessment procedures to validate instructional applications.
23. Identify and set goals for instruction and student learning based on assessment results to monitor student progress.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,I

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

Evaluation Methods: Staff - A,B,C,D,E,F,G Student – F,G,Z

FEAP: B1

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

FOUNDATIONS OF ESE (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER:

***1-103-001 / **1-103-002**

Minimum/Maximum Inservice Points: 60/60

*20 of the 60 inservice points may be used to meet the SWD requirement.

For tracking purposes, use *1-103-001 for the 20 SWD bankable points and **1-103-002 for the remaining 40 inservice points (nonbankable).

TARGET AUDIENCE

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

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

1. Identify state and federal legislation and case law that have affected the education of students with disabilities
2. Identify appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, and access to general education, least restrictive environment, transition planning, and free appropriate public education)
3. Identify the required components of Individual Educational Plans, Family Support
4. Plans, and Individual Transition Plans
5. Identify the classification systems and eligibility criteria under the current
6. Individuals with Disabilities Education Act (IDEA)
7. Compare the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics
8. Recognize the roles and responsibilities of IEP and child study team members.
9. Identify models of support for providing assistance in general education curricula.

10. Identify the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,I

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

Evaluation Methods: Staff - A,B,C,D,E,F,G Student – F,G,Z

FEAP: B1

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A2,A3

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A2,A3

INSTRUCTIONAL PRACTICES IN ESE (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-001

Minimum/Maximum Inservice Points: 60/60

TARGET AUDIENCE

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

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

1. Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information
2. Identify methods for evaluation and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g., at school, at home, and in the community)
3. Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: B1

LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS (PDA)

Professional Development Alternatives (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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: B1

INTERPERSONAL INTERACTIONS AND PARTICIPATION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-003

Minimum/Maximum Inservice Points: 30/30

TARGET AUDIENCE

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

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

1. Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information
2. Identify methods for evaluation and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g., at school, at home, and in the community)
3. Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: B1

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:

- A. Demonstrate knowledge of selecting, developing, and sequencing the objectives in the selected content area to meet student learning needs.
- B. Demonstrate knowledge of selecting, adapting, or developing instructional techniques and materials for a given set of instructional objectives and student needs.
- C. Demonstrate the ability to effectively utilize differentiated instructional techniques in teaching content or basic skills.
- D. Demonstrate ability to utilize differentiated instructional materials in teaching content or basic skills.
- E. Demonstrate ability to describe and select techniques and materials appropriate for students with disabilities in inclusive classrooms.
- F. Demonstrate ability to design and implement plan for providing assistance to students with disabilities and their general education teachers.
- G. Demonstrate ability to describe and implement designated course accommodations for students with disabilities pursuing a standard diploma.
- H. 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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A2,A3,A4,B

DIFFERENTIATING MATHEMATICS INSTRUCTION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-005

Minimum/Maximum Inservice Points: 30/30

Target Group

Developed by the Florida DOE as an online learning experience, this module is designed to provide a online professional development opportunity for K-12 educators. It is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

1. Define terms and guidelines related to differentiating instruction.
2. Define common terms used in effective math instruction.
3. Self-evaluate their current instructional practices related to the guidelines of differentiating instruction.
4. Discuss the rationale for differentiating mathematics instruction.
5. Explain the connection between continuous assessment and meaningful differentiation.
6. Identify the National Council of Teachers of Mathematics' processes, standards and principles for mathematics and access current research about effective mathematics instruction.
7. Identify potential barriers to math achievement and common misconceptions about mathematics.
8. Examine their own core mathematics program for strengths and limitations
9. Explain the relationships between the "big ideas" of Mathematics: levels of conceptual understanding: concrete-representational-abstract(C-R-A) and levels of expressing mathematical understanding.
10. Target a Florida Next Generation Sunshine State Standard/Access Point and explain how to teach that benchmark at the concrete, representational and abstract levels.
11. Identify types and sources of assessment information related to effective mathematics instruction including the components of a Mathematics Dynamic Assessment.
12. Analyze pre-assessment data for trends and patterns to determine the "what" and "how" to teach for initial understanding.
13. Determine how error pattern analyses and flexible interviewing can be efficiently integrated in into the assessment/instructional process

14. Develop learning and assessment activities to meet student needs and their level of understanding (C-R-A).
15. Identify various types of flexible grouping structures.
16. Purposefully group students based on sound rationale informed by pre-assessment and continuous whole-class assessment data.
17. Set appropriate and precise learning goals for groups in order to plan appropriate flexible mathematics group learning activities.
18. Integrate continuous assessment with flexible groups.
19. Use the following key ideas to differentiate math instruction:
 - Continuous assessment information, focusing on the “nouns” of math (concepts/skills) *and* the “verbs” of math (processes of doing), should be used to meaningfully differentiate math instruction.
 - Assessment should be continuous, varied and used to inform the instructional planning process.
 - Differentiated math instruction uses a combination of whole-group, small-group and individualized instruction in order to be responsive to students’ needs.
 - There are strengths and limitations of core mathematics programs.
 - Differentiating Mathematics instruction is dependent on understanding the NGSSS and Access Points, NCTM standards, processes and principles.
 - Students’ understanding of mathematics occurs across different levels and stages.
 - There is a reflexive relationship between the “big ideas” of mathematics and the “processes of doing mathematics.”
 - Flexible grouping structures can be used to increase student progress from acquisition to proficiency for targeted mathematics concepts and skills and can be used to extend understanding of mathematics concepts and skills.

Description of Activities:

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

1. Review all module content, related professional articles and websites. Provide summaries as directed.
2. Review references and resources.
3. Complete all online learning activities.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion postings.
5. Complete quizzes accurately.
6. Complete teacher self-assessments and analyze current practice.

7. Develop a personal action plan for improvement.
8. Define the guidelines of differentiation and how they apply to math instruction.
9. Explain how to teach a Florida math standard at the concrete, representational and abstract levels.
10. Administer a pre-assessment such as the Mathematics Dynamic Assessment and analyze the results to plan initial whole group instruction.
11. Describe three different ways to gather individual student performance data to ensure individual accountability.
12. Analyze a current unit of instruction and describe ways the unit plan could be differentiated during whole group, small group and individualized instruction to be more responsive to student needs.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will create and maintain an online portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator.

Learning (Delivery) Methods: A,B,C

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A2,A3,A4

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DIFFERENTIATING SCIENCE INSTRUCTION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-006

Minimum/Maximum Inservice Points: 30/30

Target Group: Developed by the Florida DOE as an online learning experience, this module is designed to provide a professional development opportunity for K-12 educators. It is intended to be completed in its entirety. No partial credit will be granted.

General Objective:

Participants will learn and apply the guidelines of differentiation to science instruction for the purposes of increasing student achievement. Participants will develop skills for differentiating science instruction by using continuous assessment to plan and deliver effective whole-group, small-group and individualized instruction in order to be responsive to each student's needs.

Specific Objectives:

Participants will be able to:

1. Define terms and guidelines related to differentiating instruction.
2. Define common terms used in effective science instruction.
3. Discuss the rationale for differentiating science instruction and self-evaluate their current instructional practices related to the guidelines of differentiating instruction.
4. Utilize current research related to effective science instruction.
5. Explain the connection between continuous assessment and meaningful differentiation and identify types and sources of assessment information related to effective science instruction.
6. Identify potential barriers to science achievement and common misconceptions about science.
7. Explain and provide examples of how preconceptions a student brings to the differentiated science classroom can affect learning.
8. Explain the inquiry instructional approach in science.
9. Identify components of whole-group instruction and determine when whole group instruction is appropriate.
10. Discuss ways to integrate technology to differentiate science instruction.
11. Purposefully group students based on sound rationale informed by pre- assessment and continuous assessment.
12. Set appropriate and precise learning goals for groups in order to plan appropriate flexible group learning activities that are aligned with learner needs.
13. Identify components of project-based learning.
14. Compare project-based learning to traditional learning and determine when project-based learning is appropriate.
15. Use the following key ideas to differentiate science instruction:

- Differentiated science lessons and units are based on the teacher having clarity about the learning goals.
- Assessment should be continuous, varied and used to inform the instructional planning process.
- Differentiated science instruction uses a combination of whole-group, small-group and individualized instruction in order to be responsive to students' needs.
- Differentiating Science instruction is dependent on understanding the NGSSS and Access Points and the ability to determine precise learning goals.
- When effective science practices are matched to learners' needs during whole-group instruction, engagement and achievement increase.
- Flexible grouping structures can be used to increase student progress from acquisition to proficiency for targeted science concepts and skills and can be used to extend understanding of science concepts and skills.
- In a differentiated science environment each student is valued for his or her contributions and has multiple opportunities to contribute to others and to learn from others' contributions.

Description of Activities:

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

1. Review all module content, related professional articles and websites. Provide summaries as directed.
2. Review references and resources.
3. Complete all online learning activities.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and discussion postings.
5. Complete quizzes accurately.
6. Complete teacher self-assessments and analyze current practice.
7. Develop a personal action plan for improvement.
8. Define the guidelines of differentiation and how they apply to science instruction.
9. Demonstrate understanding of the factors that influence the development of science competence.
10. Develop, administer and summarize results of a pre-assessment based on precise learning goals.
11. Design a whole-group mini-lesson using the 5E model of instruction.
12. Analyze a current unit of instruction and describe ways the unit plan could be more responsive to student needs by differentiating whole group, small group and individualized instruction.

Evaluation:

Participants will create and maintain an online portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will create and maintain an online portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator.

Learning (Delivery) Methods: A,B,C

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A2,A3,A4

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TEACHING STUDENTS WITH DISABILITIES (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-007

Maximum Inservice Points: 20/20

TARGET GROUP

Developed by the Florida Department of Education as an online learning experience, this module is designed to provide a professional development opportunity for educators who want to enhance their skills in working with students with disabilities. This component is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVE

The primary focus of this module will be to provide educators with information about the foundations of exceptional student education in Florida, from identification through appropriate practices in the provision of services and knowledge of instructional practices.

SPECIFIC OBJECTIVES

1. Identify state and federal legislation that has affected the education of students with disabilities.
2. Identify the six principles of the Individuals with Disabilities Education Act (IDEA) and their influence on educating students with disabilities.
3. Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Improvement Act (IDEA) and by the Florida Department of Education.
4. Compare and contrast the federal (IDEA) definitions with the state (Florida) definitions of each disability category.
5. Compare the development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children with disabilities to the development and characteristics of children without disabilities
6. Identify models of support for assisting students with disabilities in accessing the general education curricula.
7. Identify the basic steps in the exceptional education process from referral to reevaluation.
8. Identify appropriate practices based on legal and ethical standards (e.g. confidentiality, access to general education, least restrictive environment, free appropriate public education, explicit consent for some actions, participation in meetings, collaboration with private personnel hired by parent and procedural safeguards).
9. Identify methods for differentiating/adapting and accommodating assessment, instruction, and materials in order to meet individual student needs.
10. Identify instructional strategies for acquisition, generalization, and maintenance of standard based skills.

11. Identify effective instructional methods (e.g. explicit and systematic instruction, scaffolding, modeling, direct instruction, visual supports, manipulatives) for integrating reading, writing, speaking, listening, viewing, researching, and presenting across the curricula.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Identify key terms associated with the exceptional students with disabilities
5. Complete activities to demonstrate understanding of all steps involved in the exceptional education process.
6. Complete all activities to demonstrate understanding of strategies for differentiating, adapting instruction.
7. Complete all activities to demonstrate understanding of instructional methods for integrating instruction in the classroom.
8. Complete activities to check understanding throughout all units.
9. Complete all "Required - Check Your Understanding" activities within each unit with a minimum 80% accuracy rate.
10. Complete the final assessment with a 80% accuracy rate.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will complete and score a minimum of 80% on seven designated "Required - Check Your Understanding" activities, (one required activity per unit). Participants may not proceed to the final module assessment until they have received the 80% passing score on all seven "Required - Check Your Understanding" activities within the module. During the 12 week enrollment period, participants may retake all seven "Required - Check Your Understanding" activities as many times as necessary to achieve the 80% passing rate.

Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate. Participants are given unlimited trials to achieve the 80% passing rate during the twelve week enrollment period with a mandatory wait time of 24 hours between each retake. Following successful completion of the module, participants must complete one of the follow-up activities options. The module completion certificate and verification of completed follow-up activities by the participants' supervisor must be submitted to the

designated district professional development contact in order to be awarded 20 in-service credits in exceptional education.

Implementation Strategies:

Participants completing this component will be required to complete **one** of three possible follow-up activity options. The three options are outlined in the *Instruction for Students with Disabilities Follow-up Activities* document. Verification of completed activities by the participants' supervisor must accompany the module completion of certificate, in order for a district to award 20 in-service points.

Learning (Delivery) Methods: B,C

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

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1, A4

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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 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,K

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

EFFECTIVE TEACHING PRACTICES FOR STUDENTS WITH DISABILITIES: FOCUSING ON THE CONTENT AREAS (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-010

Maximum Inservice Points: 20

TARGET GROUP

Developed by the Florida Department of Education as an online learning experience, this module is designed to provide a professional development opportunity for educators who want to enhance their skills in working with students with disabilities. This component is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVE

The focus of this module will be to provide educators with information about effective instructional practices for students with disabilities.

SPECIFIC OBJECTIVES

- Identify some of the common elements and shared outcomes of Universal Design for Learning, Differentiated Instruction, Explicit Instruction, Specially Designed Instruction for students with disabilities and frameworks of effective teacher behaviors.
- Understand the relationships between Florida's multi-tiered system of support, Specially Designed Instruction for students with disabilities, Differentiated Instruction, Universal Design for Learning, Explicit Instruction, and the frameworks of effective teacher behaviors.
- Know the characteristics of an expert learner and how to assist students with disabilities in developing these skills.
- Describe how a teacher's mindset impacts his or her actions and how the teacher's actions impact a student's mindset and performance.
- Recognize ways to create learning environments that are rooted in strong teacher-student relationships to ensure that each student with a disability feels fully included, safe, and valued for his or her contributions.
- Develop precise learning goals that communicate what is most important for all learners, including students with disabilities, to know, understand, and be able to do.
- Understand that formative assessment, used to guide instructional planning and to develop student autonomy, is essential for providing students with disabilities work that is at the appropriate level of challenge.
- Know the characteristics of respectful work in order to maximize student achievement for students with disabilities.

- Understand that student differences matter in learning, and attending to those differences is necessary to support students in achieving rigorous academic standards. .
- Understand that some students who have disabilities, as well as other students, may need explicit instruction and intervention at increasing levels of intensity and duration in order to make appropriate progress and achieve at high levels.
- Understand that instructional decisions based on careful analysis of student assessment information should determine the explicitness, intensity, and duration of differentiated interventions.

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

1. Identify key common elements of Universal Design for Learning, Differentiated Instruction, Explicit Instruction, frameworks of effective teacher behaviors, and their relationship to Specially Designed Instruction for students with disabilities.
2. Compare and contrast the behaviors and outcomes of a fixed mindset versus a growth mindset.
3. Identify reasons for developing expert learners and name ways to change the learning environment to assist students with disabilities, as well as other students, in developing the skills of expert learners.
4. Provide explicit instruction to help students develop the skills of self-determination and self-regulated learning.
5. Create and communicate precise learning goals in student-friendly language in order to assist students with disabilities in becoming expert learners.
6. Explain how a formative assessment process guided by clarity about the learning goal can increase student achievement for students with disabilities.
7. Explain how incorporating learner profile and preference into learning activities can increase student motivation and engagement.
8. Apply instructional design principles and teacher delivery methods to make instruction more explicit and intensive for students with disabilities.
9. Utilize the application sections of the units as examples to improve instruction for students with disabilities, particularly in the core content areas.
10. Utilize the steps and guiding questions on the module organizer, *Teaching in a Responsive Classroom*, to support effective instructional decision making for students with disabilities.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Identify key terms associated with Universal Design for Learning, Differentiated Instruction, Explicit Instruction, and frameworks of effective teacher behaviors, and Specially Designed instruction to support Florida's multi-tiered system of supports.
5. Complete all activities to demonstrate understanding of a responsive and supportive learning environment that develops expert learners.
6. Complete all activities to demonstrate understanding of clarity about what is most important for all learners, including students with disabilities, to know, understand, and be able to do.
7. Complete all activities to demonstrate understanding of using assessment information to set personal learning goals and to increase student motivation and achievement.
8. Complete all activities to demonstrate understanding of developing lesson plans that include learning experiences that are equally focused, equally challenging and supported, equally engaging, and equally powerful for all students, including students with disabilities.
9. Complete all activities to demonstrate understanding of instructional design principles and teacher delivery methods for students who need or could benefit from more explicit instruction or intervention.
10. Review examples of how the big ideas of the module can be applied and implemented in core content areas.
11. Complete "Required - Check Your Understanding" activities within each unit of the module.
12. Complete the final assessment with an 80% accuracy rate.

Evaluation:

Participants will complete "Required - Check Your Understanding" activities in each unit of the module. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate. Participants are given unlimited trials to achieve the 80% passing rate during the twelve week enrollment period with a mandatory wait time of 24 hours between each retake.

In order to earn in-service points participants are required to complete one of three follow-up activity options in addition to the module content.

Follow-Up Strategies:

Following successful completion of the module, participants must complete one of the follow-up activity options. The three options are outlined in detail in the module. Option A: Instructional Plan and Reflection – suggested for classroom teachers. Option B: Action Plan to Support Teachers –

suggested for educators who supervise classroom teachers or instructional support teachers or for coaches who work directly with classroom teachers. Option C: Application of Module Content and Resources— suggested for educators not working directly with students.

Verification of completed follow-up activities by the participants' supervisor is required in order for a district to award 20 in-service points. Each district is responsible to ascertain if the content of this module satisfies the content requirements for students with disabilities credit. In-service points are awarded by the school districts through their Master In-service Plan.

Learning (Delivery) Methods: B,C

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

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G

FEAP: A1, A4

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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	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.4	<input checked="" type="checkbox"/> 2.2.3	<input checked="" type="checkbox"/> 3.2.3
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 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
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
8. HOW the experiences will be provided to participants during delivery:
9. Face-to-face delivery
10. Collaborative practice in learning communities
11. Online coursework, when available
12. 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 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. 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 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

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

TEACHING STUDENTS WITH DISABILITIES IN THE FINE ARTS (PDA)

Online Professional Learning Course

COMPONENT NUMBER: 2-100-016

Function: 2

Focus Area: 100

Local Sequence Number: 016

POINTS TO BE EARNED: 20

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services, the Florida Music Educators' Association, Florida State University and the Florida Division of Cultural Affairs as an online learning experience. This course provides educators of music, visual arts, dance and theatre information about the foundations of exceptional student education, the provision of services for students with disabilities and instructional practices that can be used not only for students with disabilities, but with all students. The course provides participants with a historical overview of state and federal legislation and the impact of the legislation on the education of students with disabilities. It includes information on a multi-tiered system of supports and the problem-solving process. It also provides a brief overview of Florida's exceptional student education policies and procedures and models of support.

LINK(S) TO PRIORITY INITIATIVES:

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S): Select all that apply

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

SPECIFIC LEARNER OUTCOMES:

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

- Describe the five major federal laws that have impacted the education of students with disabilities.
- Describe the three levels of support in a multi-tiered system of supports.
- Describe the steps that must be included in the exceptional student education process.
- List the range of placement options when providing services for students with disabilities.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

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

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the first option, participants may choose to complete an instructional plan, which requires the participant to follow specific steps to create a written plan, including a pre-assessment and summative assessment. The second option, a written reflection, requires the participant to review an IEP and write 600 words on how the course content would assist the instructor in meeting the needs of the student and help them achieve academic success.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the

participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

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

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

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

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

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

INCLUSIVE PRACTICES FOR THE DEVELOPMENTALLY APPROPRIATE PRE-K CLASSROOM (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-017

Maximum Inservice Points: 10/10

TARGET GROUP

Developed by the Florida Department of Education as an online learning experience, the goal of this module is to provide early childhood educators with information and instructional practices that support young children with special needs in an inclusive environment. It focuses on three developmental domains; communication, social-emotional, and adaptive which are the three prekindergarten indicators from the FLDOE/BEES Strategic Plan.

GENERAL OBJECTIVES

The purpose of this module is to provide early childhood educators with information and instructional practices that support young children with special needs in an inclusive environment. It will focus on three developmental domains; communication, social-emotional, and adaptive.

SPECIFIC OBJECTIVES

1. Understand the basis for establishing developmentally appropriate practices in early childhood classrooms.
2. Understand the legal and structural basis for educating preschool children with disabilities to the maximum extent with children who do not have disabilities.
3. Understand how inclusive practices positively impact outcomes for preschool students.
4. Understand the importance of child-adult interactions and how it relates to social-emotional development.
5. Understand how family engagement impacts preschool outcomes for children with disabilities.

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

1. Identify effective ways to improve the learning outcomes and promote the development of young children and engagement with their families.
2. Explain how to provide an accessible learning environment and encourage participation in learning experiences for preschool children with disabilities using Universal Design for Learning (UDL) principles.
3. Identify local resources available to families who have concerns about their child's development.
4. Recognize how inclusive practices for students with disabilities impact daily routines and activities in early childhood classrooms.
5. Identify the indicator established to target improved outcomes for preschool students with disabilities.

6. Determine areas of need based on state data in three outcomes for preschool students with disabilities and look at relevant action steps to be taken.
7. Describe the difference between receptive and expressive language.
8. Identify the sequence of normal language development from infancy through age five.
9. Describe the difference between a language and speech disorder.
10. Identify factors that may influence communication skills of students acquiring English as a second language.
11. Identify factors that may signal the need for further speech and language screening or evaluation.
12. Identify supports/accommodations that can be used in the Pre-K classroom for children with communication challenges.
13. Describe the progression of play skills and how to guide conflict resolution between peers
14. Identify factors that may signal the need for further behavior screening or evaluation.
15. Identify supports/accommodations that can be used in the Pre-K classroom for children with social and emotional challenges.
16. Identify age-appropriate skills for preschool children related to self-care.
17. Identify age-appropriate skills for preschool children related to personal responsibility.
18. Identify general strategies to promote adaptive skill development in the preschool classroom.
19. Identify inclusive practices and accommodations to promote adaptive skill development for students in the preschool classroom who have special needs.
20. Identify resources that support adaptive skill development.
21. Explain the importance of family engagement in the learning process for all children.
22. Describe the benefits of engaging families in the education of their preschool children.
23. Identify specific methods for building relationships and improving communication with families.
24. Explain how to have positive conversations with families about suspected delays in their preschool child's development.

DESCRIPTION OF ACTIVITIES

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

1. Complete the pre-assessment.
2. Complete all online learning activities.
3. Review all module content, related professional articles and websites.
4. Review references and resources.
5. Complete all activities associated with the understanding of inclusion of preschool students with disabilities.

6. Complete all activities to demonstrate understanding developmentally appropriate practices in early childhood classrooms.
7. Complete all activities to demonstrate understanding how inclusive practices positively impact outcomes for preschool students with disabilities.
8. Complete activities to check understanding throughout all units.
9. Complete "Required - Check Your Understanding" activities within each unit of the module.
10. Complete the final assessment with an 80% accuracy rate.

EVALUATION

Participants will complete "Required - Check Your Understanding" activities in each unit of the module. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate. Participants are given unlimited trials to achieve the 80% passing rate during the twelve-week enrollment period with a mandatory wait time of 24 hours between each retake.

In order to earn in-service points participants are required to complete one of three follow-up activity options in addition to the module content.

FOLLOW-UP ACTIVITY OPTIONS

Following successful completion of the module, participants must complete **one** of the follow-up activity options.

Option A: Instructional Plan

Provide a detailed instructional plan for one of the students described below, including accommodations, modifications, referrals for additional services if necessary, and resources for the family.

Child A: Sam is a 4-year old student with Autism. He has a significant language delay, mostly using sounds and gestures to get his needs heard. Because of his language delay, he gets easily frustrated when adults or peers do not understand him, and often resorts to throwing himself on the ground, hitting another child, or running away. In addition, Sam puts everything in his mouth, cries over loud noises, and has difficulty sitting in circle time activities.

Child B: Bella is a 3-year old student with a language delay. Bella and her family recently moved here from Brazil and they do not speak or understand English. Bella is extremely quiet and often cries when her parents drop her off at school. Her parents appear to be very concerned about how she is adjusting.

Option B: Written Reflection

Write a 300-word reflection based on the Analysis/Reflection activity in Unit 2.

Go to the Data & Evaluation page of the DOE/BEES website:

<http://www.fldoe.org/academics/exceptional-student-edu/data/> . Click on the SEA Profile for the

current year; look at *Section Five: Selected State Performance Plan Indicators, Indicator 7 – Prekindergarten Performance*, and complete the following analysis and reflection.

- Review the state-level targets and data for *Indicator 7 – Prekindergarten Performance* on the SEA Profile. Make a note of which indicators met their targets for the most recent reporting year and which did not.
- Next, go back to the DOE/BEES Data & Evaluation page: <http://www.fldoe.org/academics/exceptional-student-edu/data/>. Below the SEA Profile, you will find listings for each Local Education Agency (LEA) Profile. Click on the district in which you work, and look at your district's LEA Profile.
- Review the data for your district's state-level targets for *Indicator 7 – Prekindergarten Performance*. How does your district measure up with the state averages in meeting targets for this indicator?
- Choose a target in one of the three developmental domains that failed to be met in your district.
- Highlight instructional practices you intend to use in your classroom and resources you plan to share with families related to this data.
- You may incorporate additional information you have learned in this module regarding the other two domains (not selected for this activity) related to your selected Indicator 7 domain, as appropriate.

Option C: Application of Module Content and Resources

The following resources were required or optional reading in the module. For this activity you will return to six of the resources and apply the information to your current position. The first four are required resources then you will pick two additional resources from the list of choices. Answer the two reflection questions for each of the six resources.

- Reflection Prompts: Complete both prompts for each resource.
 1. In your own words write 2-4 key ideas from the resource.
 2. Explain how you may apply each of the key ideas to your current position to improve the outcomes for preschool students with disabilities.
- DO 4: Read/Review each of these resources from the module content and complete the two reflection prompts for each resource.
 - Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education*. Retrieved from <http://www.dec-sped.org/recommendedpractices>. For this activity, read the DEC RPs with Embedded Examples.)
 - Center for Applied Special Technology (CAST). (2016). *Universal Design for Learning*. <http://www.cast.org> (articles and video)

- Greenspan, Stanley M.D. (2004). *Meeting Learning Challenges: Working with Parents of Children with Special Needs*. Retrieved from <http://www.scholastic.com/teachers/article/meeting-learning-challenges-working-parents-children-special-needs>
 - National Association for the Education of Young Children (NAEYC). *Play and Children's Learning*. Selection of articles from *Young Children* and *Teaching Young Children*. Retrieved from <http://www.naeyc.org/play>.
- **Pick 2:** Read/Review a minimum of two of these resources and complete the two reflection prompts for each resource.
- Center for Community Inclusion and Disability Studies, University of Maine. *Visual Supports Learning Links and Templates*. <https://ccids.umaine.edu/resources/visual-supports/>
 - Centers for Disease Control and Prevention. *Learn the Signs. Act Early*. <http://www.cdc.gov/ncbddd/actearly/index.html>.
 - Cooperative Extension System. (2015). *Adapting the Child Care Environment for Children with Special Needs*. <http://articles.extension.org/pages/61358/adapting-the-child-care-environment-for-children-with-special-needs>
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http://challengingbehavior.fmhi.usf.edu/do/resources/documents/rph_social_dev_school_rediness.pdf.

- Technical Assistance and Training System (TATS). (2010). *Developmentally Appropriate Practice – Adaptive/Self-Help Skills*. <http://www.tats.ucf.edu/docs/eUpdates/Curriculum-14.pdf>.

Option D: Presentation or Professional Study Group

Choose one of the following formats for presenting the material that you have learned:

- ❖ Conduct a presentation on what you learned to a small group of colleagues. Write a brief reflection on the presentation, including feedback from the participants,
- ❖ Conduct a professional study group on the information from this module. This may include group discussions, sharing of journal articles or research, and/or additional book study.

Verification of completed follow-up activities by the participants' supervisor is required in order for a district to award 10 inservice points. Each district is responsible to ascertain if the content of this module satisfies the content requirements for students with disabilities credit. Inservice points are awarded by the school districts through their Master Inservice Plan.

Learning (Delivery) Methods: B,C

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

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G

FEAP: A1, A4

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FDOE Office of Early Learning. *Ensuring access, affordability and quality of early learning services for the state's children and families*. <http://www.floridaearlylearning.com>

Florida Diagnostic and Learning Resources System (FDLRS). Child Find Services: locates children who are potentially eligible for services under the Individuals with Disabilities Education Act (IDEA) and links them with needed services. <http://www.fdlrs.org/child-find.html>

Florida's Transition Project. Assists communities to develop, improve or sustain a seamless system of transition among agencies providing services to young children with disabilities, birth to six years of age, and their families. <http://www.floridatransitionproject.ucf.edu>

Help Me Grow, Florida. Statewide system designed to address the need for early identification of developmental and/or behavioral concerns. <https://www.helpmegrowfl.org>

National Association for the Education of Young Children (NAEYC). (2016). *Developmentally Appropriate Practice (DAP)*. <http://www.naeyc.org/DAP>

National Association for the Education of Young Children (NAEYC). (2016). *The Universal Design of Early Education Moving Forward for All Children*. Beyond the Journal/Young Children on the Web. Retrieved from <http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf>.

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- FDOE Bureau of Exceptional Education and Support Services (BEESS). *Administers programs for students with disabilities and coordinates student services throughout the state*. <http://www.fldoe.org/academics/exceptional-student-edu/>
- FDOE/BEESS Part B State Performance Plan/Annual Performance Report (SPP/APR). *Evaluates Florida's implementation of IDEA Part B and describes how the state will improve implementation*. <http://www.fldoe.org/academics/exceptional-student-edu/data>
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READING DIFFICULTIES, DISABILITIES AND DYSLEXIA (PDA)

Online Professional Learning Course
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	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

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

- Define the terminology commonly associated with reading disabilities.
- Identify the characteristics of the various subtypes of reading disabilities, including dyslexia.

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

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

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

specific tools provided in the course. Other activities include the thorough review of selected resources and related activities.

- KEY ISSUES to be included in participant implementation agreements:

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

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

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

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

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

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

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

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

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

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney,Sandy Lewis

READING DIFFICULTIES, DYSLEXIA, AND OTHER DISABILITIES

Component Number: 2-100-019*

Function: 2

Focus Area: 100*

Local Sequence Number: 019*

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.

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	<input checked="" type="checkbox"/> 1.1.1, 1.1.2, 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2, 2.1.4	<input checked="" type="checkbox"/> 3.1.2, 3.1.3, 3.1.4, 3.1.5,
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4,	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3,	<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4,
Implementing	1.2.5 ,1.2.6	2.2.4, 2.2.5 ,2.2.6	3.2.5, 3.2.6, 3.2.8, 3.2.9
Evaluating	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3

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:

41. Understand the importance of scientifically based reading research.
42. Review current scientifically based reading research and research on reading disabilities.
43. Understand the stages of language and reading development and the associations with reading difficulties.
44. Clarify the relationship between phonological awareness, phonemic awareness, and skilled reading.
45. Review the supporting research on the teaching of phonics.
46. Understand the goal of phonics instruction and the important role it plays in reading instruction for students experiencing persistent difficulty in reading.
47. Determine the reasons why students are dysfluent.
48. Examine the connection between proficient reading and reading fluency.
49. Learn how to differentiate assessment and instruction of reading fluency for students experiencing reading difficulties.
50. Review the research supporting vocabulary instruction.
51. Understand the importance of vocabulary instruction and the role it plays in the reading process for students experiencing persistent difficulty in reading.
52. Identify the levels of word knowledge.
53. Examine the continuum of vocabulary strategies and the relationship to levels of word knowledge.
54. Understand how to choose words for instruction.
55. Identify the components of an effective vocabulary lesson.
56. Understand how to differentiate vocabulary instruction and increase explicitness by applying various instructional design principles and teacher delivery methods to vocabulary instruction.
57. List the skills, knowledge, and attitudes that are required for good reading comprehension.
58. Determine when comprehension instruction should begin.
59. Recognize student behavior that may interfere with accurate text comprehension.
60. Discuss the relationship between other areas of reading and comprehension.
61. Model examples of differentiation through explicit comprehension instruction.
62. Clarify how to differentiate comprehension strategy instruction for students with reading difficulties.
63. Contrast reading comprehension instruction with accommodating students in content-area classes.
64. Establish the importance of assessment for differentiating comprehension instruction.
65. 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.
66. Define the terminology commonly associated with reading disabilities.
67. Identify the characteristics of the various subtypes of reading disabilities, including dyslexia.
68. Recognize the language and neurobiological basis of reading disabilities.
69. Explain how a multi-tiered system of supports identifies and supports students with reading difficulties/disorder.

70. Understand that meaningful differentiated instruction is based on student assessment data.
71. Review purposes, types, and models of reading assessment.
72. 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.
73. Examine core, intervention, or remedial curriculum materials according to the principles of systematic instructional design.
74. Define what is meant by evidence-based instruction.
75. Explain how to match evidence-based instruction to the instructional needs of individual students struggling with reading.
76. Determine if and when a change in content or pedagogy is needed within a reading intervention.
77. Consider alternative options for instruction as necessary.
78. Define the principles that can be used to differentiate instruction and make lessons more explicit for students with reading difficulties.
79. Describe the pedagogy that can be used to differentiate instruction and make lessons more intense for students experiencing reading difficulties.
80. 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:

g. 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.

h. 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

i. 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

DeafEd EXPRESS

Component Number: 2-100-020

Function: 2 – Instructional Methodology/Faculty Development

Focus Area: 100 – Instructional Strategies

Local Sequence Number: 019

Points to Be Earned: 6

DESCRIPTION: Developed by the Personnel Development Support Project (PDSP) at the Florida Center for Interactive Media in partnership with the Florida Department of Education and the Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTC-D/HH) as an online learning experience. This professional development opportunity provides a foundation for educators working with students who are deaf or hard of hearing. The purpose of this course is to increase the range and depth of best practices used by educators and other professionals in order to positively impact the achievement of students who are deaf or hard of hearing.

LINK(S) TO PRIORITY INITIATIVES:

- Assessment and tracking student progress
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Mastery of a specific instructional practice
- Non-Classroom Instructional staff proficiencies support student success
- Other: Strategies specific to students who are deaf or hard of hearing

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

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

IMPACT AREA

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

SPECIFIC LEARNER OUTCOMES:

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

- List three myths or misconceptions related to people who are deaf or hard of hearing.
- List three educational approaches for students who are deaf or hard of hearing.

- List ESE eligibility requirements for students who are deaf or hard of hearing.
- Describe the continuum of least restrictive placement for students who are deaf or hard of hearing.
- Describe the unique roles and responsibilities of IEP team members.
- Describe three types of hearing loss, and what part of the hearing system(s) is impacted for each.
- Relate the information provided on an audiogram.
- Explain the Functional Listening Evaluation and the information it provides.
- Identify types of amplification options.
- Describe the levels of auditory and receptive skills.
- Identify auditory learning and communication strategies.
- Explain the role of the interpreter.
- Recall the two methods of captioning available.
- Describe how supporting linguistic access, through either visual or auditory channels, impacts language development.
- Explain how research suggests the use of sign language may benefit all students.
- Summarize the reasons parents are the key to language and literacy development.
- Name at least two ways delays and deficits in language affects academic growth and outcomes.
- State the reasons language assessments are critical to the IEP team when working with students who are deaf or hard of hearing.
- Describe challenges students who are deaf or hard of hearing face when learning English syntax.
- Describe differences between English and ASL syntax.
- Describe one reason why students who are deaf or hard of hearing struggle with English semantics.
- Describe one reason why students who are deaf or hard of hearing may have difficulty with pragmatics of a communication event.
- Describe strategies for increasing a student's vocabulary acquisition.
- List communication breakdowns caused by the speaker, including ways to resolve the problems.
- List communication breakdowns caused by the listener and the skills students need to learn to resolve the problems.
- List environmental challenges which may contribute to communication breakdowns and what can be done to resolve the problems.
- List ways teachers can provide supports for students to independently improve access and participation.
- List strategies students can implement to fix communication and access breakdowns.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles,

identify key terms, complete interactive quizzes and activities, view any included videos, and pass a final assessment with at least 80% accuracy.

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

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

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the follow-up activity, participants may choose to write an explanation of services for a student who is deaf or hard of hearing to inform a general education teacher receiving a student with hearing loss for the first time. Or participants can select four accommodations for students who are deaf and hard of hearing from the course and describe the impact on student access and participation.

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

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

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

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

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

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders,

academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

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

SIM – CONTENT MASTERY ROUTINE (PDA)

Professional Development Alternatives

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 approach based on decades of research at the University of Kansas Center for Research on Learning (KUCRL).

SPECIFIC OBJECTIVES

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

Content Enhancement Routines (CE) Related to Concept Mastery Routine

1. Demonstrate the essential teaching behaviors to facilitate student achievement using the Concept Mastery Routine.
2. Provide specific instruction in the Cue-Do-Review Sequence of the Concept Mastery Routine.
3. Utilize the Concept Mastery Routine in subject appropriate situations.
4. Provide student impact data as a result of using the Concept Mastery Routine.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

LEARNING STRATEGY/METHODOLOGY PROCEDURES:

Participants will:

1. Reflection on implementation.
2. Coaching and mentoring to ensure appropriate application of knowledge and skills.

3. Access web-based resources.
4. Network to share best practices & updates.
5. Compile assessment data.
6. Modify practices based on data.

EVALUATION OF PARTICIPANTS:

Participants must demonstrate a mastery of the training content as measured by an assessment or other valid measure. Participants will provide feedback regarding the format of the professional learning opportunity via an evaluation tool.

IMPLEMENTATION ACTIVITIES:

Participants will:

1. Reflect on implementation
2. Be provided with coaching and mentoring to ensure appropriate application of knowledge and skills
3. Access web-based resources
4. Network to share best practices & updates
5. Compile assessment data
6. Modify practices based on data

COMPONENT EVALUATION:

Professional learning facilitator(s) will assess the degree to which the activities addressed the specific objectives and will make recommendation for revision through a component evaluation.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: B1

NEFEC Summer 2019

SIM – EPD UNIT ORGANIZER ROUTINE (PDA)

Professional Development Alternatives

COMPONENT IDENTIFIER NUMBER: 2-100-22

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 approach based on decades of research at the University of Kansas Center for Research on Learning (KUCRL).

SPECIFIC OBJECTIVES

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

Content Enhancement Routines (CE) Related to Unit Organizer

1. Demonstrate the essential teaching behaviors to facilitate student achievement using the Unit Organizer Routine.
2. Provide specific instruction in the Cue-Do-Review Sequence of the Unit Organizer Routine.
3. Utilize the Unit Organizer Routine in subject appropriate situations.
4. Provide student impact data as a result of using the Unit Organizer Routine.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

LEARNING STRATEGY/METHODOLOGY PROCEDURES:

Participants will:

1. Reflection on implementation.
2. Coaching and mentoring to ensure appropriate application of knowledge and skills.
3. Access web-based resources.
4. Network to share best practices & updates.
5. Compile assessment data.

6. Modify practices based on data.

EVALUATION OF PARTICIPANTS:

Participants must demonstrate a mastery of the training content as measured by an assessment or other valid measure. Participants will provide feedback regarding the format of the professional learning opportunity via an evaluation tool.

IMPLEMENTATION ACTIVITIES:

Participants will:

1. Reflect on implementation
2. Be provided with coaching and mentoring to ensure appropriate application of knowledge and skills
3. Access web-based resources
4. Network to share best practices & updates
5. Compile assessment data
6. Modify practices based on data

COMPONENT EVALUATION:

Professional learning facilitator(s) will assess the degree to which the activities addressed the specific objectives and will make recommendation for revision through a component evaluation.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: B1

NEFEC Summer 2019

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	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.4	<input checked="" type="checkbox"/> 2.2.3	<input checked="" type="checkbox"/> 3.2.3
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 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:

13. Educators will:

1. Participate in discussions based on instructor's presentation
2. Discuss and apply research-based practices
3. Utilize web-based resources
4. Research case studies
5. Design instruction using the instructional families in multi-grade classrooms
6. Create collaborative learning activities
7. Utilize collaborative practices within various contexts
8. Engage in activities that use interactive technology
9. 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 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. 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 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, 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

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,K

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

TECHNOLOGY FOR STUDENT SUCCESS: ASSISTIVE TECHNOLOGY (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 3-100-003

Maximum Inservice Points: 20/20

TARGET GROUP

Sponsored by FDOE Bureau of Exceptional Education and Student Services and developed by the Florida Diagnostic and Learning Resources System (FDLRS) as an online learning experience, this module is designed to provide a professional development opportunity for educators working with students with disabilities and for educators wanting to be more responsive to the needs of each student. This component is intended to be completed in its entirety. Therefore, no partial credit will be granted.

GENERAL OBJECTIVES

To provide an opportunity for participants to identify and explore assistive technology devices and services and to examine the process of helping students with disabilities select, obtain, and use assistive technology. To explore basic information about the impact of six identified areas of disability including: vision, auditory, physical, communication, intellectual, and cognitive processing and how assistive technology devices and services provide support in dealing with the impact of those disabilities.

SPECIFIC OBJECTIVES

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

1. Understand that students with disabilities benefit from the use of assistive technologies.
2. Understand that there is a wide range of technologies that can be considered for use as assistive technology by students with disabilities.
3. Identify characteristics of visual impairments.
4. Explore how visual impairments impact student learning and access to the education environment.
5. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with visual impairments.
6. Identify characteristics of hearing impairments.
7. Explore how hearing impairments impact student learning and access to the education environment.
8. Explore various assistive technologies to meet the needs of students with hearing impairments.
9. Identify characteristics of physical impairments.
10. Explore how physical impairments impact student learning and access to the education environment.

11. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with physical impairment
12. Identify characteristics of speech and language impairments.
13. Explore how speech and language impairments impact student learning and access to the education environment.
14. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with speech and language impairments.
15. Identify characteristics of intellectual impairments.
16. Explore how intellectual impairments impact student learning and access to the education environment.
17. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with intellectual impairments.
18. Identify characteristics of cognitive processing disabilities.
19. Explore how these disabilities impact student learning and access to the education environment.
20. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with cognitive processing disabilities.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. View related videotapes and power-point presentations.
4. Review references and resources.
5. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.
6. Identify key terms associated with assistive technology that may be used to meet the needs of students with six targeted areas of disability.
7. Explore assistive technology devices, services and assessment processes needed to align various technologies with the individual needs of students across six major identified areas of disability across curriculum areas.
8. Complete activities to demonstrate understanding of the differences between high, low and mid-tech assistive technology devices across six major identified areas of disability.
9. Complete activities to demonstrate an understanding of the characteristics of assistive technology and how to align and apply the use of such technology with students across six major areas of disability across curriculum areas.

10. Complete activities to identify assistive technology devices and services that align with individual needs of students across six major identified areas of disabilities.
11. Complete teacher self-assessments and reflect on personal experiences related to technology in the classroom.
12. Complete all comprehension checks.
13. Complete all assessment tasks.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator. A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

Implementation- Strategies:

Participants will demonstrate continued implementation and application of knowledge learned from this module via e-mail with facilitator and group meetings. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

Learning (Delivery) Methods: B,C

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

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1, A4

REFERENCES:

Unit 1:

Assistance to States for the Education of Children with Disabilities, Assistive Technology Device, 34 C.F.R. § 300.5 (2006)

Assistance to States for the Education of Children with Disabilities, Assistive Technology Service, 34 C.F.R. § 300.6 (2006)

Assistive technology laws. (n.d.). *The Family Center on Technology and Disabilities*. Retrieved from <http://www.fctd.info/factsheet/atlaws>

Florida Department of Education. (2013). Florida Department of Education Technical Assistance Paper on Assistive Technology for Students with Disabilities. Retrieved from <http://info.fldoe.org/docushare/dsweb/Get/Document-6801/dps-2013-65.pdf>

Sweeney, J. (n.d.). The assistive technology continuum. *Onion Mountain Technology*. Retrieved from <http://www.onionmountaintech.com/click.php?id=5>

U. S., Department of Education. (n.d.). *Building the Legacy: IDEA 2004*. Retrieved from <http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CA%2C300%252E6%2C>

Unit 2:

Accessible materials for individuals with visual and learning disabilities. (2012).

Learning Ally. Retrieved from <http://www.learningally.org>

American Printing House for the Blind, Inc. (n.d.). Retrieved from <http://www.aph.org>

An overview of assistive technology. (2011). *American Foundation for the Blind FamilyConnect*.

Retrieved from <http://www.familyconnect.org/parentsites.asp?SectionID=73>

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TECHNOLOGY FOR STUDENT SUCCESS: AN INTRODUCTION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 3-100-004

Maximum Inservice Points: 20

TARGET GROUP

Sponsored by FDOE Bureau of Exceptional Education and Student Services and developed by the Florida Diagnostic and Learning Resources System (FDLRS) as an online learning experience, this module is designed to provide a professional development opportunity for educators working with students with disabilities and for educators wanting to be more responsive to the needs of each student. This component is intended to be completed in its entirety. Therefore, no partial credit will be granted.

GENERAL OBJECTIVES

To provide an opportunity for participants to compare and contrast instructional technology, assistive technology, accessible instructional materials, and Universal Design for Learning; and, to determine appropriate tools to meet student needs and identify available resources to support district/school use of instructional technology, assistive technology, accessible instructional materials, and Universal Design for Learning.

SPECIFIC OBJECTIVES

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

1. Identify the three principles of the UDL framework and their associated checkpoints.
2. Explore and utilize UDL resources.
3. Apply UDL strategies to struggling learners.
4. Define assistive technology.
5. Define assistive technology services.
6. Align various assistive technologies with student needs.
7. Identify the characteristics of instructional technology.
8. Align various instructional technologies with curriculum areas.
9. Identify various types of accessible instructional materials (AIM).
10. Explore a variety of AIM resources.
11. Show how AIM relates to UDL, AT, and IT.

12. DESCRIPTION OF ACTIVITIES

13. Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the module:
14. Complete all online learning activities.
15. Review all module content, related professional articles and websites.
16. View related videotapes and power-point presentations.
17. Review references and resources.
18. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.
19. Identify key technology terms.
20. Identify key legislation that impacts technology for student with disabilities.
21. Explore the framework for Universal Design for Learning (UDL), including the three guiding principles and their associated guidelines and checkpoints.
22. Complete activities that identify UDL strategies and consider their application in the classroom.
23. Explore assistive technology devices, services and assessment processes needed to align various technologies with the individual needs of students.
24. Complete activities to demonstrate understanding of the differences between high, low and mid-tech assistive technology devices.
25. Complete activities to demonstrate an understanding of the characteristics of instructional technology and how to align and apply the use of such technology across curriculum areas.
26. Complete activities to identify accessible instructional materials and resources.
27. Complete activities to demonstrate understanding of the three aspects (content, structure and presentation) of instructional materials the IEP team may consider when determining what appropriate and accessible instructional materials a student needs.
28. Complete teacher self-assessments and reflect on personal experiences related to technology in the classroom.
29. Complete all comprehension checks.
30. Complete all assessment tasks.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator. A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

Follow-Up Strategies:

Participants will demonstrate continued implementation and application of knowledge learned from this module via e-mail with facilitator and group meetings. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

Learning (Delivery) Methods: B,C

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

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1, A4

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TECHNOLOGY FOR STUDENT SUCCESS: TOOLS FOR READING COMPREHENSION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 3-100-005

Maximum Inservice Points: 10/10

TARGET GROUP

Educators and related service personnel who serve PreK-12

GENERAL OBJECTIVE

This module is designed to introduce the participant to a variety of technology tools that can be used by students to scaffold, support, and augment some of the cognitive processing that leads to reading comprehension.

SPECIFIC OBJECTIVES

1. Participants will know how various cognitive processes impact reading comprehension.
2. Participants will know a wide range of technology tools that can be used by teachers during instruction and by students to support and scaffold reading comprehension.
3. Participants will understand that the Florida Standards were designed to give teachers and curriculum developers a high degree of flexibility and discretion in how to design and scaffold reading instruction.
4. Participants will understand that neurological, or cognitive, processes (such as memory) can impact reading comprehension.
5. Participants will understand that allowing learners to self-select tools and technologies to provide “just-in-time” cognitive and instructional scaffolding will increase learner independence and enable teachers to focus on critical instructional needs.
6. Participants will understand that there are many types of readily available software, utilities, and apps that can be used to support reading comprehension.

DESCRIPTION OF ACTIVITIES

Participants will achieve mastery of the objectives by completing the online module in its entirety. The module consists of four main units and an implementation activity that targets a range of supports and scaffolds related to reading comprehension. Required activities include the following.

1. Review all module content, related professional articles and websites.
2. Review references and resources.
3. Identify key terms associated with the module content.
4. Complete the self-assessment.
5. Complete each unit activity.
6. Complete all quizzes.

EVALUATION

There are five assessment tasks. Each assessment task builds on the previous one. The final assessment task covers the breadth of material offered within the entire module.

FOLLOW-UP STRATEGIES

The participant will implement an action plan with at least one student and provide student outcome data regarding the effectiveness of the strategies and tools selected for a student.

Participants are able to extend their study on this topic by participating in one of the following online PDA modules: PDA Technology for Student Success: An Introduction; PDA Technology for Student Success: Assistive Technology; and/or PDA Differentiating Reading Instruction for Students: Making it Explicit as well as other PDA online modules and face-to-face professional development provided by Florida Diagnostic and Learning Resources System technology specialist and learning resources specialists.

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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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,K

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

ASSESSMENT AND EVALUATION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 4-102-001

Minimum/Maximum Inservice Points: 60/60

TARGET AUDIENCE

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing education opportunities

GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics.

SPECIFIC OBJECTIVES

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

1. Identify the purposes of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction) across disciplines
2. Identify the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, and appropriateness of assessment for student needs)
3. Identify appropriate formal and informal assessments for students across disabilities.
4. Interpret, analyze, and apply the results of formal and informal assessments for students across disabilities
5. Identify alternate assessment strategies and procedures (e.g., observations, performance-based assessments, interviews, and portfolios) and their appropriate use
6. Identify the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional

developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K

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

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - G,Z

FEAP: B1

ENGAGING LEARNERS THROUGH INFORMATIVE ASSESSMENT (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 4-102-003

Minimum/Maximum Inservice Points: 20/20

TARGET GROUP

Sponsored by FDOE Bureau of Exceptional Education and Student Services and developed by the Florida Diagnostic and Learning Resources System (FDLRS) as an online learning experience, this module is designed to provide a professional development opportunity for educators working with students with disabilities and for educators wanting to be more responsive to the needs of each student. This component is intended to be completed in its entirety. Therefore, no partial credit will be granted.

GENERAL OBJECTIVE

Participants will learn and apply each step of the formative assessment process to increase student achievement. Participants will develop skills for using data-based decision making to be responsive to each student's needs.

SPECIFIC OBJECTIVES

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

1. Describe the relationship between the guidelines of differentiated instruction and the formative assessment process.
2. Explain each step of the formative assessment process.
3. Clarify the relationship of the formative assessment process to Florida's multi-tiered system of student supports (MTSS) that encompasses the Problem Solving Process and Response to Instruction/Intervention (PS-RtI) Framework.
4. List purposes of each component of assessment (pre-, formative, interim, and summative).
5. Clarify the learning goals/targets for lessons and units and determine the learning progression and connect them to the standards.
6. Develop and communicate learning goals/targets in student-friendly language.
7. Align formative assessment tasks to specific learning goals/targets.
8. Select and use different types and sources of evidence of student learning to assess for understanding.
9. Make instructional adjustments as a result of gathering and analyzing formative assessment information.
10. Provide students with meaningful feedback for self assessment and goal setting.

DESCRIPTION OF ACTIVITIES

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

1. Review all module content, related professional articles and websites. Provide summaries and reflections as directed.
2. Review references and resources.
3. Complete all online learning activities.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion posts.
5. Complete quizzes accurately.
6. Complete teacher self-assessments and analyze current practice.
7. Develop a personal action plan for improvement.
8. Develop an assessment plan using multiple sources of data.
9. Use the formative assessment process to differentiate instruction/intervention.
10. Provide students with written feedback designed to assist the student in setting his learning goals/targets and monitoring his own progress.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will create and maintain an online portfolio consisting of all specified assessment tasks. These tasks will be reviewed for satisfactory completion and for demonstration of competency of the objectives, by the module facilitator. Module facilitators must meet requirements of the PDA program, including expertise in content area and competency in the management system used for implementation.

Implementation Strategies:

Participants will be provided with access to additional resources and professional learning opportunities to extend content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained, and the impact of the component on job performance and student learning gains.

Learning (Delivery) Methods: B,C

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

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1, A4

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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 create 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,K

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

PRE-K FLORIDA CHILD OUTCOMES MEASUREMENT SYSTEM BATTELLE DEVELOPMENTAL INVENTORY 2ND EDITION (BDI-2) TRAINING MODULE (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 4-102-006

Minimum/Maximum Inservice Points: 10/10

TARGET GROUP

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

GENERAL OBJECTIVES

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

SPECIFIC OBJECTIVES

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

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

1. Identify Florida's requirements for reporting data to measure outcomes of special services for children with disabilities and relate those requirements to specific components of the Battelle Developmental Inventory 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 be complete one of three options in the follow-up activity section. Each option lists the completion level expected. Please see follow-up activity options below.

In order to earn in-service points participants are required to complete one of three follow-up activity options in addition to the module content.

Follow-Up Activity Options:

Following successful completion of the module, participants must complete one of the follow-up activity options to demonstrate level of competency. The three options are:

Option 1- Accessing a link to view implementation videos and complete the accompanying objective assessment.

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

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

Verification of completed follow-up activities by the participants' supervisor is required in order for a district to award 10 in-service points. Each district is responsible for ascertaining if the content of this module satisfies the content requirements for assessing using the BDI-2. In-service points are awarded by the school districts through their Master In-service Plan. Those outside of a school district should follow the process set up by their agency.

Learning (Delivery) Methods: B,C

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

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G

FEAP: A1, A4

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Usher Syndrome Screening (PDA)

Online Professional Learning Course

COMPONENT NUMBER: 4-102-007

Function: 4

Focus Area: 102

Local Sequence Number: 007

POINTS TO BE EARNED: 5

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services and the Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTC-D/HH) as an online learning experience. This course provides a professional development opportunity to help school personnel in conducting screenings for Usher syndrome per Exceptional Student Education Eligibility for Students Who Are Deaf or Hard-of-Hearing, 6A-6.03013(6), F.A.C. The course provides information on Usher syndrome; instructions on how to conduct a screening, including the actual forms needed to conduct a screening; and guidelines pertaining to the next steps after the screening.

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

Assessment and tracking student progress

Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

Regulatory or compliance requirements

Other: Conducting screenings for Usher syndrome per Exceptional Student Education Eligibility for Students Who Are Deaf or Hard-of-Hearing per 6A-6.03013(6), F.A.C.

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input checked="" type="checkbox"/> 1.2.5	<input checked="" type="checkbox"/> 2.2.5,	<input checked="" type="checkbox"/> 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S): Select all that apply

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

SPECIFIC LEARNER OUTCOMES:

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

- Define Usher syndrome.
- Define dual sensory impairment.
- Explain the concern with students being under-identified.
- Explain why Usher syndrome screening is important and who must participate.
- List individuals involved in performing the Usher syndrome screening.
- Explain the parts of an audiogram.
- Identify the degrees of hearing loss.
- Name three types of hearing loss.
- Describe the vision loss symptoms first experienced by someone who has Usher syndrome.
- Describe the field of vision experienced by someone who has Usher syndrome.
- Describe the characteristics of the three types of Usher syndrome.
- Identify the audiogram associated with each type of Usher syndrome.
- The types of audiograms or hearing loss that do not need to move onto paper screening.
- The types of audiograms or hearing loss that need further screening.
- Describe the purpose of the letter of notification and the required process if a parent or guardian refuses screening.
- Identify and implement three questionnaires which are part of the paper screening process.
- Identify the three parts to the on-site screening.
- Identify the people, materials, and room set up necessary to complete the on-site screening.
- Identify the procedures for each of the on-site screenings.
- Compile and interpret all screening activity results.
- Identify when pass, re-check, or refer the student for a medical diagnostic genetic evaluation.
- Submit outcome information to the IEP team and parent or guardian, that includes applicable referral information.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

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

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. For the follow-up activity, participants must select a student from their district and complete an Usher syndrome screening using the steps outlined in this course and write up their results in a narrative format explaining the findings and why the student was considered low or high risk.

Verification of completion of the follow-up activity by the district contact person for Usher syndrome or the Resource Materials and Technology Center for the Deaf and Hard of Hearing is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for in-service credits.

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

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

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

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

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

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

POSITIVE BEHAVIOR SUPPORT: UNDERSTANDING STUDENT BEHAVIOR

Professional Development Alternatives (PDA)

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,K

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

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - G,Z

FEAP: B1

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,K

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

POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS) MODULE (PDA)

Professional Development Alternatives (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 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 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 in to 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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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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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,K

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

MATRIX OF SERVICES (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 8-103-103

Minimum/Maximum Inservice Points: 5

TARGET GROUP

Developed by the Florida DOE as an online learning experience, this module is designed to provide a professional development opportunity for educators. This component is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVES

To provide an opportunity for participants to become acquainted with background information on the Matrix of Services, to examine the requirements for matrix completion and to provide the opportunity to accurately complete a matrix for students with disabilities.

SPECIFIC OBJECTIVES:

1. Examine how funding is determined for Florida's exceptional student education population.
2. Identify students who are eligible to have a Matrix of Services document.
3. Identify the person who is eligible to complete the Matrix of Services document.
4. Identify and describe all Matrix of Services required components.
5. Identify and demonstrate an understanding of the five domains and levels of service of the Matrix of Services.
6. Identify and demonstrate an understanding of the application of special considerations ratings and their possible impact on the overall Matrix of Services funding rating.
7. Describe the steps involved in rating the five domains and levels and how those ratings are used to determine the matrix overall rating and funding cost factor.
8. Review Florida resources relevant to completion of the Matrix of Services document.
9. Review an IEP and complete a Matrix of Services document based on the review.
10. Upon completion of this component, participants will be able to:
11. Identify a Matrix of Services document.
12. Complete a Matrix of Services document based on a review of an individual educational planning document.
13. Identify how student educational needs and services impact the matrix funding document.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.
5. Identify key terms associated with the Matrix of Services document.
6. Complete activities to demonstrate understanding of the five domains of the matrix.
7. Complete activities to demonstrate understanding of the five levels of service in each domain of the matrix.
8. Complete activities to demonstrate an understanding of how to complete each domain to reflect services noted in the individual educational planning document.
9. Complete all comprehension checks.
10. Complete all assessment tasks.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator. A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

Follow-Up Strategies:

Participants will demonstrate continued implementation and application of knowledge learned from this module via e-mail with facilitator and group meetings. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

Learning (Delivery) Methods: B

Implementation Method: N,O,P,R

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1,A2,A3,A4

SURROGATE PARENT (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 8-103-104

Minimum/Maximum Inservice Points: 5

TARGET GROUP

Developed by the Florida DOE as an online learning experience, this module is designed to provide a professional development opportunity for educators. This component is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVES

This module provides an overview of the requirements and steps involved in becoming a surrogate parent, from application through completion of services. It also provides an opportunity for participants to become acquainted with background information on the district's responsibility in recruiting, training, appointing and terminating surrogate parents. Additional information will be covered that reviews which students are eligible for surrogate parent and why the need exists for such services.

SPECIFIC OBJECTIVES

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

1. Define surrogate parent as described in federal and state law.
2. Identify requirements to become a surrogate parent in Florida.
3. Identify the school district's responsibility in recruiting, training, appointing, and terminating surrogate parents.
4. Describe the steps involved in becoming a surrogate parent, from application to termination.
5. Identify which students need to have a surrogate parent appointed and list possible reasons for the appointment.
6. Identify the duties and responsibilities of surrogate parents in working with Florida's exceptional students.
7. Provide examples as to how surrogate parents can work effectively with schools.
8. Provides examples of when surrogate parent services may be terminated.
9. Identify and demonstrate an understanding of exceptional student program areas in Florida.
10. Describe the basic steps in the exceptional education process in place for Florida's exceptional students who need specially designed instruction and related services.
11. Describe the role of the surrogate parent on the individual educational planning team.
12. Identify the federal and state laws related to surrogate parents and the role of the surrogate parent in working with exceptional students.

13. Identify and describe procedural safeguards and their impact on surrogate parent rights and responsibilities.
14. Explain why surrogate parents need a support crew and identify who may serve on the crew.
15. Identify the requirements of the Individuals with Disabilities Education Act with regard to surrogate parent eligibility, requirements, and student rights.
16. Examine key background information which supports surrogate qualifications, responsibilities, rights, recruitment, appointment, oversight, and termination relevant to surrogate parents as described in state and federal law.
17. Review Florida resources, supports and advocacy organizations relevant for surrogate parents.
18. Review National resources, supports and advocacy organizations relevant for surrogate parents.

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

1. Define and identify the requirements established for becoming a surrogate parent in Florida.
2. Identify the school district's responsibility in recruiting, training, appointing, and terminating surrogate parents.
3. Describe the steps involved in becoming a surrogate parent, from application to termination.
4. Identify resources to support both the surrogate parent and the school district in the provision of surrogate parent services to students with disabilities.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.
5. Identify key terms associated with the exceptional students with disabilities and the role of the surrogate parent in serving those students.
6. Complete activities to demonstrate understanding of the requirements and role of individuals acting as surrogate parents.
7. Complete activities to demonstrate understanding of all steps involved at the district level in recruiting and training surrogate parents.
8. Complete activities to demonstrate an understanding of how the surrogate parent works with the student and the school district in the individual educational planning process.
9. Complete all comprehension checks.
10. Complete all assessment tasks.

EVALUATION:

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator. A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

FOLLOW-UP STRATEGIES:

Participants will demonstrate continued implementation and application of knowledge learned from this module via e-mail with facilitator and group meetings. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will create and maintain an online portfolio consisting of all specified assessment tasks. These tasks will be reviewed for satisfactory completion and for demonstration of competency of the objectives, by the module facilitator. Module facilitators must meet requirements of the PDA program, including expertise in content area and competency in the management system used for implementation.

Learning (Delivery) Methods: B,C

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

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1, A4

REFERENCES

- The following brochures, technical assistance paper, and book, previously published by the Florida Department of Education, Bureau of Exceptional Education and Student Services, were coalesced and updated to provide the core content for the development of this online module.
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PARAPROFESSIONAL SUPPORT FOR STUDENTS WITH DISABILITIES (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 8-103-107

Minimum/Maximum Inservice Points: 20/20

TARGET GROUP

Developed by the FDLRS Administration Project as an online learning experience, this module is designed for paraprofessionals working with students with disabilities and their educators. This component is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVES

The goal of this module is to provide paraprofessionals with introductory information about the foundations of exceptional student education in Florida, the provision of services, and appropriate strategies to support the instructional practices for students with disabilities.

SPECIFIC OBJECTIVES

1. Analyze the purposes, strengths, and limitations of formal versus informal assessments
2. Compare and contrast the classifications and eligibility criteria established under the IDEA and in the Florida State Board of Education rules
3. Discuss the distinction between roles and responsibilities of paraprofessionals and partner teachers
4. Identify state and federal legislation that has affected the education of students with disabilities
5. Identify models of support for assisting students with disabilities in accessing the general education curricula
6. Identify data collection techniques used for instructional decision making
7. Identify the members of an IEP team
8. Identify the components of an individualized education plan (IEP)
9. Identify various methods to support the instructional process
10. Identify instructional tools for supporting a differentiated environment that is responsive to learner needs
11. Know the laws that impact confidentiality and ethics
12. Know when and how to collect data used for instructional decision making
13. Know when a reevaluation may be suggested for a student with a disability
14. Understand the Individuals with Disabilities Education Act (IDEA) more comprehensively
15. Understand the safeguards that exist to ensure that the rights of children with disabilities and their parents are protected
16. Understand the qualifications of a paraprofessional in the State of Florida
17. Understand the typical development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children

18. Understand the multi-tiered system of supports (MTSS) problem solving method
19. Understand the emerging practice of facilitated meetings
20. Understand the Florida standards and the access point curriculum
21. Utilize skills for building successful relationships
22. Explore ways to ensure independence for students with disabilities

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Complete twelve required "Check Your Knowledge" activities within the module.
5. Complete the final assessment with 80% accuracy rate.
6. Complete one follow-up activity option.

EVALUATION

1. Participants will complete a total of twelve required "Check Your Knowledge" quizzes found throughout the module.
2. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate.
3. Participants are given unlimited trials to achieve the 80% passing rate during the twelve-week enrollment period with a mandatory wait time of 24 hours between each retake.

FOLLOW-UP ACTIVITY OPTIONS

Following successful completion of the module, participants must complete **one** of the follow-up activity options to demonstrate level of competency.

Follow-up Activity (Option 1, 2, or 3) - **For Certificate of Completion only:**

- **Option 1** - Journal for 1 month on support provided and the difference that support made.
- **Option 2** – Written Reflection 3-5 examples of where and how you can provide support to the instructional processes.
- **Option 3** - Case Study – Think about a student who you have helped support the instructional process. Using key terms from the module, discuss how you supported that student.

Follow-up Activity (Option A, B, C, or D) - For Certificate of Completion and in-service points:

- Option A - Instructional Plan
- Option B - Written Reflection
- Option C - Presentation

- Option D - Professional Study Group

Verification of the completed follow-up activity is required by the participants' supervisor in order for a district to award 20 in-service points. Each school district or private school agency determines which professional development opportunities satisfy the content requirement for teaching students with disabilities credit (Renewal Credit in Teaching Students with Disabilities DPS 2014-12) for their employees. In-service points are awarded by the school districts through their Master In-service Plan (MIP). Those outside of a school district should follow the process set up by their agency.

Learning (Delivery) Methods: B,C

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

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G

FEAP: A1, A4

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Secondary Transition Online Professional Learning Course

IDENTIFICATION:

TITLE: Secondary Transition

COMPONENT NUMBER: 8-103-108

Function: 8

Focus Area: 103

Local Sequence Number: 108

POINTS TO BE EARNED: 12

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with Project 10: Transition Education Network as an online learning experience. This course provides a professional development opportunity for transition professionals. The course provides a general overview of secondary transition, including transition assessment, the Transition IEP and the Summary of Performance (SOP), including compliance aspects, and engaging students and ensuring they have self-determination and self-advocacy skills. The tenets of transition taxonomy and predictors of post-school success, such as family involvement and interagency collaboration, are embedded throughout the course.

LINK(S) TO PRIORITY INITIATIVES:

- Continuous Improvement practices
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other: Meeting Federal and state legislative requirements for students with disabilities in regards to transition planning activities, assessment, the transition IEP, the summary of performance, self-determination and self-advocacy

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.5	<input checked="" type="checkbox"/> 2.2.5	<input checked="" type="checkbox"/> 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

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

- The transition taxonomy and evidence-based predictors of positive post-school outcomes.
- Essential transition services.
- The interrelatedness of the transition-related federal indicators, including how they support student success.
- Write postsecondary goals for the IEP that are measurable, aligned with transition assessment data, and reflect post-school outcomes in postsecondary education, training, employment, and/or independent living.
- Describe the legal basis, contents, and purpose of the Summary of Performance and identify the benefits of a fully developed SOP.
- Identify the key concepts of self-determination and self-advocacy for students with disabilities and describe related federal and state legislation.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

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

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. The activity includes a rubric the participant will use to evaluate the secondary transition program in their school or district. In addition, the participant must identify one new service the school/district could offer, one strategy to better prepare families to provide transition activities for their student, and one way in which the school/district can improve facilitation of services between the school/district and agency/community resources.

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

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate

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

- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

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

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

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

Name(s) of Component Author(s): Zoe Mahoney, Sandy Lewis

Section 5

SPECIAL PROGRAMS

ADDITIONAL ESOL COMPONENTS

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES ESOL: BASIC 60 FOR CATEGORY II TEACHERS

(Social Studies, Mathematics, Science, and Computer Literacy)

COMPONENT IDENTIFIER NUMBER:

1-704-020

Inservice Points

60

GENERAL OBJECTIVE

The purpose of this component is to assist teachers in developing attitudes, skills, and knowledge which will enable them to identify students who are English Language Learners (ELLs) and to provide and justify effective instruction for ELLs. Upon successful completion of the component, participants will be able to modify curriculum and offer instruction and evaluation compatible with student language diversity.

SPECIFIC OBJECTIVES

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

1. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
2. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
3. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
4. 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.
5. Understand and apply knowledge about home/school connections to build partnerships with ELLS' families (e.g., Parent Leadership Councils).
6. 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.
7. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
8. 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.
9. Demonstrate knowledge of L2 (second language) teaching methods in their historical context.
10. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
11. Demonstrate knowledge of the evolution of laws and policy in the English as a second language (ESL) profession, including program models for ELL instruction.
12. Organize learning around standards-based content and language learning objectives for

students from diverse backgrounds and at varying English proficiency levels.

13. 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.
14. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
15. Use a variety of materials and other resources, including L1 (home language) resources, for ELLs to develop language and content-area skills.
16. 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.
17. Plan for integrated standards-based ESOL and language sensitive content instruction.
18. Create supportive, accepting, student-centered classroom environments.
19. 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.
20. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
21. 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.
22. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
23. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.
24. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
25. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
26. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
27. 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.
28. Distinguish among ELLs' language differences, giftedness, and special education needs.
29. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the League of United Latin American Citizens (LULAC) Consent Decree.
30. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
31. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.
32. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.
33. 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.

- 34. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.
- 35. Assist ELLs in developing necessary test-taking skills.

**May be delivered face-to-face in an EPI Course.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K Implementation

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z FEAP:

A1,A2,A3,A

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES ESOL: OR SCHOOL COUNSELORS

COMPONENT IDENTIFIER NUMBER:

1-705-029

Inservice Points

60

GENERAL OBJECTIVE

The purpose of this component is to assist school counselors in developing attitudes, skills, and knowledge which will enable them to serve ELLs and realize the impact their services have on the academic success of these students.

SPECIFIC OBJECTIVES

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

1. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
2. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
3. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
4. 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.
5. Understand and apply knowledge about home/school connections to build partnerships with ELLS' families (e.g., Parent Leadership Councils).
6. 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.
7. 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.
8. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.
9. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.
10. Demonstrate understanding of how L1 literacy influences L2 literacy development in English.
11. Demonstrate knowledge of L2 teaching methods in their historical context.
12. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
13. Demonstrate knowledge of the evolution of laws and policy in the English as a second language (ESL) profession, including program models for ELL instruction.

14. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
15. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
16. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
17. Create supportive, accepting, student-centered classroom environments.
18. 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.
19. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
20. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
21. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
22. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
23. 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.
24. Distinguish among ELLs' language differences, giftedness, and special education needs.
25. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the League of United Latin American Citizens (LULAC) Consent Decree.
26. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
27. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.
28. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.
29. 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.
30. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.
31. Assist ELLs in developing necessary test-taking skills. .

DEMONSTRATION OF MASTERY:

In order to demonstrate mastery and when appropriate, school counselors may develop a case study and implement strategies to address the academic needs of ELLs. The ELL case study must contain evidence to support the achievement of these standards and indicators. The development and implementation of strategies for the student case study may be credited towards the sixty (60) hours of inservice requirement for up to a maximum of thirty (30) inservice points/hours. ESOL professional content instruction (whether "in-presence" or online, or a combination of both) may be credited for no less than thirty (30) inservice points/hours.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K Implementation

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z FEAP:

A1,A3

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES ESOL: FOR ADMINISTRATORS

COMPONENT IDENTIFIER NUMBER:

1-705-028

Inservice Points

60

GENERAL OBJECTIVE

This component is designed to provide a professional learning opportunity for school- based administrators to enable them to increase their knowledge of the role and responsibilities of administrators in Florida regarding limited English proficient (LEP)/English language learner (ELL) students.

SPECIFIC OBJECTIVES

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

1. Demonstrate knowledge of the background of the 1990 ESOL Agreement, including knowledge of related legislation and litigation (e.g., Bilingual Education Act, Lau v. Nichols)
2. Demonstrate knowledge of the requirements of the 1990 ESOL Agreement (placement, monitoring, programmatic issues, etc.) to ensure compliance.
3. Demonstrate knowledge of administrator's role and responsibility as the instructional leader of the school and participant in the LEP\ELL Committee.
4. Demonstrate knowledge of the role and responsibilities of Florida Department of Education, school districts and schools regarding the 1990 ESOL Agreement.
5. Demonstrate ability to evaluate trained teachers who are using ESOL instructional strategies in Basic ESOL courses.
6. Demonstrate ability to evaluate trained teachers who are using ESOL or Home Language strategies in basic subject area courses.
7. Demonstrate ability to evaluate instructional personnel (other than basic subject area teachers) who are using ESOL or Home Language strategies.
8. Demonstrate knowledge and sensitivity to multicultural and diverse student populations; create a positive and supportive environment to accommodate the diverse cultural backgrounds of students.
9. Recognize major differences and similarities among various cultural groups in the U.S., in Florida, and in the local community; counsel students, parents, school personnel and community members on these differences and similarities.
10. Demonstrate ability to work cooperatively with the community and express to the community that its participation is wanted and needed.
11. Develop cross-cultural awareness and understanding of the major cultural groups represented in the local school district, and at the individual schools, in order to
12. meet the needs of LEP\ELL students within the context of a multicultural student population.
13. Demonstrate ability to explain to LEP\ELL students what behavior is expected of them in American culture, in the district, and in the school.

DEMONSTRATION OF MASTERY

In order to demonstrate mastery of the objectives, school administrators must submit a district-developed portfolio that contains evidence to support the achievement of the standards. The district-developed portfolio may be credited towards the sixty (60) hours of inservice requirement for up to a maximum of thirty (30) inservice points/hours. ESOL professional content instruction (whether “in-presence” or online, or a combination of both) may be credited for no less than thirty (30) inservice points/hours.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K Implementation

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z FEAP:

A1,A3

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES ESOL: BASIC 18 FOR CATEGORY III TEACHERS

(All other subjects not included in Categories I and II)

COMPONENT IDENTIFIER NUMBER:

1-704-027

Inservice Points

18

GENERAL OBJECTIVE

The purpose of this component is to assist teachers in developing attitudes, skills, and knowledge which will enable them to provide effective instruction for students who are English language learners (ELL). Upon successful completion of the component, participants will be able to modify curriculum and offer instruction and evaluation compatible with student language diversity.

SPECIFIC OBJECTIVES

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

1. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
2. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
3. 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.
4. 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.
5. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
6. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
7. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
8. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
9. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
10. 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.

11. Provide instruction that integrates listening, speaking, reading, and writing for ELLs for diverse backgrounds and varying English proficiency levels.
12. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
13. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
14. 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.
15. Plan for integrated standards-based ESOL and language sensitive content instruction.
16. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
17. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K Implementation

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z FEAP:

A1,A3

ESOL: BASIC FOR PRACTITIONERS

IDENTIFICATION

Title: **ESOL Basic for Practitioners Component**

Number: **1-705-030**

Function: 1 – Subject Content/Academic Standards Focus

Area: 705 – English Language Learners/Other Local Sequence

Number: 030

Points to Be Earned: **20 DESCRIPTION**

Developed as an online learning experience, this course is designed to provide a professional learning opportunity for school-based speech/language pathologists, physical therapists, and occupational therapists who want to enhance their skills in working with English Language Learners (ELLs). Designed to ensure students classified as ELL in Florida’s public schools receive appropriate delivery of services per the requirements under the Florida Consent Decree, this course is intended to be completed in its entirety and will earn 2 Continuing Education Units (CEUs). ESOL Basic for Practitioners is a 20- hour course that fulfills the Florida Department of Education’s ESOL requirement for non- instructional personnel listed above.

LINKS TO PRIORITY INITIATIVES

- Continuous Improvement practices
- Mastery of a specific instructional practice: Strategies for developing ELLs’ English listening, speaking, and writing skills
- Non-Classroom Instructional staff proficiencies supporting student success
- Professional and ethical behavior

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.2	<input checked="" type="checkbox"/> 3.1.7
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.3	<input checked="" type="checkbox"/> 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.4	<input checked="" type="checkbox"/> 2.4.2, 2.4.3	<input checked="" type="checkbox"/> 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. Know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Identify and understand the nature and role of culture, cultural groups, and individual cultural identities.
2. 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.
3. 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.
4. 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.
5. 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.
6. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
7. Understand and apply theories and research on second language acquisition and development to support ELLs' learning.
8. 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.
9. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.
10. 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.
11. Demonstrate knowledge of a variety of strategies and techniques for developing and integrating ELLs' English listening, speaking, and writing skills.
12. Organize treatment language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
13. Develop ELLs' L2 listening and speaking skills for a variety of academic and social purposes.
14. Select and adapt appropriate materials, resources, and technologies.
15. Select, adapt, and appropriately use a variety of materials and resources to develop ELLs' English language and literacy.

LEARNING PROCEDURES (METHODS)

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

Learning Methods Code: C-Electronic Non-Interactive

WHAT will occur during this professional development component delivery?

1. Participants will be required to complete a review of content online.
2. Participants will engage in independent study, review web sites and professional articles, review key terms, complete online learning activities, take assessments and pass with 80% or greater accuracy rate.
3. As districts dictate, participants will maintain an independent content review time and effort log, create a log of significant resources that supported individual independent study, provide a written reflection as to how the module assisted participant with his/her practice in meeting the needs of ELLs.

HOW the experiences will be provided to participants during delivery?

Online format for independent study

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

The independent study module is self-paced and can be completed within 4-5 weeks

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: S-Electronic (non-interactive)

Participants completing this self-paced course of study will be required to work independently. When appropriate, participants will complete and submit the following items as verification for district-awarded independent study credit. Participants are required to follow all district procedures established for utilizing the independent study in-service option.*

Verification Items Which May Be Required to Award District Independent Study In-Service Points:

1. "Name of Module" Course Code # from district that would align with it _____
2. District Independent Study Form - (includes objectives, assessment measures, etc.)
3. Time and Effort Log
4. Final Module Assessment Results - (Individual assessment results printed from module and must demonstrate a final score accuracy rate of 80% or greater)
5. Resource Listing - A printed sampling of significant resources that supported individual independent study
6. Written Reflection - Individual participant will write a reflection on how *ESOL Basic for Practitioners* assisted with his/her practice in meeting the needs of English Language Learners
7. Statement of date module satisfaction survey completed
8. Other District Specific Requirements

*While each district has its own requirements for accepting independent study learning activities for in-service credit, the above items listed will most likely be required when submitting a request to a local district to award in-service points for an independent course of study

IMPACT EVALUATION PROCEDURES

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

Where appropriate, districts will review the participant's independent study form, logs, final assessment score, resource listing, written reflection, and other district-specific requirements. Participants will also complete a pre/post survey to gauge growth in addition to a participant satisfaction survey.

Evaluation Methods for Staff Code: D-Other Changes in Practice

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

Who will use the evaluation impact data gathered?

Impact data will be used by participants, school administration, academic coaches, and district personnel and will 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 addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate satisfaction survey is accessed electronically. Participant pre/post survey is designed to assess individual growth as a result of the module.

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

Districts will have the opportunity to review the required documents submitted by participants.

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

NEFEC will examine data received from the participant satisfaction survey as well as participant pre/post assessments to determine success of the module. They will then make relevant revisions to ensure a successful learning experience.

Developed by NEFEC Spring 2016

ESOL: ESSENTIALS/METHODS

COMPONENT IDENTIFIER NUMBER:

1-700-030

Inservice Points

120

GENERAL OBJECTIVES

The purpose of this workshop is to assist teachers in developing attitudes, skills, and knowledge which will enable them to identify students who are English Language Learners (ELLs).

To provide participants with instructional methods which are effective for ELLs.

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 need to provide services for ELLs and for relevant training.
2. Demonstrate an awareness of the extent to which culture permeates every aspect of our being—thinking, feeling, valuing, and interacting with others.
3. Distinguish between visible, surface characteristics of culture and the many subtle, invisible manifestations of culture known as deep culture.
4. Examine in depth, and become familiar with, characteristics of one's own culture and how this influences our interaction with and expectations for students.
5. Recognize the stages of culture adaptation for newcomers to any culture and demonstrate awareness of the behavioral characteristics that may be associated with each stage of adjustment and which often appear as classroom problems.
6. Become aware of the wide diversity within any given cultural group and how to use cultural information without stereotypes or preconceived ideas concerning cultural characteristics.
7. Understand and accept the influence that home, school, and community relationships have on academic achievement and school adjustment of students.
8. Develop strategies and activities that promote parent, school, and community relationships with the classroom.
9. Assess students' oral language output in the classroom using a structured observation instrument correctly.
10. Understand the process of literacy development and be able to identify various stages of literacy.
11. Describe the similarities in the processes of language acquisition and literacy development.
12. Identify the kinds of information necessary for adequate analysis of any learning problems encountered by ESOL students and suggest appropriate instructional changes.
13. Identify and understand the many uses of language and literacy and the importance of early exposure to the complete range of language uses.
14. Utilize instructional approaches and techniques that integrate language and curricular content learning.
15. Analyze and utilize strategies that combine language and thinking skills and that are related to the content of the curriculum.

16. Develop a lesson plan within a thematic unit using strategies designed to teach language and content simultaneously.
17. Develop strategies that infuse multicultural information throughout the curriculum.
18. Understand the role and function of assessment in the education of Limited English Proficient students.
19. Identify types of tests and select those appropriate for language minority students and for the particular goals of testing.
20. Analyze various assessment techniques and instruments designed to measure students' academic progress and adapt these so they are appropriate for ESOL students.
21. Use a variety of alternative assessment techniques appropriate for monitoring ESOL students' progress.
22. Develop instructional activities that are appropriate to student's oral language competence.
23. Plan instructional activities that are appropriate to the stage of language acquisition of the student.
24. Adapt classroom activities and procedures so they maximize second language acquisition and learning, taking into account similarities and differences between first and second language acquisition.
25. Recognize Opportunities for promoting literacy across a broad range of uses, utilize those opportunities, and design and implement appropriate literacy activities.
26. Develop content-area assessment instruments which effectively monitor ESOL students' mastery of academic material.
27. Conceptually integrate all sections of the course and note how they fit together or complement each other.
28. Decide which techniques are appropriate with which students in order to work toward course goals.
29. Justify those decisions based on information from various domains.
30. Carry out those decisions with participants' 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,K

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1,A3

ESOL BASICS

COMPONENT IDENTIFIER NUMBER:

1-700-001

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' learning needs are addressed.
3. Utilize the language background and experiences of individual students to enrich instruction for the whole group.
4. Provide a wide range of activities to meet various students' learning needs.
5. Practice the use of appropriate instructional strategies to affect student learning.
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 English language knowledge and skills.
9. Select and use appropriate materials and resources that support learning of English Language Learners (ELLs).
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.
11. Foster student responsibility, appropriate social behavior, integrity, and the value of diversity by role modeling and through learning activities.
12. 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.

NGCAR-PD

Next Generation Content Area
Reading Professional
Development

**NEXT GENERATION CONTENT AREA READING-PROFESSIONAL DEVELOPMENT
(NGCAR-PD)**

Any content area teacher in grades 6-12 is eligible for NGCAR-PD. Completion of NGCAR- PD would allow content area teachers to effectively deliver reading intervention to students who score at level 2 in reading on the Florida Comprehensive Assessment Test

(FCAT) and do not need instruction in decoding and text reading efficiency. These content area teachers would be eligible to serve as a reading intervention teacher in his/her content area class pursuant to the approved K-12 Comprehensive Reading Plan. NGCAR- PD **does not** satisfy requirements for the reading endorsement, and therefore, there would be no reflection on an educator’s teaching certificate.

NGCAR-PD consists of a 60 hour Face-to-Face training in conjunction with a 30 hour practicum.

NGCAR-PD PROGRAM MATRIX

Title Of Component	Component Number	Inservice Points Required
NGCAR-PD Train the Trainer	1-013-015	18
NGCAR-PD	1-013-016	60
Practicum	1-013-017	30

NEXT GENERATION CONTENT AREA READING-PROFESSIONAL DEVELOPMENT

NGCAR-PD: TRAIN THE TRAINER

COMPONENT IDENTIFIER NUMBER:

1-013-015

Inservice Points

18

GENERAL OBJECTIVES

This course is designed to be a train the trainer model facilitated by those designated professional developers for the district-based trainers. Once trained, these district-based teacher trainers may return to their districts and deliver the sixty (60) hour Face to Face NGCAR-PD to content area teachers.

The convergence of evidence from multiple research reading implementation study results clearly indicate support from the entire school to enable all students to read at high proficiency levels. Because reading is the cornerstone of academic achievement, not only in language arts but also for content areas such as science, social studies, mathematics, and career and technical courses, it is critical that support be given to students in every class rather than in just one specialized “reading” class. This NGCAR-PD approach emphasizes a much greater benefit—reading deeply in multiple disciplines about multiple topics. It is designed to move students to high levels of proficiency.

SPECIFIC OBJECTIVES

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

1. understand how to help teachers gain knowledge in research about comprehension and
2. become familiar with NGCAR-PD materials and logistics of the course
3. have ideas about how to present research-based information about the characteristics
4. and role of the learning environment and its contribution to the learning community that positively impact student reading comprehension and learning
5. understand how to help teachers gain knowledge of research about vocabulary
6. instruction and evaluate current practice to determine how current instruction should be improved
7. become familiar with the various comprehension research findings by understanding
8. their role in the reading comprehension process
9. understand how to introduce content area teachers to how reading and writing
10. instruction can be combined to accomplish specific goals
11. be able to provide guidance to content area teachers for planning instruction

DESCRIPTION OF ACTIVITIES

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

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

Implementation Methods: M,N,O,P

Evaluation Methods: Staff - A,B,D Student - F FEAP:

A1,A3

NGCAR-PD: NEXT GENERATION CONTENT AREA READING-PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER:

1-013-016

Inservice Points

60

GENERAL OBJECTIVES

NGCAR-PD consists of a sixty (60) hour face-to-face or online academy and a thirty (30) hour practicum. Once teachers enroll and start the NGCAR-PD content area package, content area teachers may begin to provide reading intervention through their content area classes to students who score Level 2 on FCAT and do not need instruction in decoding and text reading efficiency.

The convergence of evidence from multiple research reading implementation study results clearly indicate support from the entire school to enable all students to read at high proficiency levels. Because reading is the cornerstone of academic achievement, not only in language arts but also for content areas such as science, social studies, mathematics, and career and technical courses, it is critical that support be given to students in every class rather than in just one specialized “reading” class. This NGCAR-PD approach emphasizes a much greater benefit—reading deeply in multiple disciplines about multiple topics. It is designed to move students to high levels of proficiency.

SPECIFIC OBJECTIVES

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

1. gain knowledge in research about comprehension and become familiar with NGCAR-PD units of instruction: Comprehension Instructional Sequence, Re-engaging the Adolescent Learner, Vocabulary, Comprehension, Writing in Response to Reading, Text Complexity
2. understand research-based information about the characteristics and role of the learning environment and its contribution to the learning community that positively impact student reading comprehension and learning gain knowledge of research about vocabulary instruction and evaluate current practice to determine how current instruction should be improved
3. understand comprehension research findings by understanding their role in the reading comprehension process
4. understand how reading and writing instruction can be combined to accomplish specific goals be able to use NGCAR-PD content to plan instruction

DESCRIPTION OF ACTIVITIES

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

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of

their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K Implementation

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z FEAP:

A1,A3

NEXT GENERATION CONTENT AREA READING-PROFESSIONAL DEVELOPMENT

NGCAR-PD PRACTICUM

COMPONENT IDENTIFIER NUMBER:

1-013-017

Inservice Points

30

GENERAL OBJECTIVES

To provide an overview of the expectations and components for the Practicum Requirements. The NGCAR-PD practicum emphasizes the classroom application of the Comprehension Instructional Sequence to support readers and writers of all abilities in reading and content area classrooms. Documenting change in classroom practice over time will be a major portion of the work of this practicum. The concepts presented will emphasize the teacher's role.

SPECIFIC OBJECTIVES

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

1. Design, develop, implement and evaluate the Comprehension Instructional
2. Sequence for the content area in which the teacher is responsible.
3. Apply the processes of effective comprehension, vocabulary and classroom instruction in the classroom.
4. Teach effective strategies to enhance literal, interpretative and critical comprehension in a wide variety of texts.
5. Collaborate with teachers to strengthen students' reading and writing abilities through content-area instruction.
6. Apply strategies to develop and extend vocabulary and to develop the conventions of language.

REQUIREMENTS:

1. Complete a Case Study for three students within your classroom who qualify for NGCAR-PD reading intervention placement.
2. Participate in six hours of Clinical Cohort classes as a member of a learning community, sharing experiences and best practices in NGCAR-PD implementation.
3. Complete a Comprehension Instructional Sequence lesson plan including the major elements of NGCAR-PD for your case study students (vocabulary, comprehension, extended text discussion, writing in response to reading, question generation, directed note taking) using a specified lesson plan format.
4. Complete three observation lessons: one each for Comprehension Instructional Sequence steps. Arrangements will need to be made by the participant for the Practicum clinical mentor to observe these lessons or other lessons at the discretion of the clinical mentor based on the needs of the participant and feedback from the clinical mentor.

5. Deliver the instruction of the three lesson plans and complete a Reflection Guide using the specified Reflection Guide format.
6. Document student growth over time for each of the case study students. Participants should document progress over time using a progress monitoring system based on the area of intervention for each of the three case study students.
7. Maintain a log of activities for a minimum of 30 hours of required time for the Practicum. All components must be completed within a school semester. The log of activities displays the date and time of the activity, and a description of the activity. You are required to log a minimum of 30 hours of activities; at least 20 hours of which activities suggested within NGCAR-PD. The activities include follow up and application of the concepts presented during the professional development sessions. All components must be completed with a school semester.

LOG OF ACTIVITIES – 30 HOURS (EXAMPLE)

Teacher’s Name: _____ School: _____

Date Time	Description of the Activity	Hours:
	TOTAL HOURS:	

OBSERVATION LESSONS

The participating teacher and clinical mentor use a rubric for feedback and self-reflection on various parts of the Comprehension Instructional Sequence.

RUBRIC EXAMPLE:

Asks Questions to Extend Understanding: COMPREHENSION

4	3	2	1	*N/O
The teacher asks questions that help students to clarify and extend their thinking (analyze, synthesize, compare/contrast, evaluate, etc.) and provides extensive opportunities for them to generate higher order questions and refer to the text to support their responses.	The teacher asks questions that help students to clarify and extend their thinking (analyze, synthesize, compare/contrast, evaluate, etc.) and provides some opportunities for them to generate higher order questions and refer to the text to support their responses.	The teacher asks questions that help students to clarify understanding, but students are not required to refer to the text to support their responses.	The teacher asks questions that primarily assess literal understanding of the text.	

*N/O – Not Observed

Engage Students in Sustained Collaborative Discussion: COMPREHENSION

4	3	2	1	*N/O
The teacher provides extensive opportunities for sustained student-to-student interaction to help them construct meaning of key concepts in text.	The teacher provides some opportunities for sustained student-to-student interaction to help them construct meaning of key concepts in text.	The teacher leads classroom dialogue by posing questions and evaluating students' responses about key concepts in text.	The teacher provides a lecture and/or PowerPoint on key concepts in the text.	

CASE STUDY OUTLINE

I. Introduction

- A. School history
- B. Number of students
- C. Demographics of the school and community
- D. Number of teachers
- E. Number of units per grade level
- F. Professional development history
- G. School-wide assessments used
- H. Year school was constructed
- I. Class description
 - i. Number of students
 - ii. Grade level
 - iii. Demographics of the class
 - iv. Classroom programs/materials used
 - v. Set up of the classroom (lay out)

I. Student profile

A. High progress student

- i. Assessments used
 - a) Screening
 - b) Progress monitoring
- ii. Strengths
 - a) Sources of information used
 - b) Strategic activities used in reading
- iii. Needs
 - a) Sources of information neglected
 - b) Strategic activities needed in reading
- iv. Instructional practices used
 - a) Assessment instrument used to determine instructional practice
 - b) Brief description of instructional practice
 - c) Students targeted based on assessment
 - d) Research used to support instructional practice

B. Average progress student

- i. Assessments used
 - a) Screening
 - b) Progress monitoring
- ii. Strengths
 - a) Sources of information used
 - b) Strategic activities used in reading
- iii. Needs
 - a) Sources of information neglected
 - b) Strategic activities needed in reading
- iv. Instructional practices used
 - a) Assessment instrument used to determine instructional practice
 - b) Brief description of instructional practice
 - c) Students targeted based on assessment
 - d) Research used to support instructional practice

C. Low progress student

- i. Assessments used
 - a) Screening
 - b) Progress monitoring
- ii. Strengths
 - a) Sources of information used
 - b) Strategic activities used in reading

- iii. Needs
 - a) Sources of information neglected
 - b) Strategic activities needed in reading
- iv. Instructional practices used
 - a) Assessment instrument used to determine instructional practice
 - b) Brief description of instructional practice
 - c) Students targeted based on assessment
 - d) Research used to support instructional practice

II. Conclusion/Reflection

- A. How did the students respond to the lessons?
- B. What did the students learn?
- C. What did you learn from the lessons?
- D. What would you do differently based on this case study? Why?
- E. What is your next step based on this case study? Why?

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K Implementation

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

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z FEAP:

A1,A3

ELEMENTARY K-6 ONLINE CONTENT REVIEW MODULE

The Elementary K-6 Online Content Review Module, sponsored by the Bureau of Exceptional Education and Student Services, is designed to help educators review and refresh their knowledge base in the areas of language arts, math, science and technology, visual arts/music, health and physical education and social science, as required in Florida’s Elementary K-6 certification exam.

TARGET AUDIENCE

- ESE certified educators teaching basic education courses to students with disabilities in grades K-6, who need to obtain Elementary K-6 Certification to comply with requirements of No Child Left Behind (NCLB).
- Elementary certified general educators teaching basic education courses in grades K-6, who need to obtain Elementary K-6 Certification, to comply with requirements of NCLB.
- Elementary K-6 administrators seeking a resource to share when discussing content competencies required by new teachers teaching core content to all students in grades K-6.

MODULE FEATURES

1. Self-paced online content review
2. Comprehensive
3. Maintains demographic information
4. User-friendly
5. Provides twelve-weeks for content access
6. Free of charge to Florida Educator

While the content covered in this review module is extensive, it does not replace the need for an appropriate, comprehensive study of each subject. Completion of this online module does not guarantee a passing score on the certification exam. Instructional support is not available with this module.

Title Of Component	Component Number	Number Of Inservice Points Required
Award inservice points under content area components: Language Arts Content, Mathematics Content, Science Content, Social Studies Content Physical Education Content, Fine Arts Content (see page 3-1); completed as independent study	Varies	Up to 120

Participants are required to register through the FDLRS HRD Coordinating Unit at: <http://FDLRSHRD.NEFEC.org/IC/>

SAFETY VIDEO COMPONENT

Title of Video Training	Component & Number	Inservice Points
Abuse Prevention	School Health and Safety 6-511-002	Minimum / Maximum 5/10
Active Shooter		
Bloodborne Pathogens for Schools-NEFEC		
Bullying/Cyberbullying Prevention		
GHS Hazard Communications-NEFEC		
Playground Safety Supervisor Training		
School Hazard identification-NEFEC		
Shop Safety for Schools		
Smarter Adults-Safer Children: Preventing Child Sexual Abuse		
Smarter Adults-Safer Children: Substance Abuse Prevention		
Smarter Adults-Safer Children: Technology Safety and Security		
Student to Student Hazing and Harassment		
Student to Student Sexual Harassment		

Contact NEFEC's Risk Management Department for additional information about safety videos.

INTEL TEACH ELEMENTS

Title of Course	Component	Component Number	Number of Inservice Points	Page Number
Assessment in 21st Century Classrooms	Monitoring and Evaluation of Assessment	4-401-001	30	3-58
Project-Based Approaches	Teaching Methodology	2-408-001	30	3-29
Thinking Critically with Data	Data Analysis	4-401-002	30	3-60
Educational Leadership in the 21st Century	Administrators as Managers	7-507-003	20	3-87
Collaboration in the Digital Classroom	Technology in the Classroom	3-007-001	30	3-54
Designing Blended Learning	Teaching Methodology	2-408-001	30	3-29

NEFEC REGIONAL PRINCIPAL LEADERSHIP ACADEMY

PLA

Total Hours: 180

Title of Course	Component	Component Number	Hours	Page Number
ESOL for Administrators	ESOL for Administrators	1-705-028	60	6-9
Data Analysis for Instructional Leaders	Administrators as Managers	7-507-003	22	3-87
Introduction to Florida Principal Leadership Standards	Administrators as Managers	7-507-003	3	3-87
Principal Inquiry	Administrators as Managers	7-507-003	3	3-87
Ethical Leadership	Administrators as Managers	7-507-003	6	3-87
Regional PLA Required Assignments	Administrators as Managers	7-507-003	86	3-87

Note: This is a special program that earns 21st Century Educator and 21st Century Educator Leader Certificates and uses existing components. The certificates awarded are not FDOE professional certificates; components can be used to earn certificate renewal.

VIRTUAL PROFESSIONAL LEARNING FOR SCHOOL BOARD MEMBERS

UNDERSTANDING FLORIDA STANDARDS MICRO-CREDENTIAL

IDENTIFICATION

Title: **Understanding Florida Standards Micro-Credential Component**

Number: **1-007-002**

Function: 1 – Subject Content/Academic Standards Focus Area:

007 – Integrated Curriculum

Local Sequence Number: 002

Points to Be Earned: **Minimum 5/Maximum 10 DESCRIPTION**

The professional learning module “Understanding Florida Standards” assists participants to gain a better understanding of Florida Standards and learn strategies for effectively implementing the standards in their districts and schools. It is one of the three modules included in *Virtual Professional Learning for School Board Members* which was designed and developed by the North East Florida Educational Consortium in collaboration with the Florida School Boards Association, the Heartland Educational Consortium, the Panhandle Educational Consortium, and the Urban Schools Human Capital Academy.

LINKS TO PRIORITY INITIATIVES

Academic content standards for student achievement

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.3, 1.2.4	<input checked="" type="checkbox"/> 2.2.1, 2.2.3	<input checked="" type="checkbox"/> 3.2.1
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 3.4.3

IMPACT AREAS

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

SPECIFIC LEARNER OUTCOMES

Participants will:

1. Describe the impact Florida Standards has on teaching and learning
2. Identify the format and structure of the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS)
3. Examine how the instructional shifts for LAFS and MAFS informs student learning
4. Examine the relationship between the Florida Standards and College and Career Readiness
5. Explore the Florida Standards on CPALMS

6. Examine how Standards-based Instruction aligns standards, instruction, and assessments
7. Examine the differences between summative, interim, and formative assessments and the roles for student learning
8. Understand the importance of the progress monitoring of student 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

C-EElectronic Non-Interactive

WHAT will occur during this professional development component delivery:

Participants will examine research and information about the following:

- LAFS, MAFS, and Next Generation Sunshine State Standards
- Standards structure
- Code structure
- Instructional shifts Participants will explore CPALMS

Participants will examine college and career readiness

Participants will explore standards-based instruction

Participants will examine research and information about the following:

- Florida Standards Assessments
- Types of assessments

HOW the experiences will be provided to participants during delivery:

Online coursework

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

Participate in online study of research Submit directed evaluations

IMPLEMENTATION/MONITORING PROCEDURES

Implementation/Monitoring Code: S-Electronic, Non-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?

Evaluation Methods for Staff Code: D-Other Changes in Practice

Evaluation Methods for Students Code: Z-Did Not Evaluate Due to Absence of Cause Effect Relationship Between the PD and Student Impact

Who will use the evaluation impact data gathered?

At the district level, school board members and district personnel may use the impact data to assess the mastery level of objectives and to determine the effectiveness of the professional learning.

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 will be accessed electronically.

What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and use of information, school board members may reflect on their own learning to determine its effectiveness.

Who will use these aspects of PD evaluation data?

District level stakeholders may examine evaluation data to determine the success of the professional learning.

Developed by NEFEC Spring 2017

HUMAN CAPITAL MANAGEMENT SYSTEMS MICRO-CREDENTIAL

IDENTIFICATION

Title: **Human Capital Management Systems Micro-Credential Component**

Number: **7-502-001**

Function: 7– Management/Leadership/Planning Focus

Area: 502 – District Level Management Local Sequence

Number: 001

Points to Be Earned: **Minimum 5/Maximum 10 DESCRIPTION**

The professional learning module “Human Capital Management Systems (HCMS)” affords participants the knowledge necessary to implement policies that support high quality HCMS within their districts with an emphasis on best practices. It is one of the three modules included in *Virtual Professional Learning for School Board Members* which was designed and developed by the North East Florida Educational Consortium in collaboration with the Florida School Boards

Association, the Heartland Educational Consortium, the Panhandle Educational Consortium, and the Urban Schools Human Capital Academy.

LINKS TO PRIORITY INITIATIVES

Continuous Improvement practices

Mastery of a specific leadership practice: Human Capital Best Practices

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.6	<input checked="" type="checkbox"/> 2.2.1, 2.2.3	<input checked="" type="checkbox"/> 3.2.1
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 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 Strategic Human Capital with its key components, strategies, and best/emerging practices.
2. Identify the key metrics and “look fors” to assess a district’s Human Capital efforts and impact.
3. Identify the strategies and practices to attract, hire, and retain the best teachers.

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, C-Electronic Non-Interactive

WHAT will occur during this professional development component delivery:

- Participants will demonstrate knowledge of research highlights that address the importance of educator quality.
- Participants will assess district human capital capabilities using high level leading indicators.
- Participants will view *The Right Work* presentation of the key components that drive teacher and principal quality, including best and emerging practices related to each component.
- Participants will demonstrate knowledge of the district context that influences Human Capital Management.
- Participants will demonstrate knowledge of key performance indicators and explain how

they relate to the employee lifecycle: recruitment, selection, hiring, evaluation, development, and retention.

- Participants will identify the strategies and practices to attract, hire, and retain the best teachers.
- Participants will demonstrate knowledge of guiding questions to assess a district's candidate pipeline process and procedures.
- Participants will identify the motivations and factors that attract and retain millennial teachers.

HOW the experiences will be provided to participants during delivery:

Online coursework

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

- Participate in online study of research
- Submit directed evaluations **IMPLEMENTATION/MONITORING**

PROCEDURES Implementation/Monitoring Code: S-Electronic, Non-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?

Evaluation Methods for Staff Code: D-Other Changes in Practices

Evaluation Methods for Students Code: A-State or District Standardized Growth Measures, Z-Did Not Evaluate Due to Absence of Cause Effect Relationship between the PD and Student Impact

Who will use the evaluation impact data gathered?

At the school and district level, educators may use the impact data to assess the mastery level of objectives and to determine the effectiveness of the professional learning.

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 will be accessed electronically.

What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development, school board members, district personnel, school administrators, and other educators may analyze HCMS data.

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 board members, school and district personnel, and other educators.

Developed by NEFEC Spring 2017

A BOARD’S ROLE IN IMPROVING INSTRUCTION MICRO-CREDENTIAL

IDENTIFICATION

Title: **A Board’s Role in Improving Instruction Micro-Credential Component**

Number: **7-518-001**

Function: 7 – Management/Leadership/Planning Focus Area:

518 – School Improvement-District Level Local Sequence

Number: 001

Points to Be Earned: **Minimum 5/Maximum 10 DESCRIPTION**

The professional learning module “A Board’s Role in Improving Instruction” encourages participants to expand their understanding of a school board member’s role in improving instruction and Florida’s statutory requirements for educator evaluation. It is one of the three modules included in *Virtual Professional Learning for School Board Members* which was designed and developed by the North East Florida Educational Consortium in collaboration with the Florida School Boards Association, the Heartland Educational Consortium, the Panhandle Educational Consortium, and the Urban Schools Human Capital Academy.

LINKS TO PRIORITY INITIATIVES

Instructional leadership (as per FPLS standards) Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1, 2.1.2	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.6	<input checked="" type="checkbox"/> 2.2.1, 2.2.3	<input checked="" type="checkbox"/> 3.2.1
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2	<input checked="" type="checkbox"/> 2.3.1	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2	<input checked="" type="checkbox"/> 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 Florida Statutes pertaining to the organization of a district school board, district school board meetings, powers and duties of the district school board, progress monitoring, assessment, and instructional materials.
2. Demonstrate knowledge about teacher evaluation including value-added model (VAM),

instructional practice, and rating categories.

3. Develop an understanding of a board member's role in improving instruction through both a superintendent and school board member's perspective.

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

C-EElectronic Non-Interactive

WHAT will occur during this professional development component delivery:

- Participants will complete a pre-test to assess their current understanding of a board member's role in improving instruction.
- Participants will demonstrate knowledge of the Florida Statutes pertaining to school board members' duties and responsibilities.
- Participants will gain an understanding of teacher evaluations including VAM (VAM versus proficiency, who gets a VAM score, how non-VAM teachers are rated), instructional practice, and rating categories (what they mean, what they tell us, what they don't tell us).
- Participants will view video vignettes from the perspective of both superintendents and school board members to add dimension to their learning.
- Participants will complete a post-test to assess their understanding of a board member's role in improving instruction.

HOW the experiences will be provided to participants during delivery:

Online coursework

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENT

- Participate in online study of research
- Submit directed evaluations **IMPLEMENTATION/MONITORING**

PROCEDURES Implementation/Monitoring Code: S-Electronic Non-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?

Evaluation Methods for Staff Code: D-Other Changes in Practices

Evaluation Methods for Students Code: Z-Did Not Evaluate Due to Absence of Cause Effect Relationship Between the PD and Student Impact

Who will use the evaluation impact data gathered?

At the district level, school board members and district personnel may use the impact data to assess the mastery level of objectives and to determine the effectiveness of the professional learning.

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 will be accessed electronically.

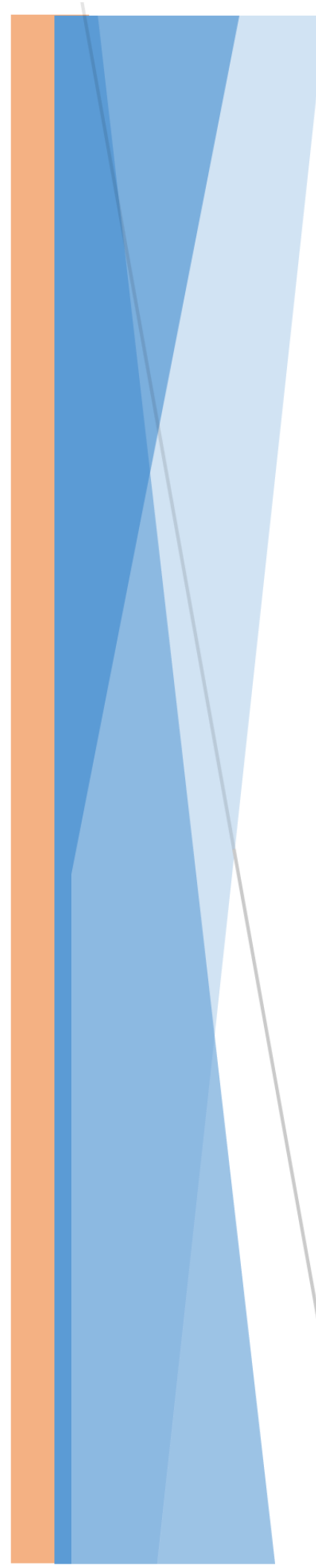
What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and use of information, school board members may reflect on their own learning to determine its effectiveness.

Who will use these aspects of PD evaluation data?

District level stakeholders may examine evaluation data to determine the success of the professional learning.

Developed by NEFEC Spring 2017



Section 6: **ADD-ON ENDORSEMENT PROGRAMS**

Athletic Coaching

Autism Spectrum Disorder

ESOL

GIFTED

Prekindergarten Disabilities

Reading



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

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NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM’S 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
FSDB	0	0
FSU-Lab	3	3
Gilchrist	12	5
Hamilton	2	2
Hernando	141	150
Lafayette	2	1
Levy	16	15
Madison*		

Monroe	2	16
P. K. Yonge	9	38
Putnam	6	15
Suwannee	19	19
Union	1	2

*Unable to provide information.

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 (see pages 8-14)

(Numbers in parentheses in the specific objective listings refer to competency numbers.)

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) Maturation 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 bio-physical 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	16	13	Competency demonstration will be ascertained via

(Coaching Theory)			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#20
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's 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.



AUTISM SPECTRUM DISORDER

Add-On Endorsement
Program

2015-2020

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AUTISM SPECTRUM DISORDER ADD-ON ENDORSEMENT PROGRAM K-12

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 North East Florida Educational Consortium (NEFEC) is comprised of small and rural school districts in the northeastern part of the state. The purpose of the Autism Spectrum Disorder 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 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 NEFEC districts' Autism Spectrum Disorder Endorsement Program is available for teachers in lieu of taking online courses made available through limited university options.

Specialization requirements for Endorsement in Autism Spectrum Disorder are mandated by the State Board of Education Rule 6A-4.01796. Instructors of students in kindergarten through grade 12 with 100 percent of their students identified as an eligible student with an autism spectrum disorder (ASD), either as a primary or secondary exceptionality, will need to be certified in an exceptional student education area and have an endorsement in autism spectrum disorders.

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>

The district add-on endorsement is designed for teachers who currently hold a bachelor's or higher degree with certification in any exceptional student education area.

While there are relatively few teachers of students with ASD in the participating districts who are designated out-of-field currently, by 2020 approximately 150 teachers will need to earn ASD Endorsement.

DISTRICT	# of teachers who currently need ASD endorsement	Projected # of teachers who will need ASD endorsement through 2020	# of students with ASD currently enrolled	Projected # of students with ASD to be enrolled in 2020
Baker	4	8	28	35
Bradford	10	3	41	46
Columbia	1	2	73	103
Flagler	7	3	136	145
Hamilton	0	1	15	20
Hernando	25	100	196	260
Lafayette	2	2	4	4
Levy	0	2	52	60
Putnam	2	25	133	170
Suwannee	1	3	69	72
Union	2	2	29	40

CURRICULUM

A. Competencies

The competencies to be addressed in each course are stated as general and specific objectives within the components that are included in the Add-on Endorsement Program for Autism Spectrum Disorder. Each component has been developed in accordance with the requirements for the Master Inservice Plan. To be eligible to participate, a teacher must hold a professional certificate in any exceptional student education area. Participants must demonstrate increased competency in 80% of the course objectives and complete all required activities to receive credit for the component. Successful completion of the field-based experiences will be demonstrated through completion and submission of a comprehensive portfolio assessment.

Competencies for Teachers Seeking the Autism Spectrum Disorder Endorsement

These competencies were developed in 2003 to correspond to 6A-4.01796 Specialization

Requirements for Endorsement in Autism Spectrum Disorder:

1. A bachelor's or higher degree with certification in any exceptional student education area; and
2. Twelve (12) semester hours to include credit in each of the following areas:
 - (a) **Nature of autism spectrum disorder and intervention strategies for educating students who have autism spectrum disorder to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements;**
 1. Demonstrate knowledge of the major characteristics of autism spectrum disorders and the range of functioning level across all domains.

2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism spectrum disorders.
 3. Explain the implications for the impact of autism spectrum disorders on the family and interaction of the student with autism spectrum disorders and the family.
 4. Describe formal and informal strategies for assessment of the following domains: speech and/or language communication; social-emotional, psychomotor, and cognitive areas of development.
 5. Describe the decision-making process for determining a communication and/or language system(s).
 6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.
 7. Demonstrate ability to design behavior programs that include ecological, antecedent, and curricular components based on functional assessment.
 8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.
 9. Design strategies for arranging the environment to promote opportunities to enhance communicative initiations and interactions; opportunities for appropriate play and leisure activities; self-regulation and self-control; and the establishment of increasing independence in all areas of functioning.
 10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of autism spectrum disorders.
 11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
- (b) Use of assistive and instructional technology and natural, alternative, and augmentative communication systems for students with Autism Spectrum Disorder;**
1. Demonstrate understanding of communication characteristics and deficits of students with autism spectrum disorder.
 - Limited communication;
 - Limited joint attention;
 - Communicative functions; and
 - Unconventional forms of communication.
 2. Design strategies for alternative methods of communication.
 - Picture systems such as picture exchange communication system (PECS) and communication boards;
 - Symbol representation hierarchy; and
 - Literacy related supports.
 3. Demonstrate understanding of different interventions for communication.
 - Traditional, to include verbal behavior and discrete trial training;

- Naturalistic, to include incidental learning and pivotal response;
- Social interventions, such as social stories and comic strip conversations; and
- Engineering the environment.

(c) Behavior management and positive behavior supports for students with Autism Spectrum Disorder;

1. Demonstrate understanding of person centered planning.
2. Design strategies for developing comprehensive behavioral intervention plans.
 - Prevention of behaviors;
 - Replacement behaviors;
 - Changing responses; and
 - Lifestyle interventions based on data from functional behavior assessment.
3. Demonstrate understanding of core deficits (communication and social) to behavior.
 - Social stories;
 - Functional communication;
 - Common misconceptions of behavior; and
 - Social skills training.
4. Demonstrate understanding of applied behavior analysis principles.
 - Reinforcement;
 - Prompting
 - Shaping
 - Fading and

(d) Assessment and diagnosis of Autism Spectrum Disorder; and

1. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation.
 - Characteristics for determining eligibility;
 - Autism-specific instruments such as the Autism Diagnostic Observational Schedule, Second Edition (ADOS-2), Autism Diagnostic Interview – Revised (ADI-R); and
 - Recommendations for educational programming/IEP development.
2. Describe strategies for conducting ongoing classroom based assessments as well as data-based decision making and program development.
 - Portfolio assessment;
 - Curriculum-based measurement (CBM) and assessment (CBA);
 - Data interpretation; and
 - Using assessment to determine present levels of performance.

B. Specialization/Professional Studies

Specialization requirements for the Autism Spectrum Disorder Endorsement follow are listed at: <https://www.flrules.org/gateway/ruleNo.asp?id=6A-4.0176>

1. A bachelor's or higher degree with certification in any exceptional student education area; and,
2. (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.

The professional education competencies specific to autism spectrum disorder are addressed in the specialized courses that the Add-On Endorsement Program for Autism Spectrum Disorder requires.

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.

Florida requires that all curricula taught in the public schools in this state are aligned to the Florida Standards <http://www.flstandards.org/>. The standards include access points for students with cognitive disabilities; these access points are useful for students with ASD.

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 ASD Endorsement Program and subsequently in the NEFEC Master Inservice Plan.

- ***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=mvY2iafRNIc%3D&tabid=66>

C. Nationally Recognized Guidelines

Data on nationally recognized guidelines have been culled from various sources in Florida, California, and Virginia. Currently, a comprehensive review of literature conducted by the State of Virginia indicates six competencies upon which autism spectrum disorder certification and/or endorsement processes appear to be based nationwide. These six competencies include:

1. General Autism Spectrum Disorder, which addresses basic information regarding what the diagnosis of ASD means;
2. Intervention Development, which addresses planning for appropriate assessment and program planning for individuals with ASD;
3. Communication, which focuses on one of the primary diagnostic areas of need for ASD;
4. Social Skills, which focuses on one of the primary diagnostic areas of need for ASD;
5. Positive Behavior Support, which focuses on determining messages behind behaviors, and developing positive plans to teach new skills; and
6. Sensory Motor Development, which addresses the needs of some individuals with ASD to have sensory motor supports.

The NEFEC ASD Add-on Endorsement Program addresses these competencies within the courses proposed and uses instructional strands and specific objectives developed in part by the existing Add-on Endorsement Programs offered by The School District of Miami-Dade County, The School District of Pasco County, The School District of Volusia County, and The School District of St. Johns County, as well as state-approved programs in the states of Virginia and California. The Jacksonville chapter of the Center for Autism Related Disabilities (CARD) has provided input and support for this program through consultation and continues to offer assistance for trainings. As research continues, appropriate modifications to coursework herein will be made to ensure students are prepared commensurate with the current body of knowledge. Any program and/or content modifications will be submitted for approval to the Florida Department of Education as required.

INSTRUCTIONAL DESIGN AND DELIVERY

There are four modules in the Autism Spectrum Disorder Endorsement which cover assessment, diagnosis, behavior analysis, positive behavior supports, assistive technology, communication systems, and field experience. Participants must complete all four modules; however, the facilitator may decide to assign the field-based experience to coincide appropriately during the delivery of the first three modules. This structural decision will be left to the facilitator as he/she has the authority to make instructional decisions in the best interest of the participants for their learning.

1. Nature and Needs, Assessment, and Diagnosis;
2. Applied Behavior Analysis and Positive Behavior Supports for Students with ASD;
3. Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems; and
4. Field-Based Experience with Students with ASD. Each module includes sessions that contain agendas, PowerPoint presentations, trainer notes, materials, and resources. These modules were designed to be offered through a combination of hybrid or face-to-face facilitation.

A. Instructional Strands

ASD: Nature, Assessment, and Diagnosis	Applied Behavior Analysis and Positive Behavior Supports for Students with ASD	ASD: Assistive Instructional Technology and Alternative/Augmentative Communication Systems	Field-Based Experience with Students with ASD
<ol style="list-style-type: none"> 1. Characteristics of ASD 2. Assessment and diagnosis 3. Individual learning goals, IEP, curricula 4. Teaching methodologies 	<ol style="list-style-type: none"> 1. Behavior, communication, sensory, and social issues in ASD 2. Basic behavioral principles 3. Preference and reinforcer assessment methodology 4. Evidence-based instructional methodologies and strategies 5. Acquisition goals, data collection, and graphic analysis 6. Behavior definitions and functions of behavior 7. Important issues with functional behavioral assessment 8. Determining appropriate interventions for positive behavior intervention plans 9. Treatment integrity 10. Reduction goals, data collection, and graphic analysis 	<ol style="list-style-type: none"> 1. Supporting communicative and language competence 2. Continuum of approaches to assessment and intervention 3. Functional, expressive, and receptive communication 4. Augmentative and alternative communication (AAC) strategies 5. Integrating verbal and nonverbal forms of communication 	<ol style="list-style-type: none"> 1. Curriculum and instruction/ individualized educational services and supports 2. Inclusion with typical peers 3. Supporting play/leisure and creativity 4. Family support and partnerships 5. School and community partnerships 6. Professional literacy and leadership

B. Instructional Delivery

The coursework will include classroom and field experiences. Detailed courses of study for each course include content and methodological strategies. Because of the scope and intensity of this program, courses will be scheduled over an extended period to allow sufficient time for assimilation of information, methodology, and unique skills application or implementation. The curriculum has been designed to prepare teachers to utilize instructional strategies for teaching students with ASD in their classrooms and to document their application as part of a comprehensive portfolio.

NATURE AND NEEDS, ASSESSMENT, AND DIAGNOSIS OF STUDENTS WITH ASD

COMPONENT IDENTIFIER NUMBER:

1-100-004

Minimum/Maximum Inservice Points:

60/60

GENERAL OBJECTIVE

This component is designed to enable the participant to identify characteristics associated with Autism Spectrum Disorder (ASD), to understand current trends and methodologies used in the instruction of those students, and to become familiar with current formal and informal assessments used in diagnosis and instructional planning.

SPECIFIC OBJECTIVES

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

1. Describe the current understanding of the etiology and prevalence of ASD.
2. Identify characteristics within ASD with specific reference to communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
3. Identify diagnostic criteria for Autism Spectrum Disorders per the most recent version of the Diagnostic and Statistical Manual.
4. 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.
5. Compare and contrast the state's eligibility criteria for ASD with the most recent version of the Diagnostic and Statistical Manual.
6. Understand the history of the disorder in terms of its identification and intervention.
7. Describe potential courses of development and outcomes in individuals with ASD from infancy to adulthood (joint attention, imitation, failure to use gestures, failure to use symbols).
8. Describe the needs of students with ASD based on characteristics of the disorder and ways to incorporate this knowledge into a comprehensive and adaptive program.
9. Describe the range of possible behaviors across the lifespan.
10. Assess and identify the learning styles and uneven profiles observed in individuals with ASD.
11. Identify intervention/support strategies based on individual strengths and needs as they relate to learning.
12. List behaviors that could indicate the presence of a mental health or disability disorder.
13. Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with ASD and emotional comorbidity.
14. Differentiate between standardized and non-standardized assessments.
15. Identify current evaluation instruments used in the diagnosis of autism; for example, Gilliam Autism Rating Scale (GARS), Modified Checklist for Autism in Toddlers (M-CHAT),

Autism Diagnostic Observation Schedule (ADOS), Autism Diagnostic Interview-Revised (ADI-R), Communication and Symbolic Behavior Scales (CSBS), Childhood Autism Rating Scale (CARS).

16. Analyze the pros and cons of three evaluation instruments used in the diagnosis of ASD.
17. List and describe several assessment instruments currently used by district school psychologists in determining an intelligence quotient (IQ) for students.
18. Understand the pros and cons of utilizing IQs as a measurement of a student with ASD potential.
19. Describe the use of formal and informal tests utilized by psychologists and teachers to determine academic levels of functioning and inform instructional planning.
20. Demonstrate how to assess a student's strengths and weaknesses using formal and informal assessment data, and develop an individualized program using evidence-based methodologies and promising practices.
21. Describe the importance of parental input in the diagnosis of ASD.
22. 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.
23. Demonstrate knowledge of the impact of common medical issues for persons with ASD, such as seizure disorders, chronic otitis media, chronic constipation or diarrhea, eating and sleep issues, use of psychotropic medications, etc.
24. Participate with the transdisciplinary team to develop goals and objectives that are appropriate, observable, measurable and functional.
25. Demonstrate consideration and planning for student needs regarding communication, social skills, and sensory-motor concerns.
26. Collaborate with family and other professionals on accommodations and modifications needed to access home, educational, work and community environments.
27. Consider and plan for transitional needs of students (i.e., prekindergarten to elementary, elementary to middle, middle to high, high to postsecondary activities, such as employment, adult living, recreation, community living, and post-secondary education).
28. Identify the criteria utilized by the Individualized Educational Plan (IEP) team to determine appropriate state assessment participation.
29. Identify social and behavioral supports needed for successful inclusion in general education settings for students with ASD.
30. 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.
31. Use data and ongoing assessments to modify program content, presentation and interventions.

32. List reasons for structuring the classroom environment for students with ASD.
33. Describe how to physically structure a self-contained classroom for students with ASD.
34. Describe several types of environmental structures and visual systems used in classrooms of students with ASD and how these structures and systems are used to meet individual student's needs.
35. Describe various physical and visual strategies that can be used to accommodate a student with ASD in a general education classroom, i.e., environmental structuring, schedules, social situation stories and scripts, to communicate social information and expectations.
36. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
37. Differentiate between different work systems used with students with ASD.
38. Identify and distinguish between a variety of curricula and methodologies used to provide instruction for students with ASD.
39. Demonstrate an understanding of how to use Florida Standards in developing appropriate curricula for students with ASD.

ACTIVITIES

1. Attend the instructor's lecture and demonstration on:
 - a. Characteristics of ASD (Specific Objectives 1,2, 3, and 7)
 - b. Assessment and Diagnosis (Specific Objectives 4, 5, 6, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24)
 - c. Individual Learning Goals/IEP/Curricula (Specific Objectives 8, 9, 10, 11, 12, 14, 22, 25, 26, 27, 28, 29, 30)
 - d. Teaching Methodologies (Specific Objectives 23, 31, 32, 33, 34, 35, 36, 37, 38, 39).
2. Review eligibility criteria for ASD from the handouts taken from the Programs and Procedures Manual for the district. (Specific Objectives 5 and 6)
3. Discuss the difference between formal and informal assessments; specify several assessments used in planning instruction for students with ASD. (Specific Objectives 15, 16, 17, 18, 19, 20, 21)
4. Given 2 psychological reports for different students with ASD, the participants will compare and contrast the different assessments utilized in determining eligibility. (Specific Objectives 5, 6, 16, 20, 21)
5. Determine if the 2 students whose psychological reports were reviewed in class should participate in state and district assessment. (Specific Objective 29)
6. Develop 3 different types of visual schedules. (Specific Objectives 35, 36, 37)
7. Given a case study, participants will develop different priority educational needs, goals, benchmarks, and accommodations for a student with ASD included in a general education classroom. (Specific Objectives 25, 26, 27, 28, 30, 32)
8. Identify the role that the IEP team plays in determining appropriate program placement

for students with ASD and other related disabilities. (Specific Objectives 14, 22, 24, 25, 26, 27, 30)

9. Review the Florida Standards and identify specific benchmarks in the development of a weekly lesson plan for a student pursuing a standard diploma via ACCESS points. (Specific Objective 40)
10. Make a sketch of how a self-contained classroom should be physically structured and explain the reasons why. (Specific Objectives 33 and 34)
11. Develop a community-based instruction activity for students with ASD. (Specific Objective 28)
12. Given a demonstration in class, discrete trial data will be recorded. (Specific Objective 31)

FOLLOW-UP

1. Participants will submit summaries of two articles written about ASD.
2. Participants will submit sensory checklists for two children, completed through interview with the parents. These checklists will identify sensitivity to auditory, visual and tactile stimulus.
3. Participants will submit a plan for accommodating a student with ASD in the general education environment. This plan will include two independent work tasks to be completed in an inclusive environment, one for a sorting or matching activity and one for another academic task.

EVALUATION

Participants who will use inservice credit earned in this component to add the Autism Spectrum Disorders endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the following:
 - a. elements of assessment and diagnosis in determining ASD;
 - b. the characteristics of students on the autism spectrum, including similarities and differences among students on the spectrum;
 - c. compare and contrast typical development with that of students on the autism spectrum;
 - d. uses of formal and informal assessments in developing appropriate educational services for students on the autism spectrum;
 - e. development of appropriate IEP goals and objectives; and
 - f. discussion of various curricular approaches currently used with students on the autism spectrum. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.

3. Complete an ASD Program Compliance Checklist and share the results with their administrator.
4. Complete any other assessment procedure required by the instructor(s).
5. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use inservice credit earned though participation in this component to add the Autism Spectrum Disorders endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, 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,I,J,K

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

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

FEAP: A1,A2,A3,B

APPLIED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORTS FOR STUDENTS WITH ASD

COMPONENT IDENTIFIER NUMBER:

1-101-001

Minimum/Maximum Inservice Points:

60/60

GENERAL OBJECTIVE

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. Role playing and other hands-on activities will be embedded in course instruction.

SPECIFIC OBJECTIVES

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 link between behavior and communication.
3. List and describe possible sensory issues for a student with ASD.
4. Define applied behavior analysis.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Describe multiple preference assessment methodologies.
7. Evaluate the reinforcing value of preferred items.
8. Describe the value of having a parent identify potential reinforcers.
9. Identify and distinguish between various evidence-based instructional methodologies for teaching children with ASD (e.g., reinforcement, naturalistic, response-prompted).
10. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
11. Compare/contrast shaping and chaining.
12. Explain multiple prompting techniques and the transfer of stimulus control.
13. Identify the principles and components of discrete trial training.
14. Compare and contrast natural environment training, discrete trial training, and incidental teaching.
15. Demonstrate the ability to teach a skill using errorless learning.
16. Describe precision teaching/fluency-based instruction

17. Understand the basics of verbal behavior.
18. Explain various teaching strategies and procedures for teaching language and other skills to children with ASD.
19. Identify common reasons for ineffective behavioral instruction.
20. Identify methods to generalize and maintain acquired behaviors.
21. Identify various methods of teaching social skills to students with ASD.
22. Design an appropriate plan to address social skills deficits.
23. Identify methods to measure and record acquisition of behavior.
24. Select acquisition goals and develop curriculum and instruction based on assessment results.
25. Demonstrate the ability to write skill acquisition plans that address goals and objectives.
26. Demonstrate the ability to collect data on skill acquisition programs.
27. Explain how data collection and the graphic display of data are used to make programming decisions.
28. Identify, define, and prioritize target behaviors.
29. Identify the different functions of behavior.
30. Describe behavioral assessment procedures, including functional analysis, and how they are used to determine the function of behavior.
31. Demonstrate the ability to use and collect data using a variety of assessment tools utilized in a Functional Behavior Assessment (FBA).
32. Explain the Antecedent-Behavior-Consequence (ABC) model of understanding and managing behavior.
33. Compare/contrast various assessment questionnaires.
34. Explain important elements from a structured interview.
35. Describe the essentials of a behavioral observation.
36. Determine the type of data collection necessary based on the type of behavior being observed.
37. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
38. Explain how data collected during observation may or may not support the hypothesis established from a structured interview.
39. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
40. Evaluate the competing behavior model theory.
41. Summarize how social and sensory stressors might be missed in a behavioral observation.
42. Explain and cite examples showing how the removal of stressors can be reinforcing to a child with ASD.

43. Recognize how a behavior can be inappropriate due to the setting or context.
44. Explain how a behavioral excess or deficit can be the reason for an inappropriate behavior.
45. Explain and cite examples showing how a chain of behaviors over time can distort the function of the behaviors.
46. Explain how the need for sameness (predictability) can contribute to inappropriate behaviors.
47. Describe possible reasons for self-stimulatory, repetitive behaviors.
48. Differentiate between observable behaviors that are maintained by environmental variables from those that are maintained by variables that cannot be observed.
49. Explain how the lack of alternative behaviors can help maintain problem behaviors in students with ASD.
50. Differentiate between the Consultative Model and the Collaborative Model of support for a behavioral intervention plan.
51. Describe a plan to work with a collaborative team to develop and implement a behavior intervention plan.
52. Develop a Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.
53. Demonstrate an understanding of Positive Behavior Support
54. Formulate interventions based on the functions of a behavior rather than the overt behavior.
55. Describe how traditional discipline procedures can inadvertently reinforce a student's inappropriate behavior.
56. Identify categories of interventions and how these interventions interrelate with each other.
57. Identify proactive and preventative methods for addressing problem behaviors.
58. Describe visual strategies that may prevent inappropriate behavior.
59. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
60. Identify situations or events that can affect the implementation of a PBIP.
61. Define, use, and understand the importance of treatment integrity.
62. Write individualized behavior reduction goals and objectives based on assessment data.
63. Explain how data collection is used to monitor the progress of the PBIP.
64. Understand the importance of graphic displays of data in behavior analysis.
65. Identify different types of graphs that are used in behavior analysis.
66. Summarize and explain the need for conducting a FBA and implementing a PBIP in providing a free appropriate public education (FAPE) for a child with maladaptive behaviors.

ACTIVITIES

1. Attend the instructor’s lecture and demonstration on:
 - a) Behavior, communication, sensory, and social issues in ASD (Specific Objectives 1, 2, and 3)
 - b) Basic Behavioral principles (Specific Objectives 4 and 5)
 - c) Preference and Reinforcer Assessment Methodology (Specific Objectives 6, 7, and 8)
 - d) Evidence-Based Instructional Methodologies and Strategies (Specific Objectives 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20)
 - e) Teaching Social Skills (Specific Objectives 21 and 22)
 - f) Acquisition Goals, Data Collection, and Graphic Analysis (Specific Objectives 23, 24, 25, 26, and 27)
 - g) Behavior Definitions and Functions of Behavior (Specific Objectives 28 and 29)
 - h) Functional Behavior Assessment and Data Collection (Specific Objectives 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39)
 - i) Important Issues with Functional Behavior Assessment (Specific Objectives 40, 41, 42, 43, 44, 45, 46, 47, 48, and 49)
 - j) Determining Appropriate Interventions for Positive Behavior Intervention Plans (Specific Objectives 50, 51, 52, 53, 54, 55, 56, 57, 58, and 59)
 - k) Treatment Integrity (Specific Objectives 60 and 61)
 - l) Reduction Goals, Data Collection, and Graphic Analysis (Specific Objectives 62, 63, 64, and 65)
2. Complete a preference assessment and reinforcer assessment for a student with ASD. (Specific Objectives 6, 7, and 8)
3. Analyze assessment data from several case studies and determine evidence-based instructional strategies that are most appropriate for the student’s needs. (Specific Objectives 9 – 22)
4. Implement a variety of reinforcement instructional strategies (e.g., differential reinforcement, shaping, behavioral momentum, etc.). (Specific Objectives 9, 10, 11, and 18)
5. Implement a variety of naturalistic instructional strategies (e.g., modeling, incidental teaching, natural environment training, naturalistic time delays, “mand” modeling, expansions, etc.). (Specific Objectives 9, 10, 14, and 18)
6. Implement a variety of response-prompted instructional strategies (e.g., least to most prompting, chaining, fading, discrimination training, discrete trial training, errorless learning, etc.). (Specific Objectives 9 – 18)
7. Plan and organize how to train specific social skills based on scenarios provided by the instructor. (Specific Objectives 21 and 22)

8. Given a demonstration in class, collect data on the student's response to a variety of instructional strategies. (Specific Objectives 23, 26, and 27)
9. Given several case studies, write appropriate acquisition goals, benchmarks, and curriculum based on assessment results. (Specific Objectives 24 and 25)
10. When observing a demonstration in class, develop a behavior definition and determine the appropriate method of data collection on a target behavior for reduction. (Specific Objectives 28, 31, 36, 37, and 38)
11. Collect data on a target behavior using several functional assessment tools (e.g., A-B-C, scatter plot, etc.) in a simulated setting and/or classroom observation. (Specific Objectives 31, 32, 35, 36, and 38)
12. Given multiple case studies, develop a hypothesis for the function of behavior, considering setting events, antecedents/triggers, and consequence events. (Specific Objective 39)
13. Analyze data from several case studies and develop appropriate interventions for each. (Specific Objectives 52-59)
14. Given assessment data on several case studies, write appropriate reduction goals and benchmarks. (Specific Objective 62)
15. Given a demonstration in class, collect data on the student's behavior using various measurement tools (e.g., frequency, duration, latency, interval, time-sampling). (Specific Objectives 36, 37, and 63).
16. Given several sets of data, the student will appropriately graph the data and explain why he/she chose that type of graphic display. (Specific Objectives 64 and 65)

STRUCTURED INTERACTION ACTIVITY

1. Conduct a preference assessment and reinforcer assessment with one of their students with ASD and write a summary of the results. (Specific Objectives 6 and 7)
2. Develop with a parent a reinforcement menu for one of their students with ASD and describe its value. (Specific Objective 8)
3. Develop and share with the class a skill acquisition plan for one of their students with ASD based on their needs, using one or more of the instructional strategies discussed in class. Include the appropriate data collection sheets as well as the acquisition goals. (Specific Objectives 9-27)
4. Read and critique several articles discussing the utility of functional assessment questionnaires. (Specific Objective 33)
5. Conduct a structured interview and questionnaire with one parent and at least one professional. (Specific Objectives 30, 33, and 34)
6. Observe a student with inappropriate behavior and collect functional assessment data. Write a summary of the results, including a hypothesis for the function of the target behavior. (Specific Objectives 30-39)

7. Collect data and graph a targeted behavior using an instructor-approved method. (Specific Objectives 31 and 36)

FOLLOW-UP

1. Participants will submit skill acquisition plans, IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has behavioral deficits (social, academic, communicative, self-help, etc.) that need to be acquired through the use of evidence-based instructional strategies.
2. Participants will submit an FBA, a PBIP, IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has inappropriate behaviors that need to be modified through the use of positive behavior supports.

EVALUATION

Participants who will use inservice credit earned in this component to add the Autism Spectrum Disorders endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the following: a) function of behavior; b) behavioral assessments and collection of data; c) development of FBA and PBIP; d) implementation of PBIP and IEP goals and benchmarks; e) behavior management in the classroom; f) reinforcers and stressors in ASD; g) sensory issues in ASD; h) characteristics and learning styles of ASD; i) positive behavioral supports and proactive interventions; j) procedures for manifestation determination. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s).
4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use inservice credit earned through participation in this component to add the Autism Spectrum Disorders endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, 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 objectives(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,I,J,K

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

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

FEAP: A1,A2,A3,B1

ASSISTIVE/INSTRUCTIONAL TECHNOLOGY AND NATURAL/AUGMENTATIVE COMMUNICATION SYSTEMS FOR STUDENTS WITH ASD

COMPONENT IDENTIFIER NUMBER:

3-100-006

Minimum/Maximum Inservice Points:

60/60

GENERAL OBJECTIVE:

This component is designed to enable the participant to research, examine, and implement assistive and instructional technology as well as alternative/augmentative communication systems for students with ASD.

SPECIFIC OBJECTIVES

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

1. Identify and describe communication needs for students with ASD.
2. Identify and describe various communication assessment tools used with students with ASD.
3. Identify individual communication needs of students with ASD based on assessment.
4. Examine different alternative/augmentative communication systems used in working with students with ASD.
5. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
6. 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. Identify communication development as typical or atypical using a developmental checklist on a given student.
8. Identify three (3) activities which facilitate communication interaction in the home and in school.
9. Name four (4) areas of communication assessment.
10. Identify three (3) characteristics indicative of success with augmentative communication systems.
11. Explore a variety of visual systems used to promote communication and language development.
12. Individualize the communication systems used to meet the specific needs of students
13. Identify three (3) forms of communication.
14. Understand that communication is greatly affected by the use of natural and formalized body movements.
15. Explain why visual messages are easier to understand than auditory messages for students with ASD.

16. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
17. Understand that communication skills affect a student's social interaction.
18. Explain how communication skills affect a student's self-management and behavior.
19. Explore how communication allows students to make choices.
20. Learn to identify echolalia as form of communication.
21. Understand the difference between choice systems and communication systems.
22. Consider different options for symbols as communication tools: objects, photos, Boardmaker symbols, etc.
23. Learn to identify vocabulary that the student would use rather than what you would want them to say.
24. Identify opportunities where students can interact in natural situations using natural cues and consequences.
25. Understand the use of immediate and consistent feedback to encourage a student's communication attempt.
26. Explore opportunities throughout the school day where the communication systems are used across activities, events and environments.
27. Understand the use of "sabotage" to set the stage for communication to occur.
28. Interact with students as if the AAC system is his/her voice.
29. Explore the use of assistive technology to improve educational performance for students with ASD.
30. Explore the use of communication boards within the school environment as an assistive technology tool.
31. Explain how receptive sign language is used to help a student with ASD.
32. Differentiate between the use of a picture schedule and a picture exchange system in terms of receptive and expressive communication needs.
33. Demonstrate how to conduct a reinforcement assessment in order to determine a "temptation" for an initial expressive communication attempt.
34. Explain at least three areas of possible expressive/receptive needs for a child with partial apraxia-like symptoms.
35. Describe reasons for social deficits interfering with the expressive/receptive development of a child with ASD.
36. Give alternative visual strategies for a child with ASD that does not discriminate line drawings.
37. Explain how difficulty with identifying and effectively using visual cues in the student's environment affects the ability of the student with ASD to understand the intended meaning, and thus, act appropriately in social settings.
38. Evaluate the different communication functions of echolalia.

39. Describe the challenges of teaching students with ASD how to express their feelings.
40. Cite four names for apraxia and give possible reasons for the differences.

ACTIVITIES

1. Attend the instructor's lecture(s) and demonstration(s) on:
 - a) Communication needs of students with ASD. (Specific Objectives 1, 7, 13, 14, 21, 34 and 40)
 - b) Communication needs based on assessment. (Specific Objectives 2, 3, 9, 18, 23, 31, and 33)
 - c) Alternative/Augmentative communication (Specific Objectives 4, 12, 19, 28 and 29)
 - d) Instructional and assistive technology (Specific Objectives 5, 6, 10, 28 and 29)
 - e) Communication strategies across settings. (Specific Objectives 8, 16, 19, 24, 25 and 26)
 - f) Visual strategies for communication. (Specific Objectives 11, 12, 15, 22, 30, 32, 36 and 37)
 - g) Pragmatics (Specific Objectives 17 and 35)
 - h) Functions of communication (Specific Objectives 20, 23, 27, 38 and 39)
2. Complete a communication needs assessment for a student with ASD who has very little speech. (Specific Objective 3)
3. Operate and program a variety of augmentative communication devices for a specific activity. (Specific Objectives 2 and 4)
4. Develop a lesson plan that integrates a communication system to target a specific activity within a specific environment. (Specific Objectives 4, 5, 7 and 29)
5. Identify types and different functions of communication after viewing a video clip of a student. (Specific Objectives 6, 8, and 38)
6. Create an individual student schedule that shows opportunities for initiating a communication attempt. (Specific Objectives 11, 12, 24, and 25)
7. Identify 3 different scheduled opportunities for a student with ASD to practice a 3-part communication exchange with a peer. (Specific Objectives 22 and 33)
8. Conduct a reinforcement assessment to establish an initial communication attempt for a nonverbal student with ASD. (Specific Objectives 24, 25, and 33)
9. Compare and contrast different tools used to assess communication needs of students with ASD. (Specific Objective 2)
10. Describe the procedure(s) used to initiate referrals for alternative/augmentative communication and adaptive access assessments. (Specific Objectives 3 and 12)
11. Critique at least three instructional technology software tools used in the instruction of Reading/Language Arts, Mathematics, and at least one other content area. (Specific Objective 5)

STRUCTURED INTERACTION ACTIVITY

1. Develop and present a week's lesson plan that demonstrates how assistive technology or augmentative communication system(s) will be taught to the student with ASD and used for instruction across all content areas/subjects. (Specific Objectives 6, 7 and 16) 3 hours
2. Conduct a reinforcement assessment and write a summary of the results. (Specific Objective 33) 2 hours
3. Research and critique 2 articles dealing with augmentative devices used with ASD students. (Specific Objectives 4 and 10) 2 hours
4. Research and critique one article dealing with the use of sign language for expressive/receptive communication with ASD students. (Specific Objective 31) 1hour

FOLLOW-UP

1. Participants will submit a plan to implement augmentative/alternative communication and assistive/instructional technology for students with ASD in their school and share it with administration.
2. Participants will submit to their administrators a communication checklist for students in their class.

EVALUATION

Participants who will use inservice credit earned in this component to add the Autism Spectrum Disorders endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the following:
 - a) communication needs of students with ASD;
 - b) communication needs based on assessment;
 - c) alternative/ augmentative communication;
 - d) instructional and assistive technology;
 - e) communication strategies across settings;
 - f) visual strategies for communication;
 - g) pragmatics; and
 - h) functions of communication. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s).
4. Participants will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use inservice credit earned through participation in this component to add the Autism Spectrum Disorders endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, 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 objectives(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,I,J,K

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

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

FEAP: A1,A2,A3,B1

IMPROVING LEARNING AND INSTRUCTION: FIELD-BASED EXPERIENCE WITH ASD STUDENTS

COMPONENT IDENTIFIER NUMBER:

1-100-005

Maximum Inservice Points:

60/60

GENERAL OBJECTIVE

This component is designed to enable the participant to analyze and critique the implementation of strategies and key programmatic elements in a variety of settings for students with ASD.

SPECIFIC OBJECTIVES

Given involvement in this activity, participants will be able to:

1. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
2. Demonstrate effective classroom organization and management.
3. Demonstrate effective instructional planning for both groups and individuals.
4. Demonstrate effective use of communication with students.
5. Demonstrate effective use of alternative/augmentative communication systems used in working with students with ASD across activities, events, and environments.
6. Demonstrate the ability to work effectively with paraprofessionals.
7. Demonstrate the ability to work effectively with parents.
8. Demonstrate skill in curricular planning and implementation for academics, socialization, play, imagination, communication and independence.
9. Demonstrate the ability to use discrete trial data in the design and/or modification of services.
10. Demonstrate knowledge of appropriate instructional levels and environments for students.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Demonstrate use of informal assessment procedures.
13. Demonstrate the ability to interpret assessment data.
14. Document students' progress toward goals and objectives through data collection.
15. Demonstrate understanding of legal issues through participation in the IEP process.
16. Demonstrate the ability to provide social, sensory and behavioral supports needed for successful inclusion in the general education setting for students with ASD.
17. Demonstrate the ability to develop an FBA and an intervention plan for a student with ASD.
18. Demonstrate the ability to assess and program services that support transition, vocational development and independence.

ACTIVITIES

1. Attend the instructor's lecture(s) and demonstration(s) on:
 - a) Curriculum and Instruction/Individualized services and supports. (Specific Objectives 1, 2,3, 4, 5, 8, 9, 12, 13, 14 and 17)
 - b) Inclusion (Specific Objectives 10 and 16)
 - c) Supporting play and leisure (Specific Objective 8)
 - d) Family support partnerships (Specific Objective 7)
 - e) School and community partnerships (Specific Objectives 6 and 18)
 - f) Professional Literacy and Leadership (Specific Objectives 11 and 15)
2. Complete five observations in classrooms serving students with ASD, in the following settings: (Specific Objectives 1-18)
 - a) Pre-kindergarten
 - b) Elementary school
 - c) Middle school
 - d) Senior high school
 - e) Inclusion setting (grade level to be approved by instructor)
3. Complete observation forms and reflections upon each visit for targeted population. (Specific Objectives 1-18)

STRUCTURED INTERACTION ACTIVITY (10 HOURS TOTAL)

1. Submit the five classroom observations analyzing the key programmatic elements utilized in the instruction of students with ASD for each of the targeted populations. (Specific Objectives 1-18).
2. Submit a completed, comprehensive portfolio demonstrating competencies obtained in the Autism Spectrum Disorders Add-on Endorsement Program.

FOLLOW-UP

Participants will maintain a reflective log and will share with other participants on the last day of the training which tools and techniques acquired during the Professional Development were most beneficial.

EVALUATION

Participants who will use inservice credit earned in this component to add the Autism Spectrum Disorders endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete a reflection for each of the five required observations in classrooms serving students with ASD, to include the following elements: a) learning characteristics of students with ASD; b) environmental structure; c) effective behavior management strategies; d) different communication systems and technologies; e) different assessments; and f) curriculum development. Participants will submit these reflections

with a summary of the professional growth experienced as a direct result of participating in the add-on endorsement program.

2. Share with classmates the skills they have enhanced/developed and the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s) providing the program.
4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use inservice credit earned through participation in this component to add the Autism Spectrum Disorders endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, 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 objectives(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,I,J,K

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

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

FEAP: A1,A2,A3,B1

C. Matrix

Component #	Specific Objective (SO) #	Competency #	Method of Competency Demonstration
Nature and Needs, Assessment, and Diagnosis of Students with ASD			
1-100-004	1, 2, 7, 8, 23	2a	Research article summary
1-100-004	35, 36	2a	Inclusion plan
1-100-004	31	2a	Classroom demonstration (ex. Discrete trial)
1-100-004	28	2a	Development of a community-based instruction activity
1-100-004	33, 34	2a	Sketch of classroom structure with explanations
1-100-004	9, 21, 40	2a	Portfolio entry (lesson plan)
1-100-004	8	2a	Development of visual schedule
1-100-004	5,6,14,16,20,21,22,24,25,26,27,28,29,30,32	2a, 2d	Classroom demonstration (programming)
1-100-004	3,4,10,11,12,13,14,15,16,17,18,19,20,37,38,39	2a,2d	Component test
Applied Behavior Analysis and Positive Behavior Supports for Students with ASD			
1-101-001	6,7,8,34	2c	Completed preference and reinforce assessments
1-101-001	9,10,11,18,33	2c	Self-report of classroom implementation of reinforcement strategies
1-101-001	9,10,14,18	2c	Self-report of classroom implementation of naturalistic instructional strategies
1-101-001	2,3,4,5,66	2c	Research article summary
1-101-001	9,10,11,12,13,14,15,16,17,18	2c	Self-report of classroom implementation of response-prompted instructional strategies
1-101-001	21,22	2c	Classroom demonstration (social skills)
1-101-001	23,26,27	2c	Classroom demonstration (data collection)
1-101-001	1,19,24,25,29,30	2c	Case studies
1-101-001	28,31,32,35,36,37,38,63	2c	Classroom demonstration (behavior definition, target behavior data collection)

1-101-001	39,52,53,54,55,56,57,58,59,62	2c	Component test
1-101-001	20,40,41,42,43,44,45,46,47,48,49,50,51,60,61,66	2c	Summary of web-based research
1-101-001	64,65	2c	Graphing data
Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD			
3-100-006	3	2b	Completed communication needs assessment
3-100-006	2,4	2b	Classroom demonstration (programming devices)
3-100-006	4,10	2b	Research and critique two articles on augmentative devices
3-100-006	31	2b	Research and critique one article on the use of sign language
3-100-006	4,5,6,29	2b	Integrate communication systems (lesson plan)
3-100-006	6,8,38	2b	Classroom demonstration (identify types and functions of communication)
3-100-006	11,12,22,24,25,33	2b	Create individual student schedules
3-100-006	24,25,33	2b	Summary of completed reinforcement assessment for non-verbal student on the autism spectrum
3-100-006	3,12	2b	Summary paper
3-100-006	5	2b	Summary paper
3-100-006	36	2b	Summary paper or lesson plan
3-100-006	6,7,16,28	2b	Develop and present lesson plan for Assistive Technology/Augmentative Communication integration across all content areas/subjects
3-100-006	1,9,13,14,15,17,18,19,20,21,23,26,27,30,31,32,34,35,37,38,39,40	2b	Component test

Improving Learning and Instruction: Field-Based Experience with ASD Students			
1-100-005	1-18	2e	Complete observations and submit summary forms in each of the following: Pre-K, elementary, middle, senior high, inclusion (at level as agreed upon between instructor and participant)
1-100-005	1-18	2e	Submit completed IEP demonstrating participation and appropriate consideration of and planning for the needs of a student on the autism spectrum
1-100-005	17	2e	Submit a completed FBA and intervention plan for a student on the autism spectrum
1-100-005	2-14,16	2e	Submit an administrator's observation of instruction of a student on the autism spectrum

D. 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
- Note: Instructors within the school districts served by this endorsement may be used, in addition to contracted instructors from local institutions of higher education (community colleges, colleges, or universities) or the private sector.

COMPLETION REQUIREMENTS

The option of completing the four components is available for teachers in lieu of taking college courses to earn the Autism Spectrum Disorder Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in any exceptional student education area and complete 12 semester hours or 240 inservice hours including the following: nature of autism

spectrum disorder, use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with ASD, behavior management and positive behavior supports for students with ASD, and field-based experience with students with ASD.

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 Master Inservice Plan. Upon successful completion of all four 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 filing the necessary paperwork and collecting 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.

Requirements for the program stipulate that evidence of competency mastery in each required course must be maintained by the participant as part of the participant's portfolio. A copy of each participant's portfolio will be submitted to the district professional development office. Successful completion of each course, coupled with the submission of the portfolio, will be deemed adequate demonstration of competence.

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.

Formal program evaluation will provide the following data:**Descriptive Data**

- Number of teachers who are out-of-field in autism spectrum disorders
- Number and percentage of the above that have enrolled in the add-on program
- Number of enrollees dropped for nonperformance
- Number and percentage of program completers
- 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:

- The program is meeting candidate needs
- The quality of instruction is consistent with professional development standards
- The curriculum is pertinent to their classroom and professional development needs
- 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:

- School and program needs are being met through the training provided by the add-on endorsement program
- Skills acquired in add-on training are practiced in the candidate's classroom and shared with others
- Evidence exists of tangible benefit to students accruing from add-on training

Logistical Support

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education.

Participants, instructors, and district staff will evaluate the program in the following areas:

- Scope and sequence of courses
- Instructional materials
- Relevance to effective teaching and learning
- Adequacy of preparation for teaching assignment/study

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

The budget for Autism Spectrum Disorder Endorsement will mostly be borne by the participating districts. Districts may be able to participate in Florida Diagnostic and Learning Resources System-sponsored courses that are offered free of charge. In some cases, districts may offer stipends to participants for successful completion time. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

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.

MANAGEMENT

The NEFEC Organization of Educational Leaders (NOEL) Key District Contacts and District Professional Development Coordinators along with the NEFEC Master Inservice Plan/Endorsement Coordinator will be responsible for the overall management of the ASD Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.

Participant files will include a copy of the Plan of Study, schedule of courses, and a timeline with a projected date for completion.

Inservice training will be offered by districts and regional service providers. NEFEC 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's holding a bachelor's or higher degree with certification in any exceptional student education area. The candidate must hold a valid Florida Educator's Certificate (Temporary or Professional).

A candidate who enters the program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators who are currently classified as in need of Autism Spectrum Disorder Endorsement to meet employment requirements. Other participants will be admitted to the Program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes. If space allows, paraprofessionals directly involved with service to students with ASD can be enrolled to further their knowledge to assist with classroom instruction.

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 serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 60 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

D. Transfer and Utilization of Credit (College or Inservice)

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved Autism Endorsement Program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the Professional Development Director's Office.

Inservice credit earned while employed in another district may be applied to the Add-On Certification provided:

- The component is of equivalent or higher content level
- The component was earned as part of a Florida-approved Add-On Certification Program

E. Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Autism Spectrum Disorder Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district designee will notify the Florida Department of Education.

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



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

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North East Florida Educational Consortium's English for Speakers of Other Languages (ESOL)

Add-On Endorsement Program

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
Unionmaster in	0	0	10

*Information not available **number of teachers currently endorsed

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.

B. 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.fl DOE.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>)

C. 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

B. 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
- 1.1.d. ELLs and their families to guide curriculum development and instruction.
- 1.1.e. 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.f. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils).
- 1.1.g. 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,K

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,K

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,K

IMPLEMENTATION METHODS: M,N,O,P,Q,R,S,T

EVALUATION METHODS: STAFF - A,B,C,D,E,FG STUDENT - A,B,C,D,F,G,Z

FEAP: 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,K

IMPLEMENTATION METHODS: M,N,O,P,Q,R,S,T

EVALUATION METHODS: STAFF - A,B,C,D,E,FG STUDENT - A,B,C,D,F,G,Z

FEAP: 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,K

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

C. 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 <i>1-705-007</i>	1.1. a.-1.1.f.	Successful development and completion of projects or products; pre/post assessments
Language as a System	Applied Linguistics <i>1-702-006</i>	2.1. a.-2.1.e.	Successful development and completion of projects or products; pre/post assessments
Language Acquisition and Development	Applied Linguistics <i>1-702-006</i>	2.2. a.-2.2.d.	Successful development and completion of projects or products; pre/post assessments
Second Language Literacy Development	Applied Linguistics <i>1-702-006</i>	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 <i>1-700-003</i>	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 <i>1-700-003</i>	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 <i>1-700-003</i>	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 <i>1-703-005</i>	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 <i>1-703-005</i>	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 <i>1-701-004</i>	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 <i>1-701-004</i>	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 and Evaluation <i>1-701-004</i>	5.3.a-5.3.f	Successful development and completion of projects, products, or presentations; pre/post assessments

D. 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.

B. 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.

C. 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's 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.



GIFTED

Add-On Endorsement Program

2015-2020

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GIFTED ADD-ON ENDORSEMENT PROGRAM

RATIONALE AND PURPOSE

The Gifted Endorsement is designed to increase the level of knowledge, expertise, and understanding of educators working with students who are gifted. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues associated with students who are gifted. It is designed to foster an understanding of historical, state and national trends, policies, and guidelines in order to ensure implementation of appropriate academic curriculum, differentiation strategies, educational intervention, and support for this diverse population.

The North East Florida Educational Consortium (NEFEC) is comprised of fifteen small and rural school districts in the northeastern part of the state. These districts traditionally have few students identified as gifted, but that student population is growing each year. The traditional face-to-face training in which teachers needing Gifted credit meet and view videos and dialogue about them is often problematic due to the distances teachers from these rural areas must travel for these activities. Therefore, the NEFEC districts will be able to utilize the NEFEC eLearning program and other online courses that are of exemplary quality and are 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 alternative training 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.

During the past five years (2010-2015), approximately 53 teachers within the NEFEC fifteen districts have earned the Gifted Add-on Endorsement. At this time, it is estimated that there is a need for 35 teachers to add this endorsement to their teaching certification, with 14 of those teachers listed as teaching out-of-field in this area.

District	Gifted Endorsement 2010-2015	Currently Out-of- Field in Gifted	Projected Need for Gifted Endorsement 2015-2020
Baker	2	0	0
Bradford	6	6	12
Columbia	1	0	0
Dixie	0	0	1
Flagler	8	1	2
FSDB	2	0	0
FSU Lab	2	0	0
Gilchrist	0	0	1

Hamilton	1	0	1
Lafayette	0	0	0
Levy	4	1	5
Monroe	7	0	3
PK Yonge	3	0	1
Putnam	10	4	4
Suwannee	6	0	2
Union	1	2	3

Client Satisfaction Data

Course	Program Satisfaction	2010	2011	2012	2013	2014
		2011	2012	2013	2014	2015
Nature and Needs	Participants who were satisfied	57	52	69	55	45
	Total Participants	58	53	76	55	46
	Percent Satisfied	98%	98%	91%	100%	98%
Guidance and Counseling	Participants who were satisfied	59	63	81	58	42
	Total Participants	61	66	81	59	43
	Percent Satisfied	97%	95%	100%	98%	98%
Theory & Development	Participants who were satisfied		67	49	63	
	Total Participants		68	50	63	
	Percent Satisfied		99%	98%	100%	
Education of Special Populations	Participants who were satisfied			58	61	42
	Total Participants			59	62	43
	Percent Satisfied			98%	98%	98%
Curriculum & Instructional Strategies	Participants who were satisfied	55		64	31	
	Total Participants	56		66	31	
	Percent Satisfied	98%		97%	100%	

CURRICULUM

A. Competencies

The specialization competencies for the District Alternative Program for Add-On Certification: Gifted Endorsement were developed by a Florida Department of Education sponsored certification task force, representing statewide stakeholders and constituent groups. The competencies are grouped to correlate with the major components of the Rule 6A-4.01791, 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 final 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

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.

COMPETENCY 2.0

Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of 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.

COMPETENCY 3.0

Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

COMPETENCY 4.0

Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate

gifted education to meet their individual needs. Participants will develop an awareness of central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

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.

B. Specialization

6A-4.01791 Specialization Requirements for the Gifted Endorsement--Academic Class Beginning July 1, 1992. (Florida Statute):

1. A bachelor's or higher degree with certification in an academic class coverage, and
2. Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:
 - a. Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
 - b. Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
 - c. Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;
 - d. Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and
 - e. Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

This rule shall take effect July 1, 1992.

Specific Authority 1001.02, 1012.55, 1012.56FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History-New 7-1-92.

C. Professional Studies

Learning Forward's Standards for Professional Learning located at

<http://learningforward.org/standards#.VRwZZk1TG70> and Florida's Professional Development System Evaluation Protocol Standards

<http://www.fldoe.org/core/fileparse.php/5636/urlt/0072404-protocostandards.pdf> are 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 Gifted Endorsement Plan and subsequently in the NEFEC Master Inservice Plan.

D. Nationally Recognized Guidelines

To address the broad disparity in teacher training for teachers of gifted children, the NAGC, the Council for Exceptional Children (CEC), and its division, The Association for the Gifted (TAG), have recently completed a three-year collaborative project to develop a set of research-based standards for educators: The Teacher Knowledge and Skill Standards for Gifted and Talented. In developing the standards, the organizations worked closely with the Interstate New Teacher and Assessment and Support Consortium (INTASC), a division of the National Council for Accreditation for Teacher Education (NCATE), which provides a national forum to set and meet standards for teacher licensure and professional development. Closely aligned with INTASC's ten Model Standards for Teacher Licensure, the Teacher Knowledge and Skill Standards for Gifted and Talented were created to assist state departments of public instruction in developing standards for teachers of gifted children, grades K-12, and to provide college and universities with a framework for teacher education programs.

Identification and summary of the ten standards include teacher knowledge and understanding of the following:

- **Foundations**, the research-based evidence, philosophies, laws and policies, and various historical and human perspectives in the evolving field of gifted education;
- **Development and Characteristics of Learners**, including those with exceptional learning needs and those without;
- **Individual Learning Differences**, which include the effects that giftedness as well as diversity can have on one's learning;
- **Instructional Strategies**, which are based on evidence-based research and are specific to gifted and talented students;
- **Learning Environments and Social Interactions** that promote creativity, cultural understanding, diversity, safety, and emotional well-being, and full student engagement in the learning process;
- **Language and Communication** and the important role they play in talent development; effective teaching strategies for oral and written communication skills; and individual language proficiencies and cultural and linguistic differences;
- **Instructional Planning** that reflects both long- and short-range goals and objectives for individual giftedness;
- **Assessment** in multiple forms that can be used for identification, progress, instruction, and evaluation of gifted learners;

- **Professional and Ethical Practice** standards in all situations, both in dealing with students and in staying abreast of new evidence and more effective teaching techniques;
- **Collaboration** with families, other educators, and appropriate service and support personnel for gifted children and gifted programs.

The complete text for the NAGC Standards can be found at <http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education>.

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 the following:

Instructional Strands	Topics
1. Nature and Needs of the Gifted	Cognitive and Affective Family and Community Typical and Atypical Potential versus Performance Theories of Intelligence Prevalence of Giftedness Emerging Trends Screening and Assessment Referral and Eligibility Labeling Identification Contrast to Regular Delivery Models State and Local Provisions Cultural and Socioeconomic Differences Socio-emotional Needs National Evaluation The Effective Teacher Definitions and Laws Historical and Contemporary Research Procedural Safeguards Advocacy
2. Curriculum	Key Terms Program and State Standards Principles of Differentiation Curriculum and Instruction Strategies Designing Units of Instruction Instructional Needs and Strategies

	<p>Selecting Appropriate materials, Resources, and Technology</p> <p>Providing a Continuum of Services</p> <p>Student Outcomes</p> <p>Communicating and Advocating</p>
<p>3. Guidance and Counseling for the Gifted</p>	<p>Understanding the Gifted</p> <p>Developmental Characteristics of Gifted Children</p> <p>Phenomenological Experience of Being Gifted</p> <p>Strengths and Vulnerabilities</p> <p>Personality Variance of the Gifted and Highly Gifted</p> <p>Special Populations</p> <p>Risk Factors and Resiliency</p> <p>Opportunities in Educational Placement</p> <p>Counseling, Guidance, and Career Placement</p> <p>Supporting Social Skills and Leadership Development</p> <p>Advocates for the Gifted</p> <p>Parenting the Gifted Child and Family Dynamics</p> <p>Emotional Giftedness and Spiritual Giftedness</p>
<p>4. Education of Special Populations of Gifted Students</p>	<p>Multicultural Gifted Education: Incidence of Special Populations of Gifted Students</p> <p>Diverse Types of Gifted Students</p> <p>Identification of Special Population of Gifted Students</p> <p>Ethnicity</p> <p>Linguistic Diversity</p> <p>Underachievement of Gifted Students—Diverse Populations</p> <p>Twice-Exceptional: Physical</p> <p>Twice-Exceptional: Behavioral and Emotional</p> <p>Twice-Exceptional: Learning Disabilities</p> <p>Socio-Economic and Educational Disadvantage</p> <p>Age: Young Gifted and Highly Gifted</p> <p>Gender</p> <p>Evaluation of Effective Programs</p>
<p>5. Theory and Development of Creativity</p>	<p>Valuing Creativity</p> <p>Clarifying Creativity</p> <p>Elements of Creativity</p> <p>Cultural Conceptions of Creativity</p> <p>Assessing Creativity</p> <p>Fostering a Creative Learning Environment</p> <p>Nurturing and Developing creativity</p> <p>Identifying Goals</p> <p>Evaluation Procedures</p>

B. Training Components

INSERVICE CODES

PRIMARY PURPOSE	IMPLEMENTATION METHODS
I. Add-on Endorsement J. Alternative Certification K. Florida Educators Certificate Renewal L. Other Professional Certificate/License Renewal M. Professional Skills Building – Non-Instructional N. W. Cecil Golden Professional Development Program for School Leaders O. Approved District Leadership Development Program P. No Certification, Job Acquisition, or Retention Purposes	U. Structured Coaching/Mentoring V. Independent Learning/Action Research W. Collaborative Planning X. Participant Product Y. Lesson Study Z. Electronic, Interactive AA. Electronic, Non-Interactive BB. Evaluation of Practice
LEARNING (DELIVERY) METHODS	EVALUATION (STAFF/PARTICIPANT)
E. Knowledge Acquisition F. Electronic, Interactive G. Electronic, Non-Interactive H. Learning Community/Lesson Study Group L. Independent Inquiry M. Structured Coaching/Mentoring N. Implementation of “High Effect” Practice(s) O. Job Embedded P. Deliberate Practice Q. Problem Solving Process	H. Changes in Instructional or Learning Environment Practices I. Changes in Instructional Leadership or Faculty Development Practices J. Changes in Student Services/Support Practices K. Other Changes in Practices L. Fidelity of Implementation of the Professional Learning Process M. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives N. 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 B1. Continuous Professional Improvement B2. Professional Responsibility and Ethical Conduct	E. Results of State or District-Developed/Standardized Student Growth Measure(s) F. Results Of School/Teacher-Constructed Student Growth Measure(s) G. Portfolios of Student Work H. Observation of Student Performance H. Other Performance Assessment(s) I. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) AA. Did Not Evaluate Student Outcomes

NATURE AND NEEDS OF GIFTED STUDENTS

COMPONENT IDENTIFIER NUMBER:

1-106-001

Inservice Points:

60

GENERAL OBJECTIVE(S):

The Nature and Needs of Gifted Students module 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.

COMPETENCY 1.0

Upon completing this module, 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.

SPECIFIC OBJECTIVES:

1. Identify and describe cognitive and affective behaviors which lead to referrals to screening and testing for giftedness.
2. Discuss characteristics of giftedness and discuss the needs and problems associated with these characteristics.
3. Discuss the role that creative thinking/process/products play in the identification of giftedness.
4. Demonstrate awareness of how factors such as family dynamics, culture, integration of self, and education influence the development of giftedness.
5. Develop an awareness of existence of special populations.
6. Demonstrate knowledge of normal and advanced (typical and atypical) child development.
7. Illustrate the relationship between high academic achievement and giftedness.
8. Demonstrate understanding of the difference between potential vs. performance as it relates to giftedness.
9. Compare and contrast the theories of intelligence that pertain to gifted education.
10. Identify the incidence of identified gifted students at the local, state, and national levels.

11. Discuss how the prevalence of gifted students varies based on various definitions of giftedness in terms of culture, socio-economic level, location, and other factors.
12. Identify emerging national and state trends in the identification of students who may be gifted.
13. Describe traditional/alternative assessment instruments/techniques used to screen and identify students who are gifted. Discuss the advantages and disadvantages of these instruments/techniques.
14. Explain the referral and identification process in your district. Consider the roles of students, parents, and school personnel.
15. Define the criteria for gifted eligibility and placement.
16. Discuss the advantages and disadvantages of labeling gifted students.
17. Discuss the relationship between gifted programming and identification criteria.
18. Describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual orientation, grouping, and environment.
19. Describe different types of service delivery models for gifted programs.
20. Discuss the relationship of the level of need to placement in a continuum of services.
21. Describe how gifted education is organized at the state and local levels.
22. Discuss the implications of cultural and socioeconomic differences on programming.
23. Identify the social and emotional needs of gifted students and discuss their implications in determining services.
24. Discuss the positive and negative perceptions of various stakeholders regarding gifted education and compare to the perspectives presented in the federal report, "National Excellence: A Case for Developing America's Talent."
25. Describe the characteristics of an effective teacher of gifted students.
26. Demonstrate knowledge of the changing nature of state and national definitions of gifted.
27. Identify the laws that directly impact gifted students and programs in Florida, including the relationship between exceptional student education and gifted programs.
28. Demonstrate understanding of major historical and contemporary trends that influence gifted education.
29. Identify and interpret current research findings and recommendations that impact gifted education, e.g., National Association for Gifted Child (NAGC) Program Standards (<http://www.nagc.org/index.aspx?id=546>).
30. Exhibit an understanding of the procedural safeguards for students who are gifted.
31. Discuss the role of the parent, teacher, and student in the advocacy process.
32. Discuss the need for and benefits of parent involvement in the delivery of gifted program services.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

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

PROFESSIONAL DEVELOPMENT ACTIVITY DESCRIPTIONS

Each participant will complete one or more of the following component activities: Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K

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

Evaluation Methods: Staff – A,B,C,D,E,F,G

Student – A,B,C,D,F,G,Z

FEAP: A1, A2, A3, A4

CURRICULUM DEVELOPMENT FOR THE GIFTED

COMPONENT IDENTIFIER NUMBER:

1-106-002

Inservice Points:

60

GENERAL OBJECTIVE(S):

The Curriculum Development for the Gifted module 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.

COMPETENCY 2.0

Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of 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.

The topics addressed in Curriculum Development for the Gifted are listed below:

- Topic 1. Key Terms, Defining Gifted and Curriculum, Justification of Need for Differentiation for Gifted
- Topic 2. Program and State Standards, Frameworks for K-12 Gifted Students
- Topic 3. Principles of Differentiation
- Topic 4. Curriculum Models
- Topic 5. Curriculum and Instructional Strategies
- Topic 6. Selecting Appropriate Resources, Materials, and Technology
- Topic 7. Instructional Needs and Strategies
- Topic 8. Designing Units of Instruction
- Topic 9. Providing a Continuum of Services
- Topic 10. Student Outcomes
- Topic 11. Communicating and Advocating Effectively
- Topic 12. Evaluation of Student Learning
- Topic 13. Program Evaluation

SPECIFIC OBJECTIVE(S):

It is anticipated that, upon successful completion of this module, the participant will be able to:

1. Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. (Topic 1)
2. Justify the need to differentiate or adapt instruction to respond to the needs of the student who is gifted. (Topic 1)
3. Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. (Topic 1)

4. Demonstrate knowledge of the role of current state/national standards of the general education curriculum and the implications for the education of students who are gifted. (Topic 2)
5. Demonstrate knowledge of the *Florida's Frameworks for K-12 Gifted Learners* and the ability to use them to guide planning instruction and assessment. (Topic 2)
6. Demonstrate knowledge of the national teacher preparation standards in gifted education. (Topic 2)
7. Demonstrate knowledge of the principles of differentiation for students who are gifted. (Topic 3)
8. Appreciate the role of assessment as an instructional strategy. (Topic 3)
9. Demonstrate the ability to evaluate models for teaching gifted curriculum. (Topic 4)
10. Develop an understanding of the issues of *equity* and *excellence* as they relate to students who are gifted. (Topic 5)
11. Demonstrate knowledge of research-based, effective instructional strategies and the role of the teacher in implementing these strategies. (Topic 5)
12. Demonstrate the ability to identify and select challenging, multicultural gifted curriculum and appropriate instructional strategies. (Topic 5)
13. Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted. (Topic 5)
14. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (Topic 6)
15. Develop a basis for the evaluation of technical, physical, and human resources to facilitate student achievement. (Topic 6)
16. Demonstrate the ability to match instructional strategies and materials to individual needs of students. (Topic 7)
17. Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted. (Topic 8)
18. Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. (Topic 9)
19. Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (Topic 10)
20. Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted. (Topic 11)
21. Demonstrate understanding of terminology related to differentiated assessment strategies. (Topic 12)

22. Identify various types of assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding. (Topic 12)
23. Justify the need to differentiate assessment in order to respond to the needs of the student who is gifted. (Topic 12)
24. Use alternative assessments and technologies to evaluate student learning. (Topic 12)
25. Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches. (Topic 13)
26. Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies. (Topic 13)
27. Identify areas in which to assess gifted programs based on the unique needs of students who are gifted. (Topic 13)
28. Identify effects of culture and environment as well as family and key stakeholders in gifted programming. (Topic 13)

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 development strategies.

PROFESSIONAL DEVELOPMENT ACTIVITY DESCRIPTIONS

Each participant will complete one or more of the following component activities: Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K

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

Evaluation Methods: Staff – A,B,C,D,E,F,G

Student – A,B,C,D,F,G,Z

FEAP: A1, A2, A3, A4

GUIDANCE AND COUNSELING FOR THE GIFTED

COMPONENT IDENTIFIER NUMBER:

1-106-003

Inservice Points:

60

GENERAL COURSE OBJECTIVES and SPECIFIC COURSE OBJECTIVES

FOR EACH TOPIC OF *GUIDANCE AND COUNSELING FOR THE GIFTED*

The course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

This course addresses matters included in **COMPETENCY 3.0:**

1. What does it mean to be gifted?
2. What characteristics do gifted individuals display across their lives that differentiate them from same-age peers?
3. What is the phenomenological experience of a gifted individual?
4. How do the strengths/vulnerabilities of gifted individuals impact their lives?
5. How does the very nature of highly gifted and profoundly gifted individuals separate them from others?
6. How can we identify and support a gifted child who displays atypical characteristics due to life differences?
7. How can we help foster resiliency in at-risk gifted students?
8. How can schools support our brightest students?
9. How can we help students learn what they want to do, not just what others think they should do?
10. How can we facilitate social skills and leadership development in students?
11. How can advocates positively affect others' understanding and acceptance of gifted children's needs?
12. What is different about parenting a gifted child?
13. Are all intellectually gifted children emotionally and spiritually gifted as well?

Topic 1. Understanding the Gifted

Objective 1: Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view.

- Identify common attitudes, biases, and pre-conceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
- Identify multiple ways attitudes and myths affect the everyday lives of gifted children, and impact educational services available to them.
- Identify at least five current definitions of giftedness. Note the impact each definition has in school, home, and society at large.

Topic 2. Developmental Characteristics of Gifted Children

Objective 1: Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view.

- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective.
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life.

Topic 3. Phenomenological Experience of Being Gifted

Objective 3: Describe personality variances of individuals who are gifted and profoundly gifted.

- Understand the inner experience of children who are gifted.
- Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities.
- Become cognizant of personality variables that affect the social and emotional well-being of gifted children.

Topic 4. Strengths and Vulnerabilities

Objective 2: Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers.

- Understand strengths and vulnerabilities of a gifted individual that originates from within the self.
- Understand vulnerabilities that are due to another's reaction to giftedness.
- Understand vulnerabilities that are due to a specific circumstance.

Topic 5. Personality Variance of the Gifted and Highly Gifted

Objective 2: Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers.

- Realize that, by definition, a person who has an I.Q. four or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
- Recognize that a person with an I.Q. four or more standard deviations above the norm is as holistically different from the norm as a person with an I.Q. four or more standard deviations below the norm is holistically different from the norm.
- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.

Topic 6. Special Populations

Objective 4: Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status.

- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.
- Realize the need for additional or different assessment tools to identify special population students.

- Learn how to recognize, understand, and support gifted children with multiple differences.

Topic 7. Risk Factors and Resiliency

Objective 5: Describe thoroughly risk factors and resiliency related to students who are gifted.

- Identify risk factors and resiliency as related to students who are gifted.
- Enumerate what you can do as a teacher to help students at risk.
- List symptoms in children and adults of addiction and physical or sexual abuse

Topic 8. Opportunities in Educational Placement

Objective 6: Identify numerous educational opportunities available for students who are gifted, and discuss the strengths and limitations of each.

- Read Templeton National Report on Acceleration - *A nation deceived: How schools hold back America's brightest students.*
- Understand two categories of acceleration—grade based and subject based—and list 18 acceleration options.
- Recognize home-schooling as a positive option for some gifted students and families.
- Be aware of myths, fears, and expectations of teachers and administrators that hold back students and the research that responds to these concerns.

Topic 9. Counseling, Guidance, and Career Placement

Objective 7: Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for course work, college, career, and life choices.

- Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
- Recognize that a counselor, therapist, or psychologist must be amply educated in the gifted field so not to misdiagnose common characteristics of gifted individuals as pathology.
- Realize counseling provides empathy and partnership in times of need.
- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
- Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.

Topic 10. Supporting Social Skills and Leadership Development

Objective 8: Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability.

- Help students develop social skills and inspire leadership.
- Support gifted children's experience of global inter-connectedness and personal responsibility to take action.
- Realize that a primary need in life is to belong.
- Help gifted children to understand that their profound sensitivity and empathy can be channeled to help humankind.

- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.

Topic 11. Advocates for the Gifted

Objective 9: Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students.

Objective 12: Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support.

Objective 13: Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use.

- Acquire and refine the knowledge and skills needed to advocate for gifted learners.
- Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
- Identify advocacy issues, needs, resources, educational laws, skills and strategies.
- Support the necessity of self-advocacy by gifted students.

Topic 12. Parenting the Gifted Child and Family Dynamics

Objective 10: Understand special needs in parenting the gifted child and in family dynamics.

- Understand that gifted children naturally have unique needs that parents are challenged to address daily.
- Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands.
- Realize that parents of gifted children may experience isolation from other parents due to others' lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
- Understand the significance of quote from Mr. Rogers: "The best thing parents can do for children is to listen to them."

Topic 13. Emotional Giftedness and Spiritual Giftedness

Objective 11: Understand and support children who are emotionally gifted and spiritually gifted.

- Understand distinguishing characteristics of emotional giftedness.
- Become aware of characteristics of spiritual giftedness displayed in children.
- Realize a person can be emotionally or spiritually gifted and not intellectually gifted, or intellectually gifted and not emotionally or spiritually gifted.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete a minimum of one initial professional development 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 development strategies.

PROFESSIONAL DEVELOPMENT ACTIVITY DESCRIPTIONS:

Each participant will complete one or more of the following component activities:
Lecture/discussion, professional reading, classroom observation, research paper, case study,
lesson plan development/implementation, data collection/analysis, assessment
design/delivery/analysis, and/or other activities approved by the instructor.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K

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

Evaluation Methods: Staff – A,B,C,D,E,F,G

Student – A,B,C,D,F,G,Z

FEAP: A1, A2, A3, A4

EDUCATION OF SPECIAL POPULATIONS OF GIFTED STUDENTS

COMPONENT IDENTIFIER NUMBER:

1-106-004

Inservice Points:

60

GENERAL OBJECTIVE(S):

The Education of Special Populations of Gifted Students module 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.

The Special Populations module features a review of central concepts of giftedness in relation to diversity and current practices in identification. It is structured into three perspectives:

- Socio-cultural issues that examine global and geographical differences, ethnicity, religion, and linguistic diversity
- Personal issues that examine underachievement, physical disabilities, behavioral and emotional disorders, and learning disabilities
- Community issues that examine economic and educational disadvantages; diverse family structures and pressures; the young gifted, highly gifted, and precocious; and gender differences

COMPETENCY 4.0

Completing this module will help the participant develop an awareness of:

- The teacher's own prejudices and stereotypes concerning students who are diverse gifted
- The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students
- The cognitive, physical, and affective characteristics of diverse gifted children
- Skills to assist in the screening and identification process
- The process and content of individual psychological testing and alternate assessment in the identification of the gifted
- The roles and functions of various systems that support teachers working to meet the needs of children from diverse populations who are gifted
- The basic issues involved with the planning, development, and implementation of programs for diverse gifted children

SPECIFIC OBJECTIVES:

Topic 1. Incidence of Special Populations of Gifted Students

1. Examine the nature of giftedness in relation to multicultural principles and underserved populations.
2. Acquire knowledge of diversity focus of national standards in gifted education.

3. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
4. Examine personal cultural competencies.

Topic 2. Diverse Types of Gifted Students

1. Within the broad spectrum of giftedness in the general population, identify sub-groups and underserved populations.
2. Understand the learning needs and challenges of diverse types of gifted students.
3. Identify the unique needs of gifted girls, culturally diverse, rural disabled, underachieving, highly gifted, young gifted students and disadvantaged gifted.
4. Examine challenges of finding gifted students from underserved populations.
5. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.

Topic 3. Identification of special Populations of Gifted Students

1. Demonstrate knowledge of Plan B State Board of Education Rules, 6A-6.03019, special Instructional Programs for Students Who Are Gifted.
2. Demonstrate Knowledge of alternative assessments and non-traditional screening and evaluation appropriate for use with students from special populations.
3. Match appropriate screening and identification procedures with the needs of the special populations.

Topic 4. Ethnicity

1. Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
2. Examine the rights of perspectives of diverse ethnic relations of gifted students and first amendment issues.
3. Identify the characteristics of specific ethnic groups of gifted students.
4. Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.

Topic 5. Linguistic Diversity

1. Understand the characteristics and needs of linguistic minority gifted students.
2. Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual and multilingual into the curriculum.
3. Examine policies and procedures for working with gifted LEP (Limited English Proficiency) or ELL (English Language Learners) students.
4. Examine ways to identify high potential linguistic minority students.
5. Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or as ELL students.
6. Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.
7. Understand the individual characteristics, attitudes and circumstances that can affect the achievement of a gifted student from diverse populations.

Topic 6. Underachievement in Gifted Students from Diverse Populations

1. Explore ways to identify gifted students from special populations who are unsuccessful in school.
2. Examine the characteristics and needs of these students.
3. Identify strategies to assist these students

Topic 7. Twice-Exceptional: Physical Matrix

1. Clarify and define diverse types of twice-exceptional gifted students.
2. Demonstrate knowledge, characteristics, and needs of students who are both gifted and hearing impaired/deaf, visually impaired/blind, and orthopedically disabled.
3. Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
4. Discuss strategies and programming needs for gifted students who are twice-exceptional.

Topic 8. Twice-Exceptional: Behavioral and Emotional Matrix

1. Identify and describe ADD and ADHD.
2. Identify the differences and similarities between ADD/ADHD and giftedness.
3. Identify Asperger's syndrome and its occurrence in gifted students.
4. Examine the characteristics and needs of these students.
5. Discuss classroom strategies for creating a classroom supportive of gifted students with behavioral/emotional disorders.

Topic 9. Twice-Exceptional: Learning Disabilities Matrix

1. Define the types of gifted learning disabled students.
2. Describe the procedures for identifying a gifted learning-disabled student.
3. Understand program designs for gifted students with learning disabilities.
4. Identify and plan instructional strategies for teacher of gifted learning-disabled students.

Topic 10. Socio-economic and Educational Disadvantages Matrix

1. Identify and describe low socio-economic status populations that are underserved.
2. Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
3. Identify inhibiting socio-economic factors that have prevented services for low-income gifted children who have had inadequate learning opportunities.
4. Identify key research on identification of disadvantaged gifted students from underserved populations.
5. Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students.
6. Examine methods and strategies that challenge the unique needs of disadvantaged gifted children.

7. Research promising programs and services for poor gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community.

Topic 11. Diverse Family Structures and Pressures Matrix

1. Identify and describe the impact of non-traditional experience, values, and cultural expectations on the development and educational experiences of gifted students.
2. Identify the unique characteristics and needs of gifted students from diverse family structures.
3. Identify strategies for stimulating personal growth of gifted students from diverse families.
4. Identify community support systems for diverse families of gifted students.

Topic 12. Age: Young Gifted and Highly Gifted Matrix

1. Examine concepts of age-appropriate development in relation to concepts of giftedness.
2. Understand the needs and characteristics of very young gifted students.
3. Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs.
4. Understand the needs and characteristics of highly gifted students.
5. Identify problems and challenges and present options for developing skills in highly gifted students.
6. Examine exemplary practices and programs for meeting the needs of the highly gifted student.

Topic 13. Gender Matrix

1. Examine gender stereotyping and prejudice that impacts gifted girls; boys; and lesbian, gay, bisexual, transgender students.
2. Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
3. Demonstrate knowledge of how gender issues can affect achievement and aspirations of gifted students.

Topic 14. Evaluation of Effective Programs for Special Populations of Gifted Students Matrix

1. Identify and describe criteria of effective programs.
2. Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
3. Identify instructional methods that accommodate the needs of special populations.
4. Identify key research on programs for special populations.
5. Communicate and consult with school personnel to evaluate effectiveness of programs in local schools/districts.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP 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 development strategies.

PROFESSIONAL DEVELOPMENT ACTIVITY DESCRIPTIONS:

Each participant will complete one or more of the following component activities: Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K

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

Evaluation Methods: Staff – A,B,C,D,E,F,G

Student – A,B,C,D,F,G,Z

FEAP: A1, A2, A3, A4

THEORY AND DEVELOPMENT OF CREATIVITY**COMPONENT IDENTIFIER NUMBER:****1-106-005****Inservice Points:****60****GENERAL OBJECTIVE(S):**

The Theory and Development of Creativity module provides an overview of the theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications in the gifted classroom.

COMPETENCY 5.0

Upon completing this module, participants will develop an awareness of the following eight key questions:

- Why is creativity important?
- What is creativity?
- “Where” is creativity?
- Can creativity be measured?
- What is a creative learning environment?
- How can creativity be nurtured / developed?
- How can the outcomes of creativity be assessed and evaluated?
- How will you commit to nurturing creativity in your students?

SPECIFIC OBJECTIVES:

1. Define creativity and describe the impact it has on personal growth and self-actualization.
2. State several definitions of creativity and compare and contrast these definitions.
3. Identify contemporary and historical examples of people who have demonstrated creativity in various domains and cultural settings.
4. Identify myths and misunderstandings associated with creativity.
5. State several definitions of creativity and compare and contrast these definitions.
6. Identify specific personal, socio-cultural, and educational experiences that facilitate / inhibit the development of creativity.
7. Examine and analyze the dynamics of individual creativity and collaborative creativity.
8. Demonstrate an understanding of the elements of creative thinking (e.g., fluency, flexibility, originality, and elaboration).
9. Identify critical points in the development of human creativity from early childhood through adulthood.
10. Identify controversies concerning the nature of creativity to understand why a universally accepted definition of creativity has not been attained.
11. Identify cognitive and personal characteristics associated with creativity across cultures and through time.

12. Recognize how culture, economics, environment, and time impact the expression of creativity.
13. Understand the role of assessment of creativity and the use of tests and inventories.
14. Describe, compare, and evaluate different instruments for measuring creativity.
15. Identify ways to establish a classroom environment that fosters the development and expression of creativity. Consider role of emotion, physical aspects, exploration/discovery, experimentation, unpredictability, and ambiguity in creativity.
16. Analyze the creative learning environment from 3 perspectives: personal, sociocultural, educational.
17. Describe the importance, implications, and benefits of creative thinking for students in today's schools and society.
18. Examine organizational and managerial structures and practices that facilitate/inhibit the development and expression of creativity.
19. Discuss the nature of innovation and the process of change relative to creative outcomes.
20. Identify examples of how creative thinking can be used to address problems in society.
21. Identify tools for generating ideas and focusing thought with overview relevant programs.
22. Identify programs or curricula that can serve as initiatives for fostering creativity (Odyssey of the Mind, Future Problem Solving, Invent America, Artifacts Box, mentoring).
23. Demonstrate an understanding of the process of invention and identify the steps of moving from an idea through the patent process.
24. Using the identified characteristics of the creative individual, plan appropriate teaching strategies and groupings that support the development and expression of abilities.
25. Explore and analyze the ethical issues surrounding creativity.
26. Discuss the value of creativity in an era of educational accountability.
27. Examine the role of self-assessment, including portfolio development, in the evaluation of creative processes and products.
28. Describe characteristics and appropriate criteria used to assess creative outcomes and products.
29. Develop plans to integrate creativity within and across the content areas focusing on process and product.
30. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
31. Create pathways/opportunities for developing individual student creativity (mentorship, community resources, contests, clubs, special lessons/ classes, dual enrollment, distance 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 development strategies.

PROFESSIONAL DEVELOPMENT ACTIVITY DESCRIPTIONS:

Each participant will complete one or more of the following component activities: Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Learning (Delivery) Methods: A,B,C,D,F,G,H,I,J,K

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

Evaluation Methods: Staff – A,B,C,D,E,F,G

Student – A,B,C,D,F,G,Z

FEAP: A1, A2, A3, A4

C. Matrix

COMPETENCY	Component	Objective Number	Method of Competency Demonstration
<p>1.0: Participants will develop an awareness of:</p> <ul style="list-style-type: none"> • 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. 	1-106-001	1-32	Tests, projects, discussions, classroom demonstrations, interview, classroom visit, case study, charts, PowerPoint presentation
<p>2.0: Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.</p>	1-106-002	1-28	Tests, projects, discussions, classroom Demonstrations, KWLH chart, curriculum unit, case study, interview
<p>3.0 Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.</p>	1-106-003	1-46	Biography of famous person, tests, projects, discussions, classroom demonstrations, research, interview
<p>4.0 Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of central issues in multicultural education that examine questions of equity</p>	1-106-004	1-64	Interview a family, tests, projects, discussions, classroom demonstrations, motivational scrapbook, biography, poster, chart, portfolio

<p>and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.</p>			
<p>5.0 Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.</p>	<p>1-106-005</p>	<p>1-31</p>	<p>Case study, tests, projects, discussions, classroom demonstrations, learning activity</p>

D. 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.

COMPLETION REQUIREMENTS

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.

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.:

1. Descriptive Data

- Number of teachers who are out-of-field in Gifted
- Number and percentages of out-of-field that have enrolled in the add-on program
- Number of program completers

2. Client Satisfaction Data

Attitudes of candidates will be surveyed to determine the extent to which:

- The program is meeting candidate needs.
- The quality of instruction is consistent with professional development standards.
- The curriculum is pertinent to their coaching and professional development needs.
- The pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities.

3. Supervisory Evaluation Data

- The add-on certification program is meeting school and program needs.
- Skills acquired in add-on training are practiced and shared with others.
- Evidence exists of tangible benefits to students accruing from add-on training.
- Implementation of the program is cost and time effective.

The data collected during the annual review will be used to determine overall program performance 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 Master Inservice Plan/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 *Instructors* on page 32)

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's 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 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 which 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. Transfer and Utilization of Credit (College or Inservice)

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Gifted inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Gifted Endorsement Program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Gifted. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

D. 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.



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

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Prekindergarten Disabilities 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 comprised 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 2024	# of PreK SWD enrolled in SY 2018-2019	Projected # of PreK SWD to be enrolled in SY 2023-24
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

Program 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 specialist 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 theory and interaction; community resources; service coordination; and transition.

Competencies specific to the specialized field of Prekindergarten Disabilities as referenced on the website <http://www.florida-ese.org/prekdisabilities/> were used as a framework for the curriculum courses and materials designed for inclusion in the Prekindergarten Disabilities Endorsement Program.

Florida requires that all curricula taught in the public schools in this state are aligned to the Florida Standards <http://www.flstandards.org/>. The standards include access points for students with cognitive disabilities; these access points are useful for prekindergarten students with disabilities.

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 Prekindergarten Disabilities Endorsement Program 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>

Instructional Design and Delivery

There are three modules in the Prekindergarten Disabilities Endorsement which cover development, assessment, and curriculum for young children. These modules may be used in lieu of taking college credit. In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules, as college credit nor teaching experience can be substituted for any of the three modules. This is not intended to be a self-paced online course. The modules were designed to be offered through a facilitated model and may be accessed completely by district staff only.

There are three modules: 1. Typical and Atypical Development; 2. Assessment and Evaluation; and 3. Curriculum. Each module includes sessions that contain agendas, PowerPoint presentations, trainer notes, materials, and resources. These modules were designed to be offered through a face-to-face facilitated model.

A. Instructional Strands

Typical and Atypical Development	Assessment and Evaluation	Curriculum
<ul style="list-style-type: none"> • Studying Childhood Development: An Overview and Theories • Studying Childhood Development: Understanding Typical vs. Atypical Development • Nature and Sequence of Development Birth-2 years: Newborns, Infant Physical and Motor Development • Nature and Sequence of Development Birth-2 years: Infant Cognitive, Communication, and Social Development • Nature and Sequence of Development: Preschool (3-5 years) Physical and Motor Development and Cognitive Development • Nature and Sequence of Development: Preschool 	<ul style="list-style-type: none"> • Background Assessment Information • Challenges, Indicators of Effectiveness, Terminology • Informal Assessment, Terminology, Identification for Referral: Screening • Diagnosis and Determination of Disability, Cognitive Assessment • Diagnosis and Determination of Disability, Communication Assessment, Motor Assessment • Diagnosis and Determination of Disability, Adaptive Behavior, Social and Emotional Development • Determination of Eligibility, BDI-2 	<ul style="list-style-type: none"> • Introduction and Background Information • Individualized Family Services Plan (IFSP) and Individual Educational Plan (IEP) • Educational Environment • Universal Curriculum Design and Building Blocks for Children with Special Needs • Understanding Inclusion • Implementing Inclusion • Promoting Cognitive Skills - Part I • Promoting Cognitive Development - Part II • Promoting Communication Skills • Promoting Early Literacy Skills in Children with Disabilities

<p>(3-5 years) Speech-Language and Social-Emotional Development</p> <ul style="list-style-type: none"> • Nature and Sequence of Development: In the Primary Years (ages 6-8) • Exceptional Education Programs: Characteristics of Students with Disabilities • Understanding Families and Systems Theory • Working with Culturally Diverse Families 	<ul style="list-style-type: none"> • Sharing Assessment Results with Families, Program Planning • Special Considerations, Sharing of Assessment Results, and Putting It All Together • Case Study, Program Monitoring, Program Accountability 	<ul style="list-style-type: none"> • Second Language Learners and Promoting Play in Children with Disabilities • Promoting Social-Emotional Competence
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B. Training Components (see pages 10-27)

MODULE 1: TYPICAL AND ATYPICAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER:

2-100-009

Maximum Inservice Points:

60

GENERAL OBJECTIVE:

The primary focus of this module is to provide educators with information about child development to guide instruction. Understanding the key areas of development and the diverse behaviors and characteristics associated with the developmental levels can guide teachers in problem-solving to use data in determining which interventions result in increased achievement.

SPECIFIC OBJECTIVES:

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

1. Define development and identify the importance of studying childhood development.
2. Demonstrate understanding of the relationship between developmentally appropriate practices and developmental theories.
3. Identify rationale for studying child development from a multicultural perspective.
4. Identify the predominant theories and related theorists of child development and understand how theories help educators.
5. Define, discuss, and apply the six major theories of development.
6. Define key terminology related to typical and atypical development.
7. Identify key factors relating to influences on childhood development, including cultural influences, risk, resilience, vulnerability, and protective factors.
8. Describe origins of disability and developmental delay during early childhood.
9. Identify and understand adverse factors of the pre-, peri-, and post-natal periods of development
10. Describe the physical characteristics of the newborns.
11. Understand the characteristics and functions of psychological states of the newborn.
12. Describe newborn reflexes and their implications for development, interaction, and health care.
13. Identify indicators and primary causes of atypical infant development.
14. Identify the major physical characteristics of infants.
15. Identify and sequence the acquisition of motor skills in infants.
16. Name and summarize Piaget's six stages of infant cognitive development.
17. Identify and define Piaget's domains of sensorimotor development.
18. Identify sources of variations in infant cognitive development.
19. Recognize indicators of atypical cognitive development.
20. Identify and sequence speech-language milestones.
21. Recognize indicators of atypical speech-language development.

22. Define attachment and understand how it forms as well as its impact on development.
23. Identify the major temperaments identified in infancy.
24. Describe physical characteristics of preschool children.
25. Identify and sequence motor (gross and fine) abilities.
26. Describe the stages of development in drawing skills.
27. Identify the indicators of atypical fine and gross motor development.
28. Understand the challenging conditions that affect motor development.
29. Identify the key characteristics of various theoretical perspectives of preschool cognitive skills.
30. Recognize characteristics and indicators of atypical cognitive development in preschoolers.
31. Identify and define the components of communication.
32. Identify and sequence the major speech-language milestones for preschool children.
33. Identify the impact of bilingualism on the development of components of language.
34. Recognize characteristics of atypical communication development.
35. Describe the connection between symbolic thought and play development in preschool children.
36. Define sociodramatic play and identify its main elements.
37. Identify and sequence the social-emotional milestones of preschoolers.
38. Define and identify the functions of initiative.
39. Understand social competence and identify the positive and negative influences.
40. Recognize the physical growth and motor development patterns of primary aged children.
41. Identify effects of poverty and challenging conditions on physical and motor development.
42. Identify the critical components of the cognitive theories and their impacts on development.
43. Recognize and describe the characteristics of atypical cognitive development.
44. Identify the major characteristics of speech and language development during the primary years.
45. Identify characteristics of atypical speech and language in primary aged children.
46. Identify the primary social-emotional changes during this period.
47. Recognize characteristics of atypical social-emotional development during the primary years.
48. Define special education.
49. Recognize the definitions and key characteristics of the following disabilities: developmental delay, intellectual disability, specific learning disabilities, speech and

language impairment, emotionally/behaviourally disordered, physically impaired, hearing impaired, visually impaired, autism spectrum disorder.

50. Recognize the role of family on a child's development.
51. Identify the impacts of having a child with special needs on a family.
52. Recognize and understand differences in values across cultures and how they impact educational experiences.
53. Demonstrate the ability to identify community resources and encourage advocacy to help families meet the needs of their child with a disability and their family.
54. Identify critical areas that affect the formation of effective relationships between families and early childhood professionals.
55. Identify ways in which various cultures view and accept disabilities.
56. Define cultural reciprocity and identify the steps in the cultural reciprocity process.
57. Identify challenges, as well as cultural characteristics, that may impede parental involvement.
58. Identify strategies to increase parental involvement in the school and/or classroom.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete professional learning activities listed above 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.

Learning (Delivery) Methods: **A** (Knowledge Acquisition), **D** (Learning Community/Lesson Study Group), **I** (Job Embedded), **J** (Deliberate Practice), **K** (Problem Solving Process)

Implementation Methods: **M** (Structured Coaching/Mentoring), **N** (Independent Learning/Action Research), **O** (Collaborative Planning), **P** (Participant Product), **Q** (Lesson Study), **T** (Evaluation of Practice Indicators)

Evaluation Methods

Staff: **A** (Changes in Practice), **B** (Changes in Instructional Leadership), **C** (Changes in Student Services Practices), **D** (Other Changes in Practices), **E** (Fidelity of Implementation), **F** (Changes in Observed Educator Proficiency)

Student: **A** (Results of State or District-Developed Student Growth Measure), **B** (Results of School/Teacher-Constructed Student Growth Measure), **C** (Portfolios of Student Work), **D** (Observation of Student Performance)

FEAP: **A1** (Instructional Design and Lesson Planning), **A2** (Learning Environment), **A3** (Instructional Delivery), **B1** (Continuous Professional Improvement)

Typical and Atypical Development References

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MODULE 2: ASSESSMENT AND EVALUATION

COMPONENT IDENTIFIER NUMBER:

4-102-005

Maximum Inservice Points:

60

GENERAL OBJECTIVE:

The primary focus of this module is to provide educators with information about assessments and evaluation to guide decision-making for the instruction of prekindergarten students. The module includes assessments for cognitive skills, communication, and motor skills, diagnosis, determination of disability, identification for referral, and sharing assessment results.

SPECIFIC OBJECTIVES:

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

1. Define assessment.
2. Discuss the significance of the assessment and diagnostic process.
3. Discuss assessment as a continuum of activities.
4. List legal reasons for assessment.
5. Discuss the types and purposes of assessment.
6. Articulate NAEYC key recommendations for assessment.
7. Articulate DEC best practice guidelines and central dimensions.
8. Discuss the balance that must exist between valid and efficient assessment.
9. List and discuss challenges, uses, and abuses of assessment instruments inherent in the evaluation of infants and young children.
10. List and discuss indicators of effective assessment.
11. Understand and identify key terminology related to formal assessment procedures.
12. Understand and utilize the bell curve to interpret assessment results.
13. Understand and identify key terminology related to criterion-referenced measures.
14. Understand and identify key terminology related to informal assessment measures.
15. Discuss legal reasons for screening activities.
16. Define screening activities, including the purpose.
17. Understand and be able to discuss informal screening activities.
18. List the activities involved in a complete screening.
19. Describe an effective screening instrument.
20. Become familiar with a variety of different screening instruments.
21. Discuss assessment for diagnosis/determination of eligibility.
22. List Part B and Part C information related to the assessment of young children.
23. List Part B educational programs for disabled students.
24. Discuss the challenges of diagnosing young children for the purposes of eligibility.
25. Discuss a number of assumptions that are inherent to the diagnostic process.
26. Define cognition.

27. Discuss the need for cognitive assessment.
28. Discuss formal, criterion referenced, and informal cognitive assessment procedures.
29. Become familiar with formal, criterion referenced, and informal cognitive assessment instruments.
30. Discuss the implications of cognitive assessment.
31. Define Developmental Delay according to the Florida District's SP&P.
32. Define communication and communication disorders.
33. State why we assess communication skills.
34. Become familiar with formal and informal procedures for assessing communication skills.
35. Describe the implications of deficits in communication skills.
36. Discuss diagnosis and determination of disabilities in the area of communication.
37. Define fine and gross motor.
38. State why we assess motor skills.
39. Describe the implications of deficits in motor development.
40. Discuss diagnosis and determination of disabilities.
41. Define adaptive behavior and adaptive behavior disorders.
42. Share why we assess adaptive behavior.
43. Become familiar with formal and informal procedures for assessing adaptive behavior.
44. Describe the implications of deficits in adaptive behavior.
45. Discuss diagnosis and determination of disabilities in the area of adaptive behavior.
46. Define social competence.
47. Share why we assess social competence.
48. Describe the implications of deficits in social/emotional skills.
49. Discuss diagnosis and determination of disabilities in the area of social/emotional skills.
50. Be familiar with strategies that facilitate collaboration with families and caregivers.
51. Be familiar with special considerations for assessment of certain populations of children.
52. Use data from the BDI-2 and appropriate formal and informal assessments for assessing achievement, report writing, sharing results, and developing an IEP.
53. Become familiar with the purposes of the BDI-2.
54. Administer the BDI-2.
55. Score and interpret the BDI -2.
56. Use a template to write an assessment report.
57. Become familiar with strategies for sharing assessment results with families;
58. Be knowledgeable about using data from home, school, and community to develop goals and objectives.
59. Be knowledgeable about program planning and IEP development;
60. Identify required components of an IEP;

61. Write an IEP including all required components.
62. Be familiar with special considerations for assessment of certain populations of children;
63. Use information from the BDI-2 and other formal and informal assessment measures for: interpretation, report writing; sharing results; and developing an IEP.
64. Demonstrate an understanding of the diagnostic process, including specific steps prescribed in the district's SP & P.
65. Know the steps in implementing the IEP.
66. Define the purposes of program monitoring activities;
67. Discuss appropriate modifications based on program monitoring activities;
68. Define the purposes of program accountability activities;
69. Be knowledgeable about the Florida Part B State Performance Plan for program accountability.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete professional learning activities listed above 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.

Learning (Delivery) Methods: **A** (Knowledge Acquisition), **D** (Learning Community/Lesson Study Group), **I** (Job Embedded), **J** (Deliberate Practice), **K** (Problem Solving Process)

Implementation Methods: **M** (Structured Coaching/Mentoring), **N** (Independent Learning/Action Research), **O** (Collaborative Planning), **P** (Participant Product), **T** (Evaluation of Practice Indicators)

Evaluation Methods

Staff: **A** (Changes in Instructional Practices), **B** (Changes in Instructional Leadership), **C** (Changes in Student Services), **D** (Other Changes in Practice), **E** (Fidelity of Implementation), **F** (Changes in Observed Educator Proficiency)

Student: **A** (Results of State or District Student Growth Measure), **B** (Results of School or Teacher Student Growth Measure), **C** (Portfolios of Student Work), **D** (Observation of Student Performance), **G** (Did not evaluate student outcomes as staff evaluation is more relevant)

FEAP: **A1** (Instructional Design and Lesson Planning), **A2** (Learning Environment), **A3** (Instructional Delivery), **B1** (Continuous Professional Improvement)

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MODULE 3: CURRICULUM**COMPONENT IDENTIFIER NUMBER:****2-105-001****Maximum Inservice Points:****120****GENERAL OBJECTIVE:**

The primary focus of this module is to provide educators with information about the foundation of early childhood education and to understand the importance of program quality to ensure instruction appropriate to the needs of prekindergarten students with disabilities.

SPECIFIC OBJECTIVES:

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

1. Describe the history of early childhood education.
2. Understand the impact that IDEA, Part C and Part B, have on the education of young children with disabilities.
3. Describe changes in service delivery models, including the transition from Part C to Part B
4. Define "Family centered Services."
5. Describe service delivery options, LRE, and the continuum of services in Florida.
6. Demonstrate an understanding of, and strategies for participating and communicating effectively, as part of a teaming approach to assessment and intervention.
7. Understand, describe, and utilize an IFSP.
8. Understand, describe, and utilize an IEP.
9. Demonstrate ability to read and use IEPs appropriately for students in preschool with disabilities.
10. Demonstrate ability to write appropriate IEPs for students in preschool with disabilities.
11. Understand and explain the importance of creating an appropriate educational environment.
12. Understand the importance of program quality in early childhood.
13. Demonstrate an understanding of setting the physical environment in preschool.
14. Demonstrate an understanding of the importance of safety and cleanliness in the pre-k classroom.
15. Demonstrate the ability to create an appropriate schedule in the pre-k classroom.
16. Demonstrate an understanding of appropriate child/child and adult/child interactions in pre-k.
17. Understand the importance of involving families in the pre-k classroom.
18. Demonstrate an understanding of the importance of developmentally appropriate curriculum in pre-k.
19. Demonstrate an understanding of the components of a universally designed curriculum

20. Demonstrate understanding of making accommodations, embedding learning objectives and using direct instruction.
21. Demonstrate an understanding of why we include children with special needs.
22. Understand how to include children with special needs.
23. Describe accommodations.
24. Describe modifications/adaptations.
25. Demonstrate understanding of the components necessary to successfully include young children with special needs.
26. Demonstrate the ability to choose appropriate curriculum accommodations, modifications, and adaptations when including young children with special needs
27. Demonstrate knowledge of developmental norms in the cognitive domain.
28. Demonstrate knowledge of the identification of intellectual disabilities.
29. Demonstrate knowledge of goals and benchmarks for young children in the cognitive domain.
30. Demonstrate knowledge of working with young children with intellectual disabilities
31. Demonstrate knowledge of successful strategies used when teaching young children with intellectual disabilities.
32. Demonstrate knowledge of specific accommodations and modifications used when teaching young children with intellectual disabilities.
33. Demonstrate knowledge of teaching young children with intellectual disabilities in an inclusive classroom.
34. Demonstrate knowledge of developmental norms in and identify communication delays and disabilities in young children.
35. Develop goals and benchmarks for young children with communication delays and disabilities.
36. Demonstrate knowledge of strategies to use when working with young children with communication delays and/or disabilities.
37. Demonstrate knowledge of including young children with communication delays and/or disabilities in a classroom with typically developing peers.
38. Demonstrate knowledge of benefits of integrating speech-language therapy into the classroom.
39. Demonstrate knowledge of early literacy.
40. Identify challenges faced by our society regarding early literacy.
41. Demonstrate knowledge of the skills and abilities that support literacy.
42. Demonstrate knowledge of challenges to early literacy outcomes for children with disabilities.
43. Demonstrate knowledge of resources to support early literacy for children with disabilities.

44. Demonstrate comprehensive knowledge of sessions 1-10.
45. Explain how language acquisition impacts learning.
46. Demonstrate knowledge regarding the identification of young second language learners with special needs.
47. Demonstrate knowledge of strategies utilized to enable second language learners with special needs to succeed.
48. Explain accommodations and modifications to use with second language learners with special needs.
49. Demonstrate knowledge of including second language learners with special needs.
50. Demonstrate an understanding of the importance of play for all children.
51. Identify strategies for supporting the development of friendship skills.
52. Define emotional literacy and identify activities that build “feeling vocabularies.”
53. Understand the importance of providing opportunities for children to begin to understand their own, as well as others’ emotions.
54. Understand why children need to learn to control anger and handle disappointment and will be able to identify strategies to teach anger management skills.
55. Understand the importance of teaching problem solving and will be able to identify problem solving steps.
56. Describe methods that may be used to determine the function of challenging behavior.
57. Use interview and observational data to determine the communicative function of challenging behavior and develop behavior hypotheses.
58. Identify the steps of the process of Positive Behavior Support (PBS).
59. Describe strategies that may be used to prevent challenging behavior.
60. Identify replacement skills that may be taught to replace challenging behavior.
61. Identify how to respond in a way that does not maintain or reinforce challenging behavior.
62. Develop a behavior support plan for a case study child
63. Demonstrate knowledge of developmental norms regarding motor development.
64. Demonstrate knowledge of the identification of young children with motor impairment.
65. Explain the development of goals and benchmarks for young children with motor impairment.
66. Demonstrate knowledge of working with young children with motor impairments.
67. Demonstrate knowledge of the utilization of successful strategies with young children with motor impairments.
68. Demonstrate knowledge of accommodations and modifications used with young children with motor impairments.
69. Demonstrate knowledge of including young children with motor impairments
70. Demonstrate knowledge of proper nutrition when working with young children.

71. Demonstrate knowledge of the use of cooking and socializing during meals and snacks in preschool.
72. Demonstrate knowledge of potential malnutrition of children with disabilities
73. Demonstrate knowledge of feeding plans and positioning techniques when feeding preschool children with disabilities.
74. Demonstrate knowledge of how to encourage young children to self-feed.
75. Demonstrate knowledge of vision and hearing development.
76. Demonstrate knowledge of the incidence rate of vision/hearing impairment.
77. Demonstrate knowledge of the identification of vision and hearing impairments in young children.
78. Demonstrate knowledge of goals and benchmarks appropriate for young children with vision/hearing impairment.
79. Demonstrate knowledge of working with young children with vision/hearing impairments.
80. Demonstrate knowledge of including students with hearing/vision impairments.
81. Demonstrate knowledge of successful strategies used when working with young children with vision/hearing impairments.
82. Demonstrate knowledge of accommodations and modifications used when working with young children with vision/hearing impairments.
83. Demonstrate knowledge of the identification of young children with Autism Spectrum Disorders (ASD)
84. Demonstrate knowledge of establishing goals and benchmarks for young children with ASD
85. Demonstrate knowledge regarding working with young children with ASD
86. Demonstrate knowledge of successful strategies to use with young children with ASD
87. Demonstrate knowledge of accommodations and modifications used with young children with ASD
88. Demonstrate knowledge of including young children with ASD
89. Demonstrate knowledge of the meaning and background of sensory integration.
90. Demonstrate knowledge of how sensory integration relates to autism.
91. Demonstrate knowledge of the signs of a sensory integration dysfunction.
92. Demonstrate knowledge of sensory integration therapy.
93. Demonstrate knowledge of the history of technology for individuals with special needs in education.
94. Demonstrate knowledge of assistive technology.
95. Demonstrate knowledge of instructional technology.
96. Demonstrate knowledge of legislation affecting use of technology in education.

97. Demonstrate knowledge of selecting and using appropriate assistive technology for young children.
98. Demonstrate knowledge of planning for the young child's articulation to kindergarten (future placement).
99. Demonstrate knowledge of monitoring a student's progress and using data to adjust or plan new interventions.
100. Demonstrate knowledge of program evaluation and revising a program's components if they are not successful.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete professional learning activities listed above 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.

Learning (Delivery) Methods: **A** (Knowledge Acquisition), **D** (Learning Community/Lesson Study Group), **I** (Job Embedded), **J** (Deliberate Practice), **K** (Problem Solving Process)

Implementation Methods: **M** (Structured Coaching/Mentoring), **N** (Independent Learning/Action Research), **O** (Collaborative Planning), **P** (Participant Product), **Q** (Lesson Study), **T** (Evaluation of Practice Indicators)

Evaluation Methods

Staff: **A** (Changes in Instructional Practices), **B** (Changes in Instructional Leadership), **C** (Changes in Student Services), **D** (Other Changes in Practice), **E** (Fidelity of Implementation), **F** (Changes in Observed Educator Proficiency), **G** (Changes in Observed Educator Proficiency)

Student: **A** (Results of State or District Student Growth Measure), **B** (Results of School or Teacher Student Growth Measure), **C** (Portfolios of Student Work), **D** (Observation of Student Performance), **F** (Other Performance Assessment)

FEAP: **A1** (Instructional Design and Lesson Planning), **A2** (Learning Environment), **A3** (Instructional Delivery), **B1** (Continuous Professional Improvement)

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C. Matrix

Competency Number	Component Number	Method of Competency Demonstration
Human Growth and Development		
1.1	2-100-009	Session 1 - Small Group Activity, Large Group Discussion, Portfolio Activity
1.2	2-100-009	Session 10 - Small Group Activity, Portfolio Activity
1.3	2-100-009	Session 8 - Small Group Activity, Portfolio Activity
1.4	2-100-009	Sessions 3, 4, 5 ,6, 7 - Small Group Activity, Large Group Discussion, Portfolio Activity
1.5	2-100-009	Session 2 - Small Group Activity, Large Group Activity, Portfolio Activity
1.6	2-100-009	Sessions 4, 5 - Small Group Activity, Large Group Discussion, Portfolio Activity
Family and Community		
2.1	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.2	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.3	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.4	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.5	2-100-009	Session 10 - Portfolio Activity
2.6	2-100-009 2-105-001	Session 10 - Portfolio Activity Session 3 - Class Activities, Portfolio Activity
2.7	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.8	2-100-009	Session 10 - Portfolio Activity
2.9	2-100-009	Session 10 - Portfolio Activity
2.10	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
2.11	2-100-009 2-105-001	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity Session 20 - Class Activity, Portfolio Activity
Assessment		
3.1	4-102-005	Session 1 - Assessment, Small Group Activity
3.2	4-102-005	Sessions 3, 7 - Assessment Activity, Portfolio Activity

3.3	4-102-005	Sessions 2, 3 - Vignette Activity, Terminology Matching Activity, Assessment Activity
3.4	4-102-005	Sessions 4, 5, 6 - Portfolio Activities
3.5	4-102-005	Session 8 - Class Activity, Portfolio Activity
3.6	4-102-005	Sessions 8, 9 - Class Activity, Portfolio Activity, Whole Group Activity
3.7	4-102-005	Sessions 7, 9 - Portfolio Activity, Whole Group Activity
3.8	4-102-005	Session 9 - Class Activity, Portfolio Activity
3.9	4-102-005	Session 9 - Class Activity, Portfolio Activity
3.10	4-102-005	Session 10 - Class Activity, Portfolio Activity
Curricula, Materials, Instructional Techniques		
4.1	2-105-001	Sessions 3, 4, 5, 7, 8, 9, 10, 15 - Class Activities, Portfolio Activity
4.2	2-105-001	Sessions 14, 19 - Class Activities, Portfolio Activity
4.3	2-105-001	Session 2 - Class Activities, Portfolio Activity
4.4	2-105-001	Session 4 – Class Activities, Portfolio Activity
4.5	2-105-001	Session 2, 4 - Class Activities, Portfolio Activity
4.6	2-105-001	Session 12 - Class Activities, Portfolio Activity
4.7	2-105-001	Session 4, References - Class Activities, Portfolio Activity
4.8	2-105-001	Session 12 - Class Activities, Portfolio Activity
4.9	2-105-001	Session 11 - Class Activities, Portfolio Activity
4.10	2-105-001	Session 4 - Class Activities, Portfolio Activity
4.11	2-105-001	Sessions 16, 17, 18 - Class Activities, Portfolio Activity
4.12	2-105-001	Sessions 5, 6 - Class Activities, Portfolio Activity
Learning Environment		
5.1	2-105-001	Sessions 1, 3 - Class Activities, Portfolio Activity
5.2	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.3	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.4	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.5	2-105-001	Sessions 6, 13 - Class Activities, Portfolio Activity
5.6	2-105-001	Session 3 - Class Activities, Portfolio Activity
5.7	2-105-001	Session 9 - Class Activity, Portfolio Activity
5.8	2-105-001	Session 13 - Class Activities, Portfolio Activity
Multidisciplinary Process		
6.1	2-100-009	Session 9 - Small Group Activity, Large Group Discussion, Portfolio Activity
6.2	4-102-005	Session 9 - Class Activity, Portfolio Activity
6.3	4-102-005	Session 3 - Class Activities, Portfolio Activity
Consultation and Communications		
7.1	2-100-009	Session 10 - Portfolio Activity
7.2	4-102-005	Sessions 8, 9 - Class Activity, Portfolio Activity

7.3	4-102-005	Sessions 8, 9 - Class Activity, Portfolio Activity
7.4	2-105-001	Sessions 12, 13 - Class Activities, Portfolio Activity
7.5	2-105-001	Session 15 - Class Activities, Portfolio Activity

D. Instructors

Selection of instructors for the District Alternative Program for Add-On Certification: Prekindergarten Disabilities Endorsement will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Prekindergarten/Primary Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Minimum of three years successful teaching or clinical experience with prekindergarten exceptional students
- 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 as the Prekindergarten Endorsement modules
- Commitment to the Prekindergarten 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 modules is available for teachers in lieu of taking college courses to earn the Prekindergarten Disabilities Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules. Neither college credit nor teaching experience can be substituted for any of the three modules.

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 Prekindergarten Disabilities 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-4.01792, Florida Administrative Code, participants must complete all three modules. Neither college credit nor teaching experience can be substituted for any of the three modules.

B. Competency Demonstration

All those pursuing the addition of the Prekindergarten Disabilities 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

Verification of competencies other than through the procedures stated above is not an option for the Prekindergarten Disabilities 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 Prekindergarten Disabilities 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 Exceptional Student Education director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.

The budget for Prekindergarten Disabilities Endorsement will mostly be borne by the participating districts. Districts may be able to participate in FDLRS-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.

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.

Management

The NEFEC Organization of Educational Leaders (NOEL) Key District Contacts and District Professional Development Coordinators 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 and regional service providers. NEFEC 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 Prekindergarten Disabilities Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a bachelor's or higher degree with certification in any exceptional student education area, preschool education, primary education, prekindergarten/primary education, elementary education (K-6), or early childhood education.

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 Prekindergarten Disabilities Endorsement to meet employment requirements. Other participants will be admitted to the Prekindergarten Disabilities Endorsement Program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes.

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 Prekindergarten Disabilities 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 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. District staff will acknowledge completion of all components and notify the Florida Department of Education.

D. Transfer and Utilization of Credit (College or Inservice)

Credit earned in college courses may not be considered for transfer of credit to this add-on endorsement program. Participants have the option of earning the Prekindergarten Disabilities Endorsement completely with college courses or through the Prekindergarten Disabilities Add-On Endorsement Program, but not a combination of the two. In order to satisfy specialization requirements in Rule 6A-4.01792, Florida Administrative Code, participants must complete all three modules. Neither college credit nor teaching experience can be substituted for any of the three modules.

E. Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Prekindergarten Disabilities Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district designee will notify the Florida Department of Education.

School Board Approval

In order for the Prekindergarten 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.



Reading

Add-On Endorsement Program

2014-2019

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NEFEC DISTRICT ADD-ON READING ENDORSEMENT PROGRAM

NEFEC made revisions to Reading Endorsement in 2012 in response to changes made by the State Board on September 22, 2011. The following changes are noted:

- A shift in terminology from phonemic awareness to phonological awareness
- Inclusion of an oral language performance indicator
- Inclusion of an oral language sub-indicator in each reading component
- Inclusion of a writing sub-indicator throughout the new endorsement
- Inclusion of a sub-indicator related to informal and formal assessment throughout Competency 1 and 2
- Competencies 4 and 5 have been collapsed under Competency 4
- Competency 5 is now the practicum

GUIDING PRINCIPLE

Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem solving process is recursive and ongoing, utilized for effective instructional decision making.

COMPETENCY 1: FOUNDATIONS OF READING INSTRUCTION

60 In-service Hours

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

COMPETENCY 2: APPLICATION OF RESEARCH-BASED INSTRUCTIONAL PRACTICES

60 In-service Hours

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.

COMPETENCY 3: FOUNDATIONS OF ASSESSMENT

60 In-service hours

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.

COMPETENCY 4: FOUNDATIONS AND APPLICATIONS OF DIFFERENTIATED INSTRUCTION

60 In-service hours

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.

COMPETENCY 5: DEMONSTRATION OF ACCOMPLISHMENT**60 In-service Hours**

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.

DISTRICT ADD-ON READING ENDORSEMENT PLAN RENEWAL

The FLDOE memorandum in March 2014 outlined the steps necessary to obtain continued approval of the NEFEC Add-On Reading Endorsement Plan for an additional five years from 2014-2019.

In the interest of reducing paperwork and avoiding duplication of effort, a simple method to complete the renewal process was introduced. The Reading Endorsement course offerings described within Chart "A" in the professional development section of district K-12

Comprehensive Research-Based Reading Plan will satisfy the content description for an updated District Add-On Reading Endorsement Plans along with the reading endorsement matrix NEFEC submitted on behalf of NEFEC districts in 2012.

The matrices submitted reflect the alignment of NEFEC Reading Endorsement courses with the 2011 Reading Endorsement. The process to secure continued approval of the NEFEC Reading Endorsement Plan is as follows:

- STEP 1: Make sure all of the district's current reading endorsement courses and classes are reflected within Chart "A" in the professional development section of the district K-12 Comprehensive Research-Based Reading Plan.
- STEP 2: Complete a matrix delineating how Reading Endorsement courses have been updated to align with the 2011 Reading Endorsement. The matrices will detail how the course assignments in the course meet the indicators of each competency of the 2011 Reading Endorsement.
- STEP 3: The superintendent or designee must submit a letter to the Bureau of Educator Recruitment, Development and Retention requesting continued approval through June 30, 2019.

To simplify the process for NEFEC districts, NEFEC provided the following:

STEP 1: The chart Reading Endorsement Competency Paths (see below), was sent to district personnel. This chart reflects current courses and classes to meet the 2011 requirements and was added to the district K-12 Reading Plan Chart A. Districts will edit Chart A each year to reflect current course offerings.

STEP 2: Matrices delineating how Reading Endorsement courses have been updated to align with the 2011 Reading Endorsement (see below) were completed and submitted to Just Read, Florida! on behalf of NEFEC districts.

STEP 3: NEFEC submitted letters from districts requesting continued approval of the NEFEC Reading Endorsement Plan through June 30, 2019.

READING ENDORSEMENT COMPETENCY PATHS 2014

COMPETENCY 1			
1-013-018			
Program Beginning August 2012	Hours	Provider	Delivery Method
Instructional Foundations of Language and Reading	60	NEFEC	Online
Foundations of Instruction	60	Beacon	Online
Foundations of Language and Cognition EPI 009	60	EPI staff at various state colleges	College course (traditional, online, hybrid)
Foundations of Early Literacy RED 6116 (course name and number varies)	60 hours/ 3 credits	Florida University System	College course (traditional, online, hybrid)
Foundations of Language and Cognition Individual Path of Study	60	Varies	Varies
COMPETENCY 2			
1-013-019			
Program Beginning August 2012	Hours	Provider	Delivery Method
Applications of Reading Research-Based Instruction	60	NEFEC	Online
Researched-Based Practices	60	Beacon	Online
Foundations of Middle and Secondary Literacy RED 6060 (course name and number varies)	60 hours/ 3 credits	Florida University System	College course (traditional, online, hybrid)
Foundations of Reading Research-Based Instruction EPI 0010	60	EPI staff at various state colleges	College course (traditional, online, hybrid)
Foundations of Reading Research-Based Instruction Individual Path of Study	60	Varies	Varies

COMPETENCY 3			
1-013-020			
Program Beginning August 2012	Hours	Provider	Delivery Method
Foundations of Assessment for Teachers and Principals	60	NEFEC	Online
Assessment	60	Beacon	Online
Classroom Reading Assessments RED 5515 (course name and number varies)	60 hours/ 3 credits	Florida University System	College course (traditional, online, hybrid)
Foundations of Assessment EPI 0011	60	EPI staff at various state colleges	College course (traditional, online, hybrid)
Foundations of Assessment Individual Path of Study	60	Varies	Varies
COMPETENCY 4			
1-013-021			
Program Beginning August 2012	Hours	Provider	Delivery Method
Foundations and Applications of Differentiated Instruction	60	NEFEC	Online
Differentiated Instruction	60	Beacon	Online
Differentiating Instruction RED 6240 (course name and number varies)	60 hours/ 3 credits	Florida University System	College course (traditional, online, hybrid)
Foundations and Application of Differentiated Instruction	60	EPI staff at various state colleges	
Differentiated Instruction in the Regular Classroom	60	CE Credits	Online
Differentiated Reading Instruction for Students: Making It Explicit PDA	60	FDLRS	Online; hybrid
Foundations and Application of Differentiated Instruction Individual Path of Study	60	Varies	Varies
COMPETENCY 5			
1-013-022			
Program Beginning August 2012	Hours	Provider	Delivery Method
Demonstration of Accomplished Practices in Reading	60	NEFEC	Online
Demonstration of Accomplishment	60	Beacon	Online
Practicum in the Clinical Teaching of Reading RED 6866 (course name and number varies)	60 hours/ 3 credits	Florida University System	College course (traditional, online, hybrid)
Coaching to Improve Reading	60	CE Credits	Online
Demonstration of Accomplished Practices in Reading Individual Path of Study	60	Varies	Varies

COMPETENCY 1: INSTRUCTIONAL FOUNDATIONS OF LANGUAGE AND READING

COMPONENT IDENTIFIER NUMBER:

1-013-018

Inservice Points:

60

GENERAL OBJECTIVE

The purpose of this component is to provide the participants the opportunity to develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

SPECIFIC OBJECTIVES

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

PERFORMANCE INDICATOR A: COMPREHENSION

1. Understand that building oral and written language facilitates comprehension.
2. Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.”
3. Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
4. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
5. Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
6. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
7. Understand the reading demands posed by domain specific texts.
8. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
9. Understand how English language learners’ linguistic and cultural background will influence their comprehension
10. Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

PERFORMANCE INDICATOR B: ORAL LANGUAGE

1. Understand how the students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
2. Understand the differences between social and academic language.

3. Understand that writing enhances the development of oral language.
4. Understand that the variation in students' oral language exposure and development requires differentiated instruction.
5. Recognize the importance of English language learners home languages, and their significance for learning to read English.
6. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.

PERFORMANCE INDICATOR C: PHONOLOGICAL AWARENESS

1. Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
2. Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).
3. Understand that writing, in conjunction with phonological awareness, enhances reading development.
4. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
5. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
6. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

PERFORMANCE INDICATOR D: PHONICS

1. Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
2. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
3. Understand structural analysis of words.
4. Understand that both oral language and writing can be used to enhance phonics instruction.
5. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

PERFORMANCE INDICATOR E: FLUENCY

1. Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.

2. Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
3. Understand the relationships among fluency, word recognition, and comprehension.
4. Understand that both oral language and writing enhance fluency instruction.
5. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

Performance Indicator F: Vocabulary

1. Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts
2. Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
3. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
4. Understand the domain specific vocabulary demands of academic language.
5. Understand that writing can be used to enhance vocabulary instruction.
6. Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

PERFORMANCE INDICATOR G: INTEGRATION OF THE READING COMPONENTS

1. Identify language characteristics related to social and academic language.
2. Identify phonemic, semantic, and syntactic variability between English and other languages.
3. Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
4. Understand the impact of oral language, writing, and an information intensive environment upon reading development.
5. Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
6. Understand the role of formal and informal reading assessment to make instructional decisions to meet individual 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 also complete one or more of the evaluation methods following implementation of professional learning strategies.

Learning (Delivery) Methods: B

Implementation Method: N

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1, A3

COMPETENCY 2: APPLICATIONS OF RESEARCH-BASED INSTRUCTION

COMPONENT IDENTIFIER NUMBER:

1-013-018

Inservice Points:

60

GENERAL OBJECTIVE

The purpose of this component is to provide the participants the opportunity to scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.

SPECIFIC OBJECTIVES

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

PERFORMANCE INDICATOR A: COMPREHENSION

1. Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.).
2. Use both oral language and writing experiences to enhance comprehension.
3. Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.
4. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
5. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
6. Provide comprehension instruction that supports students’ ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
7. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
8. Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.
9. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

PERFORMANCE INDICATOR B: ORAL LANGUAGE

1. Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).

2. Create an environment where students practice appropriate social and academic language to discuss diverse texts
3. Recognize and apply an English language learner’s home language proficiency as a foundation and strength to support the development of oral language in English.
4. Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
5. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.

PERFORMANCE INDICATOR C: PHONOLOGICAL AWARENESS

1. Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
2. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
3. Understand and apply knowledge of how variations in phonology across languages affect English language learners’ reading and writing development.
4. Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
5. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

PERFORMANCE INDICATOR D: PHONICS

1. Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.
2. Recognize and apply an English language learner’s home language as a foundation and strength to support the development of phonics in English.
3. Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
4. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction

Performance Indicator E: Fluency

1. Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader’s theater, etc.).
2. Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).

3. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

PERFORMANCE INDICATOR F: VOCABULARY

1. Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc)
2. Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
3. Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
4. Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
5. Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
6. Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
7. Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).
8. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

PERFORMANCE INDICATOR G: INTEGRATION OF THE READING COMPONENTS

1. Apply comprehensive instructional practices, including writing experiences that integrate the reading components.
2. Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
3. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
4. Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).
5. Demonstrate understanding of similarities and differences between home language and second language reading development.
6. Triangulate data from appropriate reading assessments to guide instruction

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: B

Implementation Methods: N

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1, A3

COMPETENCY 3: FOUNDATIONS OF ASSESSMENT FOR TEACHERS AND PRINCIPALS

COMPONENT IDENTIFIER NUMBER:

1-013-020

Inservice Points:

60

GENERAL OBJECTIVE

The purpose of this component is to provide the participants with an understanding of how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Participants will engage in the systematic problem solving process.

SPECIFIC OBJECTIVES

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

1. Understand and apply measurement concepts and characteristics of reading assessments.
2. Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.
3. Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
4. Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
5. Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
6. Analyze data to identify trends that indicate adequate progress in student reading development.
7. Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).
8. Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.

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: B

Implementation Methods: N

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1, A3, A4, B1

COMPETENCY 4: FOUNDATIONS AND APPLICATIONS OF DIFFERENTIATED INSTRUCTION

COMPONENT IDENTIFIER NUMBER:

1-013-021

Inservice Points:

60

GENERAL OBJECTIVE

The purpose of this component is to provide the participants with broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Participants will engage in the systematic problem solving process.

SPECIFIC OBJECTIVES

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

1. Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
2. Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
3. Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.
4. Identify factors impeding student reading development in each of the reading components or the integration of these components.
5. Recognize how characteristics of both language and cognitive development impact reading proficiency.
6. Recognize the characteristics of proficient readers to more effectively differentiate instruction.
7. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
8. Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
9. Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.
10. Differentiate reading instruction for English language learners with various levels of first language literacy.
11. Scaffold instruction for students having difficulty in each of the components of reading.

12. Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
13. Monitor student progress and use data to differentiate instruction for all students.
14. Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
15. Implement research-based instructional practices for developing students' higher order thinking.
16. Implement research-based instructional practices for developing students' ability to read critically.
17. Implement research-based instructional practices using writing to develop students' comprehension of text.
18. Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for 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: B

Implementation Methods: N

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1, A2, A3, A4,

COMPETENCY 5: DEMONSTRATION OF ACCOMPLISHED PRACTICES IN READING

CO COMPONENT IDENTIFIER NUMBER:

1-013-022

Inservice Points:

60

GENERAL OBJECTIVE(S):

The purpose of this component is to provide the participants a culminating practicum to demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Participants will engage in the systematic problem solving process.

SPECIFIC OBJECTIVES

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

1. Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
2. Demonstrate research-based instructional practices for facilitating reading comprehension.
3. Demonstrate research-based instructional practices for developing oral/aural language development.
4. Demonstrate research-based instructional practices for developing students' phonological awareness.
5. Demonstrate research-based instructional practices for developing phonics skills and word recognition.
6. Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
7. Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
8. Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.

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: B

Implementation Methods: N

Evaluation Methods: Staff - A,B,C,D,E,FG Student - A,B,C,D,F,G,Z

FEAP: A1, A2, A3, A4, B1

READING ENDORSEMENT MATRICES

Competency 1: Foundations in Language & Cognition

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
COMPREHENSION	Instructional Foundations of Language and Reading	1.A.1	Understand that building oral and written language facilitates comprehension.	Read content: The Role of Language in Comprehension Formative Quiz (ungraded)	Unit Summary/Reflection Unit 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Board, J. Language and Education - Learning Language, Learning through Language, Learning about Language, African-American Language and Classroom Education. Education Encyclopedia, StateUniversity.com
	Instructional Foundations of Language and Reading	1.A.2	(1.E.1, 1.E.2) *2.1.b. 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.”	Read content: Academic Language Formative Quiz (ungraded)	Unit Summary/Reflection Unit 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Snow, C.E. (2010). Academic Language and the Challenge of Reading for Learning About Science. Science. Vol. 328, April 23, 2010, p.450 Social Language Use (Pragmatics). American Speech-Language-Hearing Association. http://www.asha.org/public/speech/development/pragmatics.htm
	Instructional Foundations of Language and Reading	1.A.3	(1.E.2) Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity.	Read content: The Impact of Text on Comprehension Formative Quiz (ungraded)	Unit Summary/Reflection Unit 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	English Language Arts Standards, Standard 10: Range, Quality, & Complexity, Measuring Text Complexity: Three Factors (2012). Common Core Standards Initiative Wasserman, T. (2012). Attention, Motivation, and Reading Coherence Failure: A Neuropsychological Perspective. Applied Neuropsychology: Adult. Volume 19, Issue 1, 2012.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	Instructional Foundations of Language and Reading	1.A.5	(1.E.3) 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.	Read content: Cognitive Targets and Development Formative Quiz (ungraded)	Unit Summary/Reflection Unit 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Cognitive Complexity Classification of Fcat Test Items (2008). Florida Department of Education. http://fcad.fldoe.org/pdf/cog_complexity-fv31.pdf What Research Tells Us About Reading, Comprehension, and Comprehension Instruction (2002). Texas Education Agency, Comprehension Instruction 4-8.
	Instructional Foundations of Language and Reading	1.A.6	(1.E.4) Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.	Read content: Reading as a Process Formative Quiz (ungraded)	Unit Summary/Reflection Unit 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Commission on Reading of the National Council of Teachers of English (2004). NCTE Guideline: On Reading, Learning to Read, and Effective Reading Instruction: An Overview of What We Know and How We Know It. National Council of Teachers of English (NCTE). http://www.ncte.org/positions/statements/onreading .
	Instructional Foundations of Language and Reading	1.A.7	Understand the reading demands posed by domain specific texts.	Read content: Challenges of Content-Area Text Formative Quiz (ungraded)	Unit Summary/Reflection Unit 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Lee, C.D., Spratley, A. (2010). Reading in the disciplines: The challenges of adolescent literacy. New York, NY: Carnegie Corporation of New York. http://carnegie.org/fileadmin/Media/Publications/PDF/tta_Lee.pdf
	Instructional Foundations of Language and Reading	1.A.8	Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.	Read content: Complex Comprehension Formative Quiz (ungraded)	Unit Summary/Reflection Unit 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Adler, C.R. (2001). Seven Strategies to Teach Students Text Comprehension http://www.readingrockets.org/article/3479/Helping-English-Language-Learners-Understand-Content-Area-Texts . Indiana Department of Education, Language Minority and Migrant Programs. http://www.pps.k12.pa.us/143110127102951470/lib/143110127102951470/content_area_texts.pdf

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	Instructional Foundations of Language and Reading	1.A.9	Understand how English language learners' linguistic and cultural background will influence their comprehension.	Read content: English Language Learners and Comprehension Formative Quiz (ungraded)	Unit Summary/Reflection Unit 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Holmes, K.P., Rutledge, S., Gauthier, L.R. (2009). Understanding the Cultural-Linguistic Divide in American Classrooms: Language Learning Strategies for a Diverse Student Population. Reading Horizons. V49.4. pp.285-289.
	Instructional Foundations of Language and Reading	1.A.10	(3.2) Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	Read content: Comprehension Assessment Formative Quiz (ungraded)	Unit Summary/Reflection Unit 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Caldwell, J.S. (2008). Reading Assessment, Second Edition: A Primer for Teachers and Coaches. Guilford Press. Farrall, M.L. (2012). Reading Assessment: Linking Language, Literacy, and Cognition. John Wiley & Sons.
ORAL LANGUAGE	Instructional Foundations of Language and Reading	1.B.1	Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.	Read content: Development of Oral Language Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Language and Communication Disorders in Children, CourseSmart eTextbook, 6/E Deena K. Bernstein, Ellenmorris Tiegerman-Farber 2009
	Instructional Foundations of Language and Reading	1.B.2	Understand the differences between social and academic language.	Read content: Social and Academic Language Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Judie Haynes. Explaining BICS and CALP; everythingESL.net; http://www.everythingesl.net/in-services/bics_calp.php
	Instructional Foundations of Language and Reading	1.B.3	Understand that writing enhances the development of oral language.	Read content: Writing and Oral Language Development Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Joelle Brummitt-Yale (2008-2011) Effective Strategies for Teaching Phonemic Awareness K-12 Reader: Reading Instruction Resources for Parents and Teachers. http://www.k12reader.com/effective-strategies-for-teaching-phonemic-awareness/

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	Instructional Foundations of Language and Reading	1.B.4	Understand that the variation in students’ oral language exposure and development requires differentiated instruction.	Read content: Differentiated Instruction in Oral Language Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Differentiating instructional strategies to support English language learners. http://www.reading.ccsu.edu/6th_year_renewal/jesse_turner/files/nera-v44-n2-2009.pdf#page=23
	Instructional Foundations of Language and Reading	1.B.5	Recognize the importance of English language learners’ home languages, and their significance for learning to read English.	Read content: Importance of Home Language for ELL Students Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Florida Literacy and Reading Excellence Professional Paper: Working with English Language Learners. 2005 Literacy
	Instructional Foundations of Language and Reading	1.B.6	(3.2) Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	Read content: Oral Language Assessment Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Gleason, Jean B.; THE DEVELOPMENT OF LANGUAGE, 6/e; Allyn & Bacon/Longman. 2005 Farrall, M. L. (2012) Oral Language Assessment, in Reading Assessment: Linking Language, Literacy, and Cognition, John Wiley & Sons, Inc., Hoboken, NJ, USA. doi: 10.1002/9781118092668.ch9
PHONOLOGICAL AWARENESS	Instructional Foundations of Language and Reading	1.C.1	(1.A.1) Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).	Read content: What is Phonology? Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Language and Communication Disorders in Children, CourseSmart eTextbook, 6/E Deena K. Bernstein, Ellen Morris Tiegerman-Farber 2009

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	Instructional Foundations of Language and Reading	1.C.2	Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).	Read content: The Phonological Continuum Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Judie Haynes. Explaining BICS and CALP; everythingESL.net; http://www.everythingsesl.net/in-services/bics_calp.php Developing Academic Language: Got Words? http://www.readingrockets.org/article/26892/ By: E. Sutton Flynt and William G. Brozo
	Instructional Foundations of Language and Reading	1.C.3	Understand that writing, in conjunction with phonological awareness, enhances reading development.	Read content: Phonological Awareness and Writing Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	How Most Children Learn to Read, from Reading Rockets: http://www.readingrockets.org/article/386/.
	Instructional Foundations of Language and Reading	1.C.4	(1.A.2., 5.10)Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).	Read content: Language and Dialect Differences Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Snow, C.E., Burns, M.S., & Griffin, P (Editors); Preventing Reading Difficulties in Young Children, National Academy Press. 1998
	Instructional Foundations of Language and Reading	1.C.5	Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.	Read content: ELL Sound Production Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	A Guide to Learning English: Frankfurt International School, Paul Shoebottom, http://esl.fis.edu A Closer Look at the Five Essential Components of Effective Reading http://www.learningpt.org/pdfs/literacy/components.pdf Instruction: A Review of Scientifically Based Reading Research for Teachers (2004) Learning Point Associates Caldwell, J. S., & Leslie, L. (2009). Intervention strategies to follow informal reading inventory assessment, so what do i do now? Allyn & Bacon.

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	Instructional Foundations of Language and Reading	1.C.6	(3.2) Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	Read content: Phonological Awareness Assessment Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Reading First: A Guide to Phonemic Awareness Instruction (2003-2010). Reading First in Virginia; The University of Virginia http://www.readingfirst.virginia.edu/prof_dev/phonemic_awareness/introduction.html
PHONICS	Instructional Foundations of Language and Reading	1.D.1	(1.B.1) Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	Read content: Phonological and Orthographic Units Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Dombey, H. English: Readings for Discussion. December 2009. http://www.ite.org.uk/ite_readings/simple_view_reading.pdf Snowling, M.J. & Hulme, C. Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. British Journal of Educational Psychology, V81, Issue1, pp1-23. March 2011; http://onlinelibrary.wiley.com/doi/10.1111/j.2044-8279.2010.02014.x/full
	Instructional Foundations of Language and Reading	1.D.2	Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	Read content: Phonics Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	PhonicsPlay Ltd; 2008-2012. http://www.phonicsplay.co.uk/SubjectKnowledge.htm) Ten Important Research Findings about Phonics; Scholastic; http://teacher.scholastic.com/clifford1/resfound2.htm Wren, Sebastian; Ten Myths of Reading Instruction SEDL Letter Volume XIV, Number 3, December 2002, Putting Reading First http://www.sedl.org/pubs/sedl-letter/v14n03/2.html
	Instructional Foundations of Language and Reading	1.D.3	(1.D.3 was “apply”) Understand structural analysis of words.	Read content: Structural Analysis Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Academic Support, Cuesta College, San Luis Obispo Community College District, http://academic.cuesta.edu/acasupp/as/505.HTM

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	Instructional Foundations of Language and Reading	1.D.4	Understand that both oral language and writing can be used to enhance phonics instruction.	Read content: Language and Phonics Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Are you ready to teach beginning reading and writing?; Ideal Curriculum (2009) http://www.idealcurriculum.com/beginning-reading-and-writing.html Learning and Instruction: A SERP Research Agenda Chapter 2 Reading pp. 30-49 The Nationals Academies Press (2003) http://www.nap.edu/openbook.php?record_id=10858&page=30
	Instructional Foundations of Language and Reading	1.D.5	Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	Read content: Phonics Assessment Formative Quiz (ungraded)	Unit Summary/Reflection Module 1 Oral Language Assessment (scenario-based) Pre-Test/Post Test	Brandt, Lorilynn (2009). Investigating the Reliability and Validity of the Consortium on Reading Excellence (Core) Phonics Survey. Utah State University; Reading First in Virginia , Phonics and Word Study Assessment; Copyright 2003-2010 by the Rector and Visitors of the University of Virginia Vanden Heuvel, Rita (2005). Phonological Awareness and Phonics: Linking Assessment with Instruction in Emergent and Early Literacy;
Fluency	Instructional Foundations of Language and Reading	1.E.1	(1.C.1, 1.C.2) Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.	Read content: Components of Fluency Formative Quiz (ungraded)	Unit Summary/Reflection Pre-Test/Post Test	Deeney, T. A., One-Minute Fluency Measures: Mixed Messages in Assessment and Instruction The Reading Teacher Vol. 63, No. 6 March 2010 International Reading Association Torgensen, J., Fluency Instruction for Adolescent Readers; LEaRN
	Instructional Foundations of Language and Reading	1.E.2	Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.	Read content: Components of Fluency Formative Quiz (ungraded)	Unit Summary/Reflection Pre-Test/Post Test	Osborn, J., Lehr, F., and Hiebert, E.H. (2003); A Focus on Fluency; Pacific Resources for Education and Learning; http://www.prel.org/products/re_/fluency-1.htm Torgesen, J.K. & Hudson, R. (2006). Reading fluency: critical issues for struggling readers. In S.J. Samuels and A. Farstrup (Eds.). Reading fluency: The forgotten dimension of reading success. Newark, DE: International Reading Association

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	Instructional Foundations of Language and Reading	1.E.3	Understand the relationships among fluency, word recognition, and comprehension.	Read content: The Fluency Connection Formative Quiz (ungraded)	Unit Summary/Reflection Pre-Test/Post Test	Applegate, M. D., Applegate, A.J., and Modla, V. (2009); : "She's My Best Reader; She Just Can't Comprehend": Studying the Relationship Between Fluency and Comprehension; The Reading Teacher Vol. 62, No. 6 March 2009 http://www.franklintigers.org/ourpages/auto/2009/3/9/45767541/RT-62-6-Applegate.pdf
	Instructional Foundations of Language and Reading	1.E.4	Understand that both oral language and writing enhance fluency instruction.	Read content: The Role of Oral Language in Fluency Formative Quiz (ungraded)	Unit Summary/Reflection Pre-Test/Post Test	Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education. Robertson, S. (2009) Connecting Reading Fluency and Oral Language for Student Success. The ASHA LEADER, April 14, 2009
	Instructional Foundations of Language and Reading	1.E.5	(3.2)Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.	Read content: Fluency Assessment Formative Quiz (ungraded)	Unit Summary/Reflection Pre-Test/Post Test	Hudson, R.F., Lane, H.B., and Pullen, P.C. (2005, May). Reading fluency assessment and instruction: What, why, and how? The Reading Teacher, 58(8), 702-714. Hudson, R.F. (Teacher, Elementary Resources, Fluency, Reading Research). Literacy Essentials and Reading Network (LEaRN).
Vocabulary	Instructional Foundations of Language and Reading	1.F.1	Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.	Read content: Vocabulary in Multiple Contexts Formative Quiz (ungraded)	Unit Summary/Reflection Pre-Test/Post Test	B. B. Armbruster, F. Lehr, and J. Osborn, (2006). A Child Becomes a Reader. National Institute for Literacy. Preston, J., Frost, S., Mencl, W., Fulbright, R., Landi, N., Grigorenko, E., Jacobsen, L., Pugh, K. Brain: Early and late talkers: school-age language, literacy and neurolinguistic differences. A Journal of Neurology, V 133, I8, pp. 2185-2195.

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	Instructional Foundations of Language and Reading	1.F.2	(1.D.1) Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).	Read content: Morphology in Vocabulary Formative Quiz (ungraded)	Unit Summary/Reflection Pre-Test/Post Test	National Institute for Literacy (2007). Key Literacy Component: Morphology. Adapted from What Content-Area Teachers Should Know About Adolescent Literacy. Graves, M. F. (1987). The roles of instruction in fostering vocabulary development. In M. G. McKeown & M. E. Curtis (Eds.), The nature of vocabulary acquisition (pp. 165-184). Hillsdale, NJ: Lawrence Erlbaum Associates.
	Instructional Foundations of Language and Reading	1.F.3	(1.D.2) Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).	Read content: Semantics Formative Quiz (ungraded)	Unit Summary/Reflection Pre-Test/Post Test	David Newmonic Language Resources (2011). The Vocabulary of the School-Age Child. SpeechLanguage-Resources.com. Semantic Feature Analysis. Reading Rockets. Retrieved on 7/9/2012 from: http://www.readingrockets.org/strategies/semantic_feature_analysis/
	Instructional Foundations of Language and Reading	1.F.4	Understand the domain specific vocabulary demands of academic language.	Read content: Academic Language Formative Quiz (ungraded)	Unit Summary/Reflection Pre-Test/Post Test	Flynt, E., & Brozo, W.G. (2008, March). Developing Academic Language: Got Words? The Reading Teacher. Volume 68, Number 6 Johnson, B. Developing Students' Academic Vocabulary Helps Beat Achievement Gap. Edutopia. http://www.edutopia.org/blog/academic-vocabulary-strategies-achievement-gap-decrease-ben-johnson?page=1
	Instructional Foundations of Language and Reading	1.F.5	Understand that writing can be used to enhance vocabulary instruction.	Read content: Writing and Vocabulary Formative Quiz (ungraded)	Unit Summary/Reflection Pre-Test/Post Test	Stone, B.J. & Urquhart, V. Remove Limits to Learning with Systematic Vocabulary Instruction. McREL. Section 1, pp 4-6 Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education

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	Instructional Foundations of Language and Reading	1.F.6	(3.2) Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.	Read content: Vocabulary Assessment Formative Quiz (ungraded)	Unit Summary/Reflection Pre-Test/Post Test	Dougherty Stahl, K.A., & Bravo, M.A. (2010, April). Contemporary Classroom Vocabulary Assessment for Content Areas. <i>The Reading Teacher</i> , 63 (7), 566-578. Pearson, P.D., Hiebert, E.H., and Kamil, M.L. (2007). Vocabulary assessment: What we know and what we need to learn. <i>Reading Research Quarterly</i> , Vol. 42, No. 2, April/May/June 2007.
Integrated Components	Instructional Foundations of Language and Reading	1.G.1	(1.F.1) Identify language characteristics related to social and academic language	Read content: Language Characteristics Formative Quiz (ungraded)	Unit Summary/Reflection Final Comprehensive Assessment (each reading component) Discussion Board Create and Analogy for Learning a Second Language Pre-Test/Post Test	Colorín Colorado (2007). What Is the Difference between Social and Academic English? http://www.colorincolorado.org/educators/background/academic/ Everhart, V.S. (2010). Moving Beyond Social Language: How to Teach Academic Language. PPT Presentation at CASA Conference: Santa Fe, NM.
	Instructional Foundations of Language and Reading	1.G.2	(1.F.2) Identify phonemic, semantic, and syntactic variability between English and other languages.	Read content: Variability Among Languages Formative Quiz (ungraded)	Unit Summary/Reflection Final Comprehensive Assessment (each reading component) Discussion Board Create and Analogy for Learning a Second Language Pre-Test/Post Test	Green, L.K. (2004). <i>Bilingual Word Power: Research-based Vocabulary Strategies for English Language Learners</i> . Interculture Development Research Association (IDRA). Colorín Colorado (2007). Capitalizing on Similarities and Differences between Spanish and English. Bureau of Student Achievement through Language Acquisition (2012). About Us. Florida Department of Education (FLDOE). http://www.fldoe.org/aala/ http://www.colorincolorado.org/educators/background/capitalizing/

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	Instructional Foundations of Language and Reading	1.G.3	(1.F.3., 1.F.4) Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.	Read content: Interdependence Formative Quiz (ungraded)	Unit Summary/Reflection Final Comprehensive Assessment (each reading component) Discussion Board Create and Analogy for Learning a Second Language Pre-Test/Post Test	Cognitive Elements of Reading (2012) . SEDL. http://www.sedl.org/reading/framework/elements.html Green, S.E. (2005). Reading Acquisition. Emporia State University. Retrieved from Kansas University website on 7-27-12. http://www.specialconnections.ku.edu/~kuclr/cgi-bin/drupal/?q=instruction/reading_acquisition
	Instructional Foundations of Language and Reading	1.G.4	(1.F.5) Understand the impact of oral language, writing, and an information intensive environment upon reading development.	Read content: Oral Language and Reading Development Formative Quiz (ungraded)	Unit Summary/Reflection Final Comprehensive Assessment (each reading component) Discussion Board Create and Analogy for Learning a Second Language Pre-Test/Post Test	Graham, S. & Hebert, M. (2011). Writing to Read: A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading. Harvard Educational Review: Volume 81, Number 4 / Winter 2011 Eisenhart, E., (2007). Oral Language Development: The Foundation for Literacy. Presentation at Rhode Island Reading First Leadership Meeting.
	Instructional Foundations of Language and Reading	1.G.5	Understand the importance of comprehension monitoring and self correcting to increase reading proficiency.	Read content: Self-Monitoring Formative Quiz (ungraded)	Unit Summary/Reflection Final Comprehensive Assessment (each reading component) Discussion Board Create and Analogy for Learning a Second Language Pre-Test/Post Test	Wagner, P. (2011). Monitoring and Correcting Words. Help your child improve in reading comprehension: Monitoring and correcting. examiner.com. Yang, Yu-Fen (2006). Reading Strategies or Comprehension Monitoring Strategies? Reading Psychology, 27:313–343, 2006.

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	Instructional Foundations of Language and Reading	1.G.6	(3.2) Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	Read content: Assessment Formative Quiz (ungraded)	Unit Summary/Reflection Final Comprehensive Assessment (each reading component) Discussion Board Create and Analogy for Learning a Second Language Pre-Test/Post Test	The Access Center: Improving Outcomes for All Students K-8. (2005). Early Reading Assessment: A Guiding Tool for Instruction. The Access Center: Washington DC. Accessed from Reading Rockets on August 1, 2012 Center on Instruction (2006). Promoting Assessment-Driven Reading Instruction (Ch. 5). A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders.

Competency 2: Foundations of Research-Based Practices

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Applications of Research-Based Instruction	2.A.1	(2.E) Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.).	Module 2 read complete module content: Intro to Comprehension, Matching the Reader to the Text, Getting Ready to Read, Connecting the Reader and the Text... Watch instruction in action videos (LEaRN)	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Applications of Research-Based Instruction	2.A.2	Use both oral language and writing experiences to enhance comprehension.	Module 2 read content: Enhancing Comprehension through Oral and Written Experiences and Writing to Learn Strategies	Lesson Plan and deliver Double Entry Diary Reflection on a classroom instruction video Discussion Board
Applications of Research-Based Instruction	2.A.3	Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.	Module 2 read complete module content: Intro to Comprehension, Matching the Reader to the Text, Getting Ready to Read, Connecting the Reader and the Text... Watch instruction in action videos (LEaRN)	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Applications of Research-Based Instruction	2.A.4	Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.	Module 2 read complete module content: Intro to Comprehension, Matching the Reader to the Text, Getting Ready to Read, Connecting the Reader and the Text... Module 3 read content: Using Instructional Conversations Watch instruction in action videos (LEaRN)	Lesson Plan and deliver Double Entry Diary Reflection on a classroom instruction video Discussion Board
Applications of Research-Based Instruction	2.A.5	Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.	Module 2 read content: Matching the Reader to the Text	Lesson Plan and deliver Double Entry Diary Reflection on a classroom instruction video Discussion Board

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
			Module 3 read content: Integration of Research-Based Instructional Practices	
Applications of Research-Based Instruction	2.A.6	Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.	Module 2 read complete module content: Intro to Comprehension, Matching the Reader to the Text, Getting Ready to Read, Connecting the Reader and the Text... Watch instruction in action videos (LEaRN)	Lesson Plan and deliver Double Entry Diary Reflection on a classroom instruction video Discussion Board
Applications of Research-Based Instruction	2.A.7	Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	Module 2 read complete module content: Intro to Comprehension, Matching the Reader to the Text, Getting Ready to Read, Connecting the Reader and the Text... Module 3 read content: Differentiating for English Language Learners	Lesson Plan and deliver Double Entry Diary Reflection on a classroom instruction video Discussion Board
Applications of Research-Based Instruction	2.A.8	Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.	Module 2 read complete module content: Intro to Comprehension, Matching the Reader to the Text, Getting Ready to Read, Connecting the Reader and the Text... Watch instruction in action videos (LEaRN)	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Applications of Research-Based Instruction	2.A.9	(3.2., 5.12) Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.	Module 2 read complete module content: Intro to Comprehension, Matching the Reader to the Text, Getting Ready to Read, Connecting the Reader and the Text...Using Assessments to Guide Comprehension Instruction Watch instruction in action videos (LEaRN)	Lesson Plan and deliver Double Entry Diary Reflection on a classroom instruction video Discussion Board

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Applications of Research-Based Instruction	2.B.1	Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations).	Module 4 read complete module Watch instruction in action videos (LEARN)	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Applications of Research-Based Instruction	2.B.2	Create an environment where students practice appropriate social and academic language to discuss diverse texts.	Module 2 read content: Connecting the Reader and the Text Module 3 read content: Using Instructional Conversations	Lesson Plan and deliver Literacy Log Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.B.3	*2.2.b. Recognize and apply an English language learner’s home language proficiency as a foundation and strength to support the development of oral language in English.	Module 2 read content: Differentiation and Comprehension Instruction Module 3 read content: Differentiating for English Language Learners	Lesson Plan and deliver Literacy Log Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.B.4	Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).	Module 2 read content: Matching the Reader to the Text; Promoting Active Engagement and Self-Correction During Reading; Enhancing Comprehension through oral and written experiences Module 4 read content: Think-Pair-Share or Think-Write-Pair-Share	Lesson Plan and deliver Literacy Log Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.B.5	(3.2., 5.12) Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.	Module 4 read complete module Watch instruction in action videos (LEARN)	Lesson Plan and deliver Literacy Log Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.C.1	(2.A was “identify” Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).	Module 3 read content: Building a Strong Foundation, What is PA, PA Instruction and Activities	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Applications of Research-Based Instruction	2.C.2	Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).	Module 3 read content: Building a Strong Foundation, What is PA, PA Instruction and Activities	Lesson Plan and deliver Graphic Organizer Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.C.3	Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.	Module 3 read content: Building a Strong Foundation, What is PA, PA Instruction and Activities, More on Phonemes	Lesson Plan and deliver Graphic Organizer Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.C.4	Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).	Module 3 read content: Building a Strong Foundation, What is PA, PA Instruction and Activities	Lesson Plan and deliver Graphic Organizer Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.C.5	(3.2, 5.12) Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.	Module 3 read content: Building a Strong Foundation, What is PA, PA Instruction and Activities, Assessing PA Watch instructional videos (LEaRN)	Lesson Plan and deliver Graphic Organizer Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.D.1	(2.B was "identify) Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.	Module 3 read content: Building a Strong Foundation, What is Phonics, Teaching the Alphabetic Principle and Phonics Instruction, Assessing Phonics Watch instructional videos (LEaRN)	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Applications of Research-Based Instruction	2.D.2	Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.	Module 3 read content: Building a Strong Foundation, What is Phonics, PA Instruction and Activities, Assessing Phonics, Differentiation for ELL Watch instructional videos (LEaRN)	Lesson Plan and deliver Graphic Organizer Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.D.3	Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).	Module 3 read content: Building a Strong Foundation, What is Phonics, Teaching the Alphabetic Principle and Phonics Instruction, Assessing Phonics, The Phonics/Spelling Connection	Lesson Plan and deliver Graphic Organizer Reflection of video about instructional strategies

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Applications of Research-Based Instruction	2.D.4	(3.2, 5.12) Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.	Module 3 read content: Building a Strong Foundation, What is Phonics, Teaching the Alphabetic Principle and Phonics Instruction, Assessing Phonics Watch instructional videos (LEaRN)	Lesson Plan and deliver Graphic Organizer Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.E.1	(2.C was “identify”) Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader’s theater, etc.).	Module 4 read content: Building a Strong Oral Vocabulary, Fluency, Assessing Fluency	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Applications of Research-Based Instruction	2.E.2	Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).	Module 4 read content: Building a Strong Oral Vocabulary, Fluency, Assessing Fluency, Integration of Research-Based Practices	Lesson Plan and deliver Graphic Organizer Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.E.3	(3.2., 5.12) Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.	Module 4 read content: Building a Strong Oral Vocabulary, Fluency, Assessing Fluency, Integration of Research-Based Practices	Lesson Plan and deliver Graphic Organizer Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.F.1	(2.D was “identify”) Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).	Module 4 read content: Vocabulary, Assessing Vocabulary	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Applications of Research-Based Instruction	2.F.2	Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.	Module 4 read content: Vocabulary, Assessing Vocabulary, Integration of Research-Based Instructional Practices	Lesson Plan and deliver Literacy Log Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.F.3	Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).	Module 4 read content: Vocabulary, Facilitating Frequent Encounters with Targeted Words, Assessing Vocabulary, Integration of Research-Based Instructional Practices	Lesson Plan and deliver Literacy Log Reflection of video about instructional strategies

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Applications of Research-Based Instruction	2.F.4	Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.	Module 4 read content: Vocabulary, Facilitating Frequent Encounters with Targeted Words, Assessing Vocabulary, Integration of Research-Based Instructional Practices	Lesson Plan and deliver Literacy Log Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.F.5	*3.2.j Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.	Module 4 read content: Vocabulary, Facilitating Frequent Encounters with Targeted Words, Assessing Vocabulary, Integration of Research-Based Instructional Practices, Language Differences & Instructional Needs, Differentiating Instruction for ELL, Keeping an "eye" on Idioms	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Applications of Research-Based Instruction	2.F.6	Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).	Module 4 read content: Vocabulary, Facilitating Frequent Encounters with Targeted Words, Assessing Vocabulary, Integration of Research-Based Instructional Practices	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Applications of Research-Based Instruction	2.F.7	Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).	Module 4 read content: Vocabulary, Facilitating Frequent Encounters with Targeted Words, Assessing Vocabulary, Integration of Research-Based Instructional Practices	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Applications of Research-Based Instruction	2.F.8	(3.2, 5.12) Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.	Module 4 read content: Vocabulary, Facilitating Frequent Encounters with Targeted Words, Assessing Vocabulary, Integration of Research-Based Instructional Practices	Lesson Plan and deliver Literacy Log Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.G.1	(2.F.1, 2.F.2 was "identify") Apply comprehensive instructional practices, including writing experiences that integrate the reading components.	Module 1 read complete content Module 4 read content: Diagnosing the Reader's Strengths and Instructional Needs, Planning Appropriate Instruction and Ensuring Reading Success, Integration of Research-Based Instructional Practices	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Applications of Research-Based Instruction	2.G.2	Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).	Module 4 read content: Diagnosing the Reader's Strengths and Instructional Needs, Planning Appropriate Instruction and Ensuring Reading Success, Integration of Research-Based Instructional Practices	Lesson Plan and deliver Graphic Organizer Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.G.3	(2.F.3 was "identify") Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	Module 4 read content: Diagnosing the Reader's Strengths and Instructional Needs, Planning Appropriate Instruction and Ensuring Reading Success, Integration of Research-Based Instructional Practices	Lesson Plan and deliver Graphic Organizer Reflection of video about instructional strategies
Applications of Research-Based Instruction	2.G.4	(2.F.4 was "identify") Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).	Module 1 read complete content Module 4 read content: Diagnosing the Reader's Strengths and Instructional Needs, Planning Appropriate Instruction and Ensuring Reading Success, Integration of Research-Based Instructional Practices	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Applications of Research-Based Instruction	2.G.5	Demonstrate understanding of similarities and differences between home language and second language reading development.	Module 1 read complete content Module 4 read content: Diagnosing the Reader's Strengths and Instructional Needs, Planning Appropriate Instruction and Ensuring Reading Success, Differentiating for English Language Learners, Integration of Research-Based Instructional Practices	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies
Applications of Research-Based Instruction	2.G.6	Triangulate data from appropriate reading assessments to guide instruction.	Module 1 read complete content Module 4 read content: Diagnosing the Reader's Strengths and Instructional Needs, Planning Appropriate Instruction and Ensuring Reading Success	Lesson Plan: Creating, Revising, Delivering, and Reflecting Discussion Board Reflection of video about comprehension strategies

Competency 3: Foundations of Assessment

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Foundations of Assessment for Teachers and Principles	3.1	(3.1) Understand and apply measurement concepts and characteristics of reading assessments.	Module 1 Concepts and Foundations of Assessments Module 2 Reading Assessments within a Problem-Solving Process: Progress Monitoring Assessments	Module 1 Reflection Module 1 Discussion Module 1 Application Module 2 Reflection
Foundations of Assessment for Teachers and Principles	3.2	(3.2) Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.	Module 1 Concepts and Foundations of Assessments: Types of Assessments Module 3: Assessments, Data Analysis, and Applications: Progress Monitoring Assessments	Module 1 Reflection
Foundations of Assessment for Teachers and Principles	3.3	(3.3, 3.4) Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.	Module 1 Concepts and Foundations of Assessments: •Types of Assessments •Interpreting Data: Frames of Reference	Module 1 Reflection Module 1 Discussion Module 1 Application
Foundations of Assessment for Teachers and Principles	3.4	(3.5) Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.	Module 1 Concepts and Foundations of Assessments: •Measurement Concepts •Interpreting Data: Frames of Reference, Derived Scores	Module 1 Application
Foundations of Assessment for Teachers and Principles	3.5	(3.6) Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).	Module 2 Reading Assessment within a Problem-Solving Process: •Assessment Framework in Reading Module 3 Assessments, Data Analysis, and Applications: •Screening Assessments •Progress Monitoring Assessments •Diagnostic Assessments •Outcome Measures Article: <i>What is student progress monitoring and how will it help me?</i> National Center on Student Progress Monitoring, 2006	Module 2 Application Module 3 Discussion Action Research/Final Project

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Foundations of Assessment for Teachers and Principles	3.6	(3.7) Analyze data to identify trends that indicate adequate progress in student reading development.	Module 3 Assessments, Data Analysis, and Applications: <ul style="list-style-type: none"> •Screening Assessments: Interpretation •Progress Monitoring: Interpretation Resource: <i>Advanced applications of CBM in reading (K-6): Instructional decision making strategies manual</i> . National Center on Student Progress Monitoring, 2007.	Module 1 Reflection
Foundations of Assessment for Teachers and Principles	3.7	(3.8, 3.9) Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).	Module 2 Reading Assessment within a Problem-Solving Process: <ul style="list-style-type: none"> •Models for Data-Based Decision Making •Problem-Solving Process Resources: <i>A teacher's guide to RtI and problem solving</i> . FLDOE, 2010 Module 3 Assessments, Data Analysis, and Applications: <ul style="list-style-type: none"> •Screening Assessments •Progress Monitoring Assessments Article: <i>How student progress monitoring improves instruction</i> . <i>Educational Leadership</i> , 2005	Module 3 Application Action Research/Final Project
Foundations of Assessment for Teachers and Principles	3.8	(3.10) Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.	Module 1 Concepts and Foundations of Assessment: Types of Assessments – Portfolios Article: <i>Portfolio assessment</i> . The Gale Group Module 4 Special Considerations: Strategies for Monitoring Reading Progress	Module 1 Reflection Module 4 Discussion
Foundations of Assessment for Teachers and Principles	3.9	(3.11) Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.	Module 4 Special Considerations: English Language Learners: Assessing ELL Students Article: <i>Assessing English-language learners in mainstream classrooms</i> . <i>The Reading Teacher</i> , 2006	Module 4 Reflection
Foundations of Assessment for Teachers and Principles	3.10	(3.12) Identify appropriate assessments and accommodations for monitoring reading progress of all students.	Module 1 Concepts and Foundations of Assessment: Types of Assessments Module 4 Special Considerations: Strategies for Monitoring Reading Progress Resource: <i>Putting it all together: Including students with disabilities in assessment and accountability systems</i> . <i>Policy Directions</i> , 2003	Module 1 Reflection Module 4 Discussion

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Foundations of Assessment for Teachers and Principles	3.11	Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.	Module 4 Special Considerations: Strategies for Monitoring Reading Progress Resource: <i>Accommodations: Assisting students with disabilities</i> . FLDOE, 2010 Resource: <i>District implementation guide for Section 504</i> . FLDOE, 2011	Module 4 Application Action Research/Final Project

Competency 4 Foundations of Differentiation:

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Foundations and Application of Differentiated Instruction	4.1	*2.3.d. Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.	Module 2: Read content Differentiation Using Multiple Lenses: Consider the Variables, select article, complete discussion board (discuss how article addresses differentiation, supporting research, how cultural variables affect students)	Research based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy. Pre-test/Post-test
Foundations and Application of Differentiated Instruction	4.2	Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.	Module 1: Read content Fundamentals of Reading Development: Stages of English Language Acquisition, select article on BICS & CALP	Discussion board: develop a plan to improve one or more areas of reading for one student based on their level of BICS & CALP (scenario based). Pre-test/Post-test
Foundations and Application of Differentiated Instruction	4.3	2.2.a. Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.	Module 2: Read content Differentiation Using Multiple Lenses: Learners with Diverse Backgrounds, select article, complete discussion board (discuss how article addresses differentiation, supporting research, how cultural variables affect students)	Research based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy. Pre-test/Post-test
Foundations and Application of Differentiated Instruction	4.4	(4.5) Identify factors impeding student reading development in each of the reading components or the integration of these components.	Module 1: Read content Fundamentals of Reading Development: Factors Impeding Reading Development	Formulate a plan for differentiated instruction for a chosen grade level based on available data. Justify groupings, identify unique qualities of each group, project next expected level, and explain limitations and assumptions for each group. Pre-test/Post-test

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Foundations and Application of Differentiated Instruction	4.5	(4.1, 4.3) Recognize how characteristics of both language and cognitive development impact reading proficiency.	Module 1: Read content Fundamentals of Reading Development: Language and Cognitive Development	Formulate a plan for differentiated instruction for a chosen grade level based on available data. Justify groupings, identify unique qualities of each group, project next expected level, and explain limitations and assumptions for each group. Pre-test/Post-test
Foundations and Application of Differentiated Instruction	4.6	(4.8) Recognize the characteristics of proficient readers to more effectively differentiate instruction.	Module 1: Read content Fundamentals of Reading Development: Characteristics of Proficient Readers	Formulate a plan for differentiated instruction for a chosen grade level based on available data. Justify groupings, identify unique qualities of each group, project next expected level, and explain limitations and assumptions for each group.
Foundations and Application of Differentiated Instruction	4.7	(4.2) Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.	Module 1: Read content Fundamentals of Reading Development: Reading Acquisition Across Grade Levels and Abilities	Formulate a plan for differentiated instruction for a chosen grade level based on available data. Justify groupings, identify unique qualities of each group, project next expected level, and explain limitations and assumptions for each group. Pre-test/Post-test
Foundations and Application of Differentiated Instruction	4.8	(4.9) Select and use developmentally appropriate materials that address socio-cultural and linguistic differences.	Module 2: Read content Differentiation Using Multiple Lenses: Learners with Diverse Backgrounds	Research based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy. Pre-test/Post-test
Foundations and Application of Differentiated Instruction	4.9	Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.	Module 3: Read content: Planning & Implementing Multi-Media Lessons with Research Based Instructional Strategies, discussion board (how plan developed in module 2 incorporates components of indicator 4.9)	Continue refining research based lesson plan developed in module 2 which will include components of indicator 4.9.

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Foundations and Application of Differentiated Instruction	4.1	(5.10) Differentiate reading instruction for English language learners with various levels of first language literacy.	Module 2: Read content Differentiation Using Multiple Lenses: First Language Literacy	Research based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.
Foundations and Application of Differentiated Instruction	4.11	(5.3) Scaffold instruction for students having difficulty in each of the components of reading.	Module 2: Read content Differentiation Using Multiple Lenses: Scaffolding	Research based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.
Foundations and Application of Differentiated Instruction	4.12	(4.10) Implement a classroom level plan for monitoring student reading progress and differentiating instruction.	Module 4: Read content Deliver and Model Differentiated Instruction Based on Appropriate Data, discussion board (rationale for chosen assessments, using data to inform instruction and differentiation, sharing information)	Reflection on lesson development, overview, and results.
Foundations and Application of Differentiated Instruction	4.13	(4.10) Monitor student progress and use data to differentiate instruction for all students.	Module 4: Read content Deliver and Model Differentiated Instruction Based on Appropriate Data, discussion board (rationale for chosen assessments, using data to inform instruction and differentiation, sharing information)	Reflection on lesson development, overview, and results.
Foundations and Application of Differentiated Instruction	4.14	(5.4, 5.5, 5.6, 5.7, 5.9) Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.	Module 2: Read content Differentiation Using Multiple Lenses: Reading Components	Research based lesson plan for selected reading component that differentiates and scaffolds instruction for ELL at various levels of first language literacy.
Foundations and Application of Differentiated Instruction	4.15	(5.8) Implement research-based instructional practices for developing students' higher order thinking.	Module 3: Read content: Planning & Implementing Multi-Media Lessons with Research Based Instructional Strategies: Higher Order Thinking, discussion board (how plan developed in module 2 incorporates components of indicator 4.15)	Continue refining research based lesson plan developed in module 2 which will include components of indicator 4.15.

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Foundations and Application of Differentiated Instruction	4.16	(5.8) Implement research-based instructional practices for developing students' ability to read critically.	Module 3: Read content: Planning & Implementing Multi-Media Lessons with Research Based Instructional Strategies: Reading Critically, discussion board (how plan developed in module 2 incorporates components of indicator 4.16)	Continue refining research based lesson plan developed in module 2 which will include components of indicator 4.16.
Foundations and Application of Differentiated Instruction	4.17	Implement research-based instructional practices using writing to develop students' comprehension of text.	Module 3: Read content: Planning & Implementing Multi-Media Lessons with Research Based Instructional Strategies: Writing for Comprehension, discussion board (how plan developed in module 2 incorporates components of indicator 4.17)	Continue refining research based lesson plan developed in module 2 which will include components of indicator 4.17.
Foundations and Application of Differentiated Instruction	4.18	(4.6) Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.	Module 3: Read content: Planning & Implementing Multi-Media Lessons with Research Based Instructional Strategies: Students with Disabilities, discussion board (how plan developed in module 2 incorporates components of indicator 4.18)	Continue refining research based lesson plan developed in module 2 which will include components of indicator 4.18.
Foundations and Application of Differentiated Instruction	4.19	Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.	Module 3: Read content: Planning & Implementing Multi-Media Lessons with Research Based Instructional Strategies: Students with Disabilities, discussion board (how plan developed in module 2 incorporates components of indicator 4.19)	Continue refining research based lesson plan developed in module 2 which will include components of indicator 4.19.

Competency 5: Demonstration of Accomplishment

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Demonstration of Accomplished Practices in Reading	5.1	(6.9, 5.12) Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.	Read <i>Linking Classroom Assessment and Classroom Instruction</i> (excerpt from FLARE <i>Demonstration of Accomplishment</i>). Review research-based practices for using assessment and data analysis to monitor student progress and guide instruction included in previous reading endorsement competency courses.	Participants will submit a Portfolio including the following (rubric will be provided): <ul style="list-style-type: none"> • Case Study with assessments, procedures of evaluation and data summary, and progress monitoring tool. • Participants will develop a plan of action including instructional practices to address areas of need for three students at different levels of reading proficiency.
Demonstration of Accomplished Practices in Reading	5.2	(6.6) Demonstrate research-based instructional practices for facilitating reading comprehension.	Read <i>Comprehension: Making Meaning from Print</i> (excerpt from FLARE <i>Demonstration of Accomplishment</i>) Review research-based practices for facilitating reading comprehension included in previous reading endorsement competency courses.	Participants will complete a Portfolio and accomplish the following (rubric will be provided): <ul style="list-style-type: none"> • Design lesson plan to include Research-based best practices in Comprehension; • Videotape lesson for individual, small group or whole classroom including best practices in Comprehension; include reflection of lesson after delivery and instructional changes needed.

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Demonstration of Accomplished Practices in Reading	5.3	Demonstrate research-based instructional practices for developing oral/aural language development.	<p>Read <i>The Role of Language in Comprehension</i></p> <p>Bell, N. (1991); Gestalt Imagery: A Critical Factor in Language Comprehension Retrieved on 6/16/12 from: http://www.lindamoodbell.com/downloads/pdf/research/Gestalt.pdf</p> <p>Board, J. Language and Education - Learning Language, Learning through Language, Learning about Language, African-American Language and Classroom Education. Education Encyclopedia, StateUniversity.com. Retrieved on 6/16/12 from http://education.stateuniversity.com/pages/2154/Language-Education.html</p> <p>Tallal, P. (2010); Neuroscience, Phonology and Reading - Part 1; Children of the Code; Retrieved on 6-20-12 from http://www.childrenofthecode.org/pvid/tallal/part1.htm</p> <p>Review research-based practices for facilitating Oral/Aural Language Development included in previous reading endorsement competency courses.</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided):</p> <ul style="list-style-type: none"> • Design lesson plan to include Research-based best practices in Oral/Aural Language Development; • Videotape lesson for individual, small group or whole classroom including best practices in Oral/Aural Language Development; reflection of lesson after delivery and instructional changes needed.
Demonstration of Accomplished Practices in Reading	5.4	(6.2) Demonstrate research-based instructional practices for developing students' phonological awareness.	<p>Read <i>Phonological Awareness</i> (excerpt from FLARE <i>Demonstration of Accomplishment</i>).</p> <p>Review research-based practices for developing students' Phonological Awareness included in previous reading endorsement competency courses.</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided):</p> <ul style="list-style-type: none"> • Design lesson plan to include best practices in Phonological Awareness; • Videotape lesson for individual, small group or whole classroom including best practices in Phonological Awareness; include reflection of lesson after delivery and instructional changes needed

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Demonstration of Accomplished Practices in Reading	5.5	(6.3) Demonstrate research-based instructional practices for developing phonics skills and word recognition.	Read <i>What We Know About the Importance of Phonics</i> (excerpt from FLARE <i>Demonstration of Accomplishment</i>). Review research-based practices for developing Phonics Skills and Word Recognition included in previous reading endorsement competency courses.	Participants will complete a Portfolio and accomplish the following (rubric will be provided): <ul style="list-style-type: none"> • Design lesson plan to include best practices in Phonics Skills and Word Recognition; • Videotape lesson for individual, small group or whole classroom including best practices in Phonics Skills and Word Recognition; include reflection of lesson after delivery and instructional changes needed
Demonstration of Accomplished Practices in Reading	5.6	(6.4) Demonstrate research-based instructional practices for developing reading fluency and reading endurance.	Read <i>Developing Fluent Readers</i> (excerpt from FLARE <i>Demonstration of Accomplishment</i>). Review research-based practices for developing Reading Fluency and Reading Endurance included in previous reading endorsement competency courses.	Participants will complete a Portfolio and accomplish the following (rubric will be provided): <ul style="list-style-type: none"> • Design lesson plan to include best practices in Reading Fluency and Endurance; • Videotape lesson for individual, small group or whole classroom including best practices in Reading Fluency and Endurance; include reflection of lesson after delivery and instructional changes needed
Demonstration of Accomplished Practices in Reading	5.7	(6.5) Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.	Read <i>Word Work! Developing Vocabulary Across the Grades</i> (excerpt from FLARE <i>Demonstration of Accomplishment</i>). Review research-based practices for developing Academic and Domain Specific Vocabulary included in previous reading endorsement competency courses.	Participants will complete a Portfolio and accomplish the following (rubric will be provided): <ul style="list-style-type: none"> • Design lesson plan to include best practices in Academic and Domain Specific Vocabulary; • Videotape lesson for individual, small group or whole classroom including best practices in Academic and Domain Specific Vocabulary; include reflection of lesson after delivery and instructional changes needed

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Demonstration of Accomplished Practices in Reading	5.8	(6.7) Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.	<p>Read <i>Self-Monitoring</i> Fox, B. (2010). Keeping Word Identification Meaning-Focused Through Teaching Children to Self-Monitor. Word Identification Strategies: Building Phonics into a Classroom Reading Program. http://ptgmedia.pearsoncmg.com/images/9780132611282/downloads/FOX_SE_CH01.pdf Wagner, P. (2011). Monitoring and Correcting Words. Help your child improve in reading comprehension: Monitoring and correcting. examiner.com. http://www.examiner.com/article/help-your-child-improve-reading-comprehension-monitoring-and-correcting Yang, Yu-Fen (2006). Reading Strategies or Comprehension Monitoring Strategies? Reading Psychology, 27:313–343, 2006. https://resources.oncourse.iu.edu/access/content/user/mikuleck/Filemanager_Public_Files/L501/ESL%20resources/Yang%202006%20EFL%20Comprehension%20Monitoring.pdf</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided):</p> <ul style="list-style-type: none"> • Design lesson plan to include research-based instructional practices to facilitate students' Monitoring and Self Correcting in reading; • Videotape lesson for individual, small group or whole classroom including student monitoring and self-correcting in reading; include reflection of lesson after delivery and instructional changes needed.
Demonstration of Accomplished Practices in Reading	5.9	(6.8) Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.	<p>Read <i>How to Increase Higher Order Thinking</i> Thomas, A., and Thorne, G. (2009). <i>How To Increase Higher Order Thinking</i>. Metairie, LA: Center for Development and Learning. Retrieved Dec. 7, 2009, from http://www.cdl.org/resource-library/articles/HOT.php?type=subject&id=18</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided):</p> <ul style="list-style-type: none"> • Design lesson plan to include best practices in developing students' Higher Order Thinking to enhance comprehension; • Videotape lesson for individual, small group or whole classroom including best practices in developing students' Higher Order Thinking; include reflection of lesson after delivery and instructional changes needed.

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Demonstration of Accomplished Practices in Reading	5.10	(6.8) Demonstrate research-based instructional practices for developing students' ability to read critically.	Read <i>The Art of Close Reading Part 1, 2, and 3</i> from http://www.criticalthinking.org/pages/the-art-of-close-reading-part-one/509 (This article was adapted from <i>How to Read a Paragraph: The Art of Close Reading</i> , by Richard Paul and Linda Elder.) View <i>Close Reading of Text: Letter from Birmingham Jail, Martin Luther King, Jr.</i> (David Coleman, Engage NY, 2011) http://vimeo.com/27056255	Participants will complete a Portfolio and accomplish the following (rubric will be provided): <ul style="list-style-type: none"> • Design lesson plan to include best practices in developing students' ability to Read Critically to enhance comprehension; • Videotape lesson for individual, small group or whole classroom including best practices in developing students' Critical Thinking; include reflection of lesson after delivery and instructional changes needed.
Demonstration of Accomplished Practices in Reading	5.11	(6.10) Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.	Read <i>Differentiated Instruction and Implications for UDL Implementation</i> (Prepared by Tracey Hall, Nicole Strangman and Anne Meyer) http://www.k8accesscenter.org/training_resources/udl/DifferentiatedInstructionHTML.asp	Participants will complete a Portfolio and accomplish the following (rubric will be provided): <ul style="list-style-type: none"> • Design lesson plan to include DI using complex print and digital text; • Videotape lesson for individual, small group or whole classroom including DI using complex print and digital text; include reflection of lesson after delivery and instructional changes needed.
Demonstration of Accomplished Practices in Reading	5.12	(6.11) *4.1.c. Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.	Read <i>Working With English Language Learners</i> (from FLARE <i>Demonstration of Accomplishment</i>). Review research on assessment and instruction with English language learners from previous reading endorsement competency courses.	Participants will complete a Portfolio and accomplish the following (rubric will be provided): <ul style="list-style-type: none"> • Design a lesson plan which includes assessments used to guide instruction with English language learners.
Demonstration of Accomplished Practices in Reading	5.13	(6.12) Create an information intensive environment that includes print and digital text.	Read <i>Print Rich Environment</i> by Margaret Maurano: http://www.bridgew.edu/library/cags_projects/mmaurano/PrintRichEnvironment.htm Read <i>Digital Text in the Classroom</i> from CAST: Teaching Every Student http://www.cast.org/teachingeverystudent/ideas/presentations/digitaltext.cfm	Participants will complete a Portfolio and accomplish the following (rubric will be provided): <ul style="list-style-type: none"> • Participants will complete a checklist to assess classroom environment and its inclusion of print and digital text.

Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
Demonstration of Accomplished Practices in Reading	5.14	Use a variety of instructional practices to motivate and engage students in reading.	Read <i>Engaging and Motivating Readers</i> (excerpt from FLARE <i>Demonstration of Accomplishment</i>). Review research on instructional practices to motivate and engage students in reading from previous reading endorsement competency courses.	Participants will complete a Portfolio and accomplish the following (rubric will be provided): <ul style="list-style-type: none"> • Design lesson plan to include a variety of instructional practices to motivate and engage students in reading; • Videotape lesson for individual, small group or whole classroom including practices in motivating and engaging students in reading.;
Demonstration of Accomplished Practices in Reading	5.15	Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.	Read <i>Writing for Comprehension</i> Read from page 9 (Recommendations for Using Writing to Improve Reading, as Identified by Meta-Analysis) through 26 (Writing Instruction). Graham, S. & Hebert, M. (2010). Writing to read: Evidence for how writing can improve reading. Retrieved from http://www.all4ed.org/files/WritingToRead.pdf	Participants will complete a Portfolio and accomplish the following (rubric will be provided): <ul style="list-style-type: none"> • Design lesson plan to include writing instruction as it relates to reading; • Videotape lesson for individual, small group or whole classroom including writing instruction as it relates to reading.

Section 7

APPENDICES

Learning Forward Standards for Professional Learning

Florida's Protocol Standards – Third Cycle

NEFEC Organization of Educational Leaders (NOEL)

Florida Professional Learning Standards

The Professional Learning Standards ([6A-5.071](#)) define Florida’s core expectations for high-quality professional learning systems and opportunities, and form the foundation for school district professional learning systems and catalogs. There are seven (7) standards grouped into five (5) domains that represent the stages in an improvement cycle. Each standard includes a title, description, and multiple indicators of what the standard may look like in practice.

Domain 0: Foundation. Standard 1: Leadership

Professional learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes.

Domain 1: Needs Assessment and Planning. Standard 1: Professional Learning Needs

Professional learning includes the use of student, educator, and system data to analyze, prioritize, and plan for continuous improvement of educator practice and student outcomes.

Domain 1: Needs Assessment and Planning. Standard 2: Professional Learning Resources

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

Domain 2: Learning. Standard 1: Learning Outcomes

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

Domain 2: Learning. Standard 2: Learning Designs

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

Domain 3: Implementing. Standard 1: Implementation of Learning

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

Domain 4: Evaluating. Standard 1: Evaluation of Professional Learning

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

Learning Forward Standards for Professional Learning

LEARNING COMMUNITIES:

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

LEADERSHIP:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

RESOURCES:

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

DATA:

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

LEARNING DESIGNS:

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

IMPLEMENTATION:

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

OUTCOMES:

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Florida's Protocol Standards – Third Cycle

1. EDUCATOR LEVEL

1.1. PLANNING

1.1.1. Individual Needs Assessment: The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.

1.1.2. Administrator Review: The educator meets with a school administrator to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, content areas, or the whole school.

1.1.3. Individual Professional Development Plan: The educator's Individual Professional Development Plan (IPDP) specifies the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator's level of development; and contains: a) clearly defined professional learning goals that specify measurable improvement in student achievement; b) changes in the educator's practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the professional learning.

1.2. LEARNING

1.2.1. Learning Communities: The educator participates in collaborative learning communities whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.

1.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

1.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research-and/or evidence-based instruction, practice, and classroom-based feedback.

1.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

1.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

1.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.

1.2.7. Coordinated Records: Educators have easy access to up-to-date records of their professional learning.

1.3. IMPLEMENTING

1.3.1. Implementation of Learning: The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.

1.3.2. Coaching and Mentoring: Skillful coaches, mentors, or others provide sufficient classroom- and school-focused support and assistance to the educator to ensure high-fidelity implementation of professional learning.

1.3.3. Web-based Resources and Assistance: The district provides educators with web-based resources and assistance to support implementation of professional learning.

1.4. EVALUATING

1.4.1. Implementing the Plan: The educator and a school administrator conduct an evaluation of the degree of fidelity with which the IPDP was implemented.

1.4.2. Changes in Educator Practice: The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

1.4.3. Changes in Students: The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.

1.4.4. Evaluation Methods: The educator uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

1.4.5. Use of Results: The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop the following year's IPDP, and to revise professional learning goals based on student performance results and documented teaching practice.

2. SCHOOL LEVEL

2.1. PLANNING

2.1.1. School Needs Assessment: At least annually the school identifies professional learning needs through a classroom-by-classroom analysis of disaggregated student achievement data by content and skill areas, subgroups needing special assistance, and other school data.

2.1.2. Reviewing Professional Development Plans: The school administrator meets with individual educators to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, school, content areas, or the whole school.

2.1.3. Reviewing Annual Performance Appraisal Data: The school administrator uses information from annual performance appraisals of educators to identify professional learning needs for individuals, teams, or whole-school faculty.

2.1.4. Generating a School-wide Professional Development Plan: As part of the School Improvement Plan and in collaboration with the district’s Professional Development System, the school administrator and School Advisory Council generate a school-wide Professional Development Plan that includes research- and/or evidence-based professional development aligned to identified classroom-level needs for student achievement, responds to educators’ level of development, and specifies how the plan will be evaluated.

2.1.5. Individual Leadership Development Plan: School administrators create and implement Individual Leadership Development Plans that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups not making AYP, and contain clearly defined professional learning goals that specify measurable improvement in student performance, improvements in teacher effectiveness, changes in administrator practices resulting from professional learning, and an evaluation plan that determines the effectiveness of the Individual Leadership Development Plan.

2.2. LEARNING

2.2.1. Learning Communities: School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team members’ IPDPs and the school and district goals for student achievement.

2.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

2.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research-and/or evidence-based instruction, practice, and classroom-based feedback.

2.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

2.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

2.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.

2.2.7. Coordinated Records. School administrators regularly generate and review reports on faculty participation in professional learning.

2.3. IMPLEMENTING

2.3.1. Implementation of Learning: The school provides follow-up support to facilitate implementation of professional learning in the workplace.

2.3.2. Coaching and Mentoring: The school provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

2.3.3. Web-based Resources and Assistance: The school supports the implementation of professional learning through school and district web-based resources and facilitates educator awareness of and access to district web-based resources.

2.4. EVALUATING

2.4.1. Implementing the Plan: At least annually the school conducts an evaluation of the degree of fidelity with which the school's Professional Development Plan is implemented.

2.4.2. Changes in Educator Practice: The school conducts an evaluation of the Professional Development Plan to assess its impact on educator practices at the classroom and/or school level.

2.4.3. Changes in Students: The school conducts an evaluation of the Professional Development Plan to assess its impact on student performance.

2.4.4. Evaluation Measures: Schools use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

2.4.5. Use of Results: School administrators and the School Advisory Council review school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

3. DISTRICT LEVEL

3.1. PLANNING

3.1.1. District Needs Assessment: At least annually the district identifies professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavioral data, and other district data.

3.1.2. Generating a District-wide Professional Development System: Based on identified professional learning needs, the district generates a district-wide Professional Development System that is research- and/or evidence-based, specifies how the plan will be evaluated, and aligns with the Florida Protocol Standards, identified student and educator learning needs, educators' level of development, School Improvement Plans, Comprehensive K-12 Reading Plans, Title I Plan, annual performance appraisal data, discipline data, school environment surveys, assessments of parental satisfaction, other performance indicators, and the district strategic plan.

3.1.3. Research/Evidence Basis: The district’s professional learning is based on research- and/or evidence-based instructional and intervention strategies proven to increase student achievement.

3.1.4. Content Standards for Student Outcomes: The district’s professional learning supports implementing state-adopted content standards for student outcomes.

3.1.5. Integration of Initiatives: Professional learning supports educators in integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement.

3.1.6. Leadership Development: The district plans, implements, and continuously improves a state-approved, competency-based system of professional learning that develops, maintains, and improves the leadership competencies and skills of employees as instructional leaders.

3.1.7. Non-instructional Staff: The district plans, delivers, supports, and evaluates professional learning for non-instructional staff to enhance job performance according to the Florida Protocol Standards.

3.1.8. Professional Learning Facilitators: The district’s system of professional learning includes dissemination of the Florida Protocol System to all staff who plan and facilitate professional learning.

3.2. LEARNING

3.2.1. Learning Communities: The district supports and encourages professional learning in collaborative teams of educators.

3.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

3.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research-and/or evidence-based instruction, practice, and classroom-based feedback.

3.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

3.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

3.2.6. Time Resources: Sufficient time within the work day is available and used for professional development.

3.2.7. Coordinated Records: The district maintains up-to-date, easily accessible records on all professional learning that provide data for certification and inservice points for all staff.

3.2.8. District Support: The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.

3.2.9. Learning Organization: The district fosters and develops the maximum potential of all employees through professional learning.

3.3. IMPLEMENTING

3.3.1. Implementation of Learning: The district provides a follow-up support system to facilitate implementation of professional learning in the workplace.

3.3.2. Coaching and Mentoring: The district provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

3.3.3. Web-based Resources and Assistance: The district supports the implementation of professional learning through district and school web-based resources and facilitates educator awareness of and access to district web-based resources.

3.4. EVALUATING

3.4.1. Implementing the System: The district conducts an ongoing formal evaluation of the degree of fidelity with which the district's Professional Development System is implemented.

3.4.2. Implementation of Learning: The district evaluates at least 10% of the district-level professional learning to assess the level of high-fidelity implementation in the work place.

3.4.3. Changes in Students: The district assesses the impact of professional learning on student performance.

3.4.4. Evaluation Measures: The district uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

3.4.5. Use of Results: The district reviews district- and school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

3.4.6. Fiscal Resources: The district documents that sufficient fiscal resources are used to support professional learning that aligns with school and district goals.

3.4.7. Student Gains: The district demonstrates an overall increase in student achievement as measured by the Florida Department of Education's district accountability system.

MANAGEMENT

NEFEC Organization of Educational Leaders (NOEL)

District	NOEL Key District Contact	Title
Baker	David Davis david.davis@bakerk12.org ;	Executive Director of Teaching and Learning
Bradford	David Harris harris.david@mybradford.us	Assistant Superintendent
Columbia	Hope Jernigan jerniganh@columbiak12.com	Director of Instructional Services
Dixie	Alexa Mills alexamills@dixie.k12.fl.us Tracy Lee tracylee@dixie.k12.fl.us	Director of Student Services and Exceptional Student Education Coordinator of Curriculum
Flagler	Diane Dyer dyerd@flaglerschools.com	Executive Director of Teaching and Learning
FSDB	Tracie Snow snowt@fsdb.k12.fl.us	Director of Curriculum and Professional Development
FSU Lab School	Suzanne Wilkinson swilkinson@fsu.edu	Director of Research and Teacher Education
Gilchrist	Ronda Parrish parrishr@mygcsd.org Darby Allen allend@mygcsd.org ;	Assistant Superintendent Director of Elementary Education
Hamilton	Philip Pinello philip.pinello@hamiltonfl.com	Assistant Superintendent of Administrative Services
Hernando	Paula Clark clark_p@hcsb.k12.fl.us	Supervisor of Federal Programs and Professional Development
Lafayette	Alissa Hingson ahingson@lcsbmail.net	Director of Teaching and Learning
Levy	John Lott john.lott@levyk12.org	Assistant Superintendent-Secondary
Madison	Robin Hill robin.hill@madison.k12.fl.us	District Curriculum Coordinator
Monroe	Theresa Axford theresa.axford@keysschools.com	Executive Director of Operations
P. K. Yonge DRS	Christy Gabbard cgabbard@pky.ufl.edu	Program Development and Outreach Specialist
Putnam	Laura France lfrance@my.putnamschools.org	Assistant Superintendent of Curriculum and Instruction
Suwannee	Janene Fitzpatrick janene.fitzpatrick@suwannee.k12.fl.us	Assistant Superintendent of Instruction
Union	Barry Sams samsb@union.k12.fl.us	Director of Personnel and Secondary Education