

MEMORANDUM

TO: Mr. Robert Rankin, School Board Members

FROM: Darby Allen

SUBJECT: Amendment to NEFEC Master Inservice Plan/Professional Learning Catalog 2019-20

DATE: April 27, 2020

CC: Ronda Parrish, Billie Jo Bible

I'm requesting board approval for the amendment of the 2019-20 NEFEC Master Inservice Plan/Professional Learning Catalog to add nine new professional learning components. The first page is a summary, while subsequent pages include the complete details of the nine new components being added to the Master Inservice Plan/Professional Learning Catalog for 2019-20.

**Amendments to 2019-2020 NEFEC
Professional Learning Catalog/Master Inservice Plan**

School Board Approval for:

Addition of nine new professional learning components:

New Component	Number	Points
Language Reading Connection for Deaf/Hard of Hearing (PDA)	2-100-024	10
Teaching Students with Disabilities for Physical Education (PDA)	2-100-025	20
Math Difficulties, Disabilities and Dyscalculia (PDA)	2-100-026	7
Computer Science Educator Certification Prep	3-003-001	60
Competency 1: Foundations of Reading Instruction 2025	1-013-023	60
Competency 2: Application of Research-Based Instructional Practices 2025	1-013-024	60
Competency 3: Foundations of Assessment 2025	1-013-025	60
Competency 4: Foundations and Applications of Differentiated Instruction 2025	1-013-026	60
Competency 5: Demonstration of Accomplishment 2025	1-013-027	60

New Reading Endorsement components are written for the revised eLearning Network courses. Title includes 2025 to denote the end of the endorsement renewal period, and a new component number has been assigned due to new coursework. In addition, the components have been written using the high-quality format.

LANGUAGE READING CONNECTION FOR DEAF/HARD OF HEARING (PDA)

COMPONENT NUMBER: 2-100-024

Function: 2

Focus Area: 100

Local Sequence Number: 024

POINTS TO BE EARNED: 10

DESCRIPTION: This course provides a foundation for educators working with students who are deaf or hard of hearing. The purpose of this course is to provide teachers with the research, strategies, and resources to deliver specially designed literacy instruction specific to the needs of students who are Deaf/Hard of Hearing (DHH).

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

- Assessment and tracking student progress
- Continuous Improvement practices
- Instructional design and lesson planning

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<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:

- complete formative, summative, and progress monitoring tools specific to oral, signing, and silent reading fluencies
- define signed, oral, and silent reading fluency as it applies to students who are deaf or hard of hearing (DHH)
- describe accessibility considerations for students who are deaf or hard of hearing
- describe and analyze elements of text complexity which most significantly impact students who are deaf or hard of hearing
- describe strategies to teach vocabulary
- explain the benefits of teaching morphology
- explain the importance of signed, oral, and silent reading fluency as a component of reading for

students who are DHH

- explain the need for explicit vocabulary instruction
- explain why students who are deaf or hard of hearing often have challenges with figurative language and inferencing
- identify strategies for teaching students to answer evidence-based questions
- identify the barriers to independently access vocabulary for students who are deaf or hard-of-hearing (DHH)
- identify the kinds of words to teach students
- utilize strategies to increase reading comprehension
- utilize techniques for improving fluency in a variety of instructional environments (classroom, push-in, itinerant)

LEARNING PROCEDURES (METHODS): B: ELECTRONIC, INTERACTIVE

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

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

1. Review all the course content, including additional resources, external links and videos. Pass the Check Your Knowledge quizzes at the end of each unit.
2. Complete a Reflection Journal.
3. Pass the final assessment with at least 80% accuracy.
4. Complete the follow-up activity options.

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

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

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

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

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

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

Follow-up Activity (Option 1, 2, 3 or 4) - **For Certificate of Completion and in-service points:**

- Option 1 - Complete a Signed Reading Fluency Rubric (original or modified) on a cold and warm reading of a passage for a student on your caseload.

- Option 2 - Develop a literacy improvement plan for a student on your caseload. Use data collected from multiple sources to determine baseline performance and create a plan to increase the student's reading level at the intervention level (more than one year's growth in a year). Intervention plan should include collaboration with other teacher(s) and service providers to ensure cohesive implementation. Evidence of strategies or interventions learned in the course should be evident.
- Option 3 - Complete a timed oral running record with at least three entries for a student in your class.
- Option 4 - Complete a lesson plan related to vocabulary, comprehension, or fluency based on your students' current performance.

Verification of the completed follow-up activity is required by the participants' supervisor for a district to award 10 in-service points. Each school district or private school agency determines which professional development opportunities satisfy the content requirement for teaching students with disabilities credit (Renewal Credit in Teaching Students with Disabilities DPS 2014-12) for their employees. In-service points are awarded by the school districts through their Master In-service Plan (MIP). Those outside of a school district should follow the process set up by their agency.

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

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

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

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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

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

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

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

a. What evaluation data 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 2020

Departments: FDLRS, Professional Learning and Development, NEFEC

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- <https://avenuepm.org/info/slash.html>
- <https://avenuepm.org/info/maze.html>
- <https://avenuepm.org/info/kidspeak.html>

TEACHING STUDENTS WITH DISABILITIES FOR PHYSICAL EDUCATION (PDA)

COMPONENT NUMBER: 2-100-025

Function: 2

Focus Area: 100

Local Sequence Number: 025

POINTS TO BE EARNED: 20

DESCRIPTION: Teaching Students with Disabilities for Physical Education was written and developed for physical educators. This component is intended to be completed in its entirety. No partial credit will be granted. Teaching Students with Disabilities for Physical Education provides physical educators information about the foundations of exceptional student education; the provision of services for students with disabilities; and instructional practices that can be used not only for students with disabilities, but with all students.

LINK(S) TO PRIORITY INITIATIVES:

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<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):

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

SPECIFIC LEARNER OUTCOMES:

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

- Compare adaptive tools and other technology.
- Compare characteristics of pre-assessment, formative assessment, and summative assessment.
- Describe the eligibility criteria for each of Florida's disability categories.

- Describe the five major federal laws that have impacted the education of students with disabilities.
- Describe the steps that must be included in the exceptional student education process.
- Describe the three levels of support in a multi-tiered system of supports.
- Identify six instructional delivery components that can be used to make instruction more intensive.
- Identify six instructional design components that can be used to make instruction more explicit.
- Identify the guidelines of differentiated instruction used to maximize achievement for all students.
- Identify the principles and guidelines of Universal Design for Learning in order to eliminate barriers to learning.
- Identify things to consider when creating your grading practices.
- Identify tools and strategies that can be used to help students organize, learn, and retain information.
- List the range of placement options when providing services for students with disabilities.
- Provide examples of informal assessments.
- Understand the typical development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children.
- Understand ways to differentiate assignments.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Participants will complete required – “Check Your Knowledge” activities in each unit of the course. Participants will be required to complete a final post-assessment at the end of the course and must score a minimum of 80% in order to continue to the follow-up options.

Participants are given unlimited trials to achieve an 80% passing rate, with a mandatory wait time of 24 hours between each retake.

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

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

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants wanting to earn in-service points are required to complete one of two follow-up activity options in addition to the course content.

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

Follow-Up Options: Following successful completion of the course, participants must complete one of the follow-up activity options to demonstrate level of competency.

Follow-up Activity (Option 1 or 2) - For Certificate of Completion and in-service points:

Option 1 - Instructional Plan

- Identify what is most important for your students to know, understand, and be able to do for a unit of instruction.
- Give a formal pre-assessment that will yield a numerical score and give you information for differentiating your instruction.
- Develop a written instructional plan for a minimum of two weeks. Using information from the course, include specific strategies/techniques that will be integrated to ensure that students with disabilities will achieve the targeted goals of the plan.
- After completing the instruction, give a summative assessment. The assessment should measure the same goal(s) as the pre-assessment and should align with what you identified as most important for students to know, understand, and be able to do.

Option 2 - Written Reflection

- Review an IEP of a student with disabilities and write a reflection of at least 600 words on how the content from Teaching Students with Disabilities for Physical Education course would assist an educator in meeting the needs of the student and help them to achieve academic success. Remember not to identify the student by name in your reflection.

Verification of the completed follow-up activity is required by the participants' supervisor for a district to award 10 in-service points. Each school district or private school agency determines which professional development opportunities satisfy the content requirement for teaching students with disabilities credit (Renewal Credit in Teaching Students with Disabilities DPS 2014-12) for their employees. In-service points are awarded by the school districts through their Professional Learning Catalog (PLC), formally Master Inservice Plan (MIP). Those outside of a school district should follow the process set up by their agency.

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

What other forms of evaluation data will be gathered:

a. What evaluation data 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.

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

- Discussion board entries, when relevant

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

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

- Quality of instruction that teachers demonstrate

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

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

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

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

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MATH DIFFICULTIES, DISABILITIES AND DYSCALCULIA (PDA)

COMPONENT NUMBER: 2-100-026

Function: 2

Focus Area: 100

Local Sequence Number: 026

POINTS TO BE EARNED: 7

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

LINK(S) TO PRIORITY INITIATIVES:

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<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 math difficulties and disabilities
- Identify the characteristics of dyscalculia
- Recognize the language and neurobiological basis of a math disability
- Summarize current research on dyscalculia
- Recognize instructional best practices that will support students in math facing challenges

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- Recognize instructional best practices that will support students in math facing challenges
- Describe the three elements of the CRA approach
- Explain some practices and strategies of instruction that are supported by utilizing the CRA approach
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LEARNING PROCEDURES (METHODS): B: ELECTRONIC, INTERACTIVE

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

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

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

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

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

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

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options. For the

follow-up activity, participants may choose to participate in a professional learning community (PLC) with fellow educators in the school/district, participate in a PLC with fellow math leaders in the school/district or present what is learned in the course to a group of colleagues.

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

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

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Who will use the evaluation impact data gathered?

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Spring 2020

Departments: FDLRS, Professional Learning and Development, NEFEC

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- State Board of Education Rule 6A-6.03018. <https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.03018>
- The Every Student Success Act (ESSA) Section 8002 (MTSS)
- The Every Student Succeeds Act (ESSA) Section 8101 (21)(A)

COMPUTER SCIENCE EDUCATOR CERTIFICATION PREP

COMPONENT NUMBER: 3-003-001

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

POINTS TO BE EARNED: MAXIMUM 60

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

LINKS TO PRIORITY INITIATIVES

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.5	<input checked="" type="checkbox"/> 2.2.5	<input checked="" type="checkbox"/> 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"/> 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2	<input checked="" type="checkbox"/> 2.4.2	<input checked="" type="checkbox"/> 3.4.5

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

Educators will:

Competency 1—Knowledge of computational thinking and problem solving

1. Analyze a problem and apply appropriate solution strategies.
2. Apply the steps of algorithmic problem solving when designing solutions to problems.
3. Apply the stages of the software development life cycle (i.e., problem definition, analysis, design, testing, implementation, maintenance).
4. Determine and select an appropriate algorithm for a given problem.
5. Predict outputs of algorithms for a given input.
6. Identify an appropriate set of data necessary for testing a computer solution.

Competency 2—Knowledge of data types and structures

1. Distinguish between constants and variables and between local and global identifiers.
2. Distinguish between integer, real number, character, string, Boolean, and object data types.

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

Competency 3—Knowledge of programming logic

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

Competency 4—Knowledge of programming languages

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

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

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

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

1. Identify examples of appropriate use (e.g., software license types, archival copying, fair use of copyrighted materials) and misuse (e.g., plagiarism, music and video piracy) of intellectual property.

2. Identify milestones in the historical development of computer technology and important contributions of individuals or groups to the development of computer technology.
3. Analyze cultural, legal, and ethical issues and responsibilities of digital citizens, organizations, and government entities (e.g., privacy issues related to Internet use, data protection).
4. Analyze issues related to malicious software, social engineering, and security awareness.
5. Identify concepts and terminology related to security countermeasures (e.g., firewalls, antivirus programs, filtering software, encryption) that prevent, detect, and correct breaches.
6. Analyze security issues related to maintaining the confidentiality, integrity, and availability of information.

Competency 7—Knowledge of computer science pedagogy

1. Apply appropriate and effective classroom management strategies for teaching computer science (e.g., laboratory work, cooperative learning, electronic communications).
2. Apply appropriate and effective instructional strategies for teaching computer science (e.g., independent learning, case studies, role-playing, manipulatives, visualizations, simulations, modeling, team software development).
3. Apply appropriate and effective formative and summative assessment strategies for teaching computer science (e.g., rubrics, portfolios).
4. Apply appropriate and effective accommodations, adaptations, and strategies that ensure the equitable use of technology for diverse student populations (e.g., students with exceptionalities, English language learners, students from various socioeconomic levels).
5. Determine characteristics and apply uses of instructional technologies (e.g., collaborative online tools, social networking, computer-based learning, mobile devices).
6. Recognize opportunities, skills, and paths related to college and career readiness in the field of computer science.
7. Apply practices for planning and developing curricula that meet state and national standards and recognize resources for ongoing professional support and development.

LEARNING PROCEDURES (METHODS):

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

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

WHAT WILL OCCUR DURING THIS PROFESSIONAL DEVELOPMENT COMPONENT DELIVERY?

Educators will:

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

- Engage in activities that use interactive technology

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

- Blended content delivery, as appropriate

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

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

IMPLEMENTATION/MONITORING PROCEDURES

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

Implementation Support: Information gathered from meeting minutes and threaded discussion forums will be reviewed and analyzed to determine what organizational supports are required for successful implementation.

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

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

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, B-Changes in instructional leadership or faculty development practices, C-Changes in student services/support practices, D-Other changes in practice supporting effective implementation of job responsibilities

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

WHO WILL USE THE EVALUATION IMPACT DATA GATHERED?

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

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

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

(describe what will be done with the data obtained through the evaluation processes)

WHAT OTHER FORMS OF EVALUATION DATA WILL BE GATHERED:

WHAT EVALUATION DATA 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?

During the professional learning sessions, participants will be observed to verify the quality and fidelity of delivery. Additionally, discussion boards will be monitored to address participant needs and instruction will be modified, if necessary, to assure the participants are mastering the content and pedagogy skills presented. Data gathered from the online professional learning feedback form will be analyzed and used to inform instruction for future delivery of the course.

Teacher success in passing the Florida Computer Science K 1/4 12 Subject area Certification Exam aspects and social issues related to computer technologies:

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

Quality of professional development is also addressed by the following:

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

WHO WILL USE THESE ASPECTS OF PD EVALUATION DATA?

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

Developed by
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