



**GILCHRIST COUNTY SCHOOL BOARD
AGENDA
JULY 20, 2015 – 10:00 A.M. – BOARD ROOM 14-002**

Character Trait of the Month – Idealist: A Person Who Cherishes or Pursues High or Noble Principles, Purposes, Goals, Etc.

**IT IS UNLAWFUL TO KNOWINGLY DISRUPT OR INTERFERE WITH A SCHOOL BOARD MEETING
AND ANY SUCH ACTION MAY RESULT IN A MISDEMEANOR OFFENSE OF THE SECOND DEGREE.
THIS INCLUDES INDIVIDUALS WHO ADVISE, COUNSEL, OR INSTRUCT
STUDENTS OR SCHOOL BOARD EMPLOYEES
ON TECHNIQUES FOR DISRUPTING A SCHOOL BOARD MEETING.**

OPENING CEREMONIES

Invocation
Call to Order

1. Approval of Agenda
2. Approval of Minutes
 - A. July 09, 2015
3. Tentative Budget
4. Public Hearings
 - A. Adopt/Amend School Board Policies – 10:15 AM
 1. 3.05/D, Administrative Organization (Organization Chart)
 2. 4.12, Instructional Materials Selection
 3. 6.18, Contracts: Instructional and Administrative Personnel
5. District Matters
 - A. Student Handbook Issues



**GILCHRIST COUNTY SCHOOL BOARD
CONSENT AGENDA
JULY 20, 2015
10:00 A.M. – BOARD ROOM 14-002**

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AND ANY SUCH ACTION MAY RESULT IN A MISDEMEANOR OFFENSE OF THE SECOND DEGREE.
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6. Removal of Items from Consent Agenda
7. Consent Agenda (**SUPERINTENDENT RECOMMENDS APPROVAL**)
 - A. Agreement/Amendment/Contract/Grant/Project/Change Order
 1. Master Inservice Plan Revisions
 - B. Personnel
 1. Supplement Awards
 2. Summer
 - a. Workshops
 - b. 21st Century
 - c. Trenton High School
 - d. District Office
 - e. Bell High School
 3. Resignations
 - a. Ryan Pass, THS Teacher (HS Science), Last Work Day: June 05, 2015
 - b. Lana Michelle Connell, BES Assistant Principal, Last Work Day: July 22, 2015
 - c. Donn Keels, THS Teacher (Math), Last Work Day: June 05, 2015
 4. Appointments – (**CONTINGENT UPON VERIFICATION OF QUALIFICATIONS AND BACKGROUND REVIEW**)
 - a. Teacher, Trenton Middle/High School (Science, Grade 6) – Andrea Arnow, Effective August 10, 2015

Trenton, Florida
July 09, 2015

The Gilchrist County School Board met in Board Room 14-002 on Thursday, July 09, 2015 at 6:00 P.M. with the following members present:

Robert B. Clemons, Chair
Michelle Walker-Crawford, Vice Chair
Christie McElroy
Julie C. Thomas
D. Deen Lancaster

Also present were Robert G. Rankin, Superintendent of Schools and Lindsey Lander, Gilchrist County School Board Attorney.

Upon completion of opening ceremonies, the following business was transacted:

AGENDA

Chair Robert Clemons asked for a motion to approve the proposed agenda. Board member Julie Thomas asked to amend the agenda by adding an item entitled "Attorney Issue". The chair amended the agenda for good cause adding item #12., Attorney Issue.

Michelle Walker-Crawford moved to approve the agenda amending the agenda by adding item 12. Deen Lancaster seconded. Approval to amend the agenda was unanimous. Deen Lancaster then moved to approve the amended agenda. Christie McElroy seconded Mr. Lancaster's motion. Vote was unanimous for approval.

MINUTES

Motion was made by Julie Thomas and seconded by Deen Lancaster to accept the minutes of the meeting held on June 23, 2015. Vote was unanimous for approval.

CITIZEN INPUT/DELEGATIONS

There were no delegations present wishing to address the Board.

EXTENDED DAY PRE-K PROGRAM

Superintendent Robert Rankin presented a request on behalf of Lisa Rowland, Director of Special Programs, for an Extended Day Pre-K Program. After reviewing the program information submitted by Ms. Rowland, Julie Thomas moved to approve instituting the Extended Day Pre-K Program as outlined. Michelle Walker-Crawford seconded the motion. Approval of the Board was unanimous.

OPERATIONS

David Spencer, Director of Operations updated the Board as to the status of current projects. No action was required at this time.

TRANSFER APPLICATION

A request for foreign exchange student from Denmark was presented by Superintendent Robert Rankin. Julie Thomas moved to approve the foreign exchange student attending Trenton High School as a junior for the 2015-2016 school year. Michelle Walker-Crawford seconded. Approval was unanimous.

PUBLIC HEARING

At 6:20 PM, the Board conducted a public hearing as advertised to consider the adoption of textbooks/instructional materials for the 2015-2016 school year. Board Attorney Lindsey Lander provided information regarding the adoption process. Assistant Superintendent Ronda Parrish provided a list of the instructional materials proposed. Julie Thomas moved, with Michelle Walker-Crawford seconding, to approve the adoption of textbooks/instructional materials for the 2015-2016 school year. Unanimous approval was rendered by the Board.

REMOVAL OF ITEMS FROM CONSENT AGENDA

No items were removed from the Consent Agenda.

CONSENT AGENDA

Julie Thomas moved to approve the Consent Agenda that consisted of the following:

9. Consent Agenda - **ALL ITEMS APPROVED EXCEPT AS INDICATED**
 - A. Financial
 1. Check Summary
 - a. Report Date: 06/26/15 – Time: 10:54 AM
 - b. Report Date: 06/29/15 – Time: 12:18 PM
 - B. Agreement/Amendment/Contract/Grant/Project/Change Order
 1. NEFEC
 - a. 2015-2016 Membership
 - b. Resolution
 - c. Contractual Agreement 731-16-024
 - d. Attachments
 - 1) 16-024-A1 to Provide Instructional Services Programs
 - 2) 16-024-A3 to Provide Testing Services
 - 3) 16-024-A6 for Maintenance & Support of Enterprise Resource Software
 - 4) 16-024-A13 to Provide Employee Benefits Program Services
 - 5) 16-024-A18 to Provide Instructional Technology Assistant & Related Support Services
 - 6) 16-024-A43 to Provide Human Resource Management Network Services & Related Support Services
 - 7) 16-024-A45 to Provide Document Archiving Services
 - 8) 16-024-A50 to Provide Hosting Services
 2. TSA Consulting Plan Administration Services Contract
 3. CDS Family & Behavioral Health Services Cooperative Agreement, July 01, 2015 through June 30, 2017
 4. Voluntary Student Accident Insurance with Gerber Life Insurance Company (through Fowinkle School Insurance Agency) – Effective August 01, 2015 through August 01, 2016
 - C. Personnel
 1. Create Temporary Teacher Aide (Pre-K) Positions – Effective August 10, 2015
 - a. Bell Elementary School, Position #134
 - b. Bell Elementary School, Position #380
 - c. Trenton Elementary School, Position #221
 - d. Trenton Elementary School, Position #223
 2. Program Substitute (21st Century) – (CONTINGENT UPON VERIFICATION OF QUALIFICATIONS AND BACKGROUND REVIEW)
 - a. Charisee Matthews, Effective June 08, 2015

The motion was seconded by Christie McElroy. Approval of the Board was unanimous.

DISCIPLINARY REVIEW

In closed session the Board conducted the following disciplinary review.

Case #15-038: Student #2120010004, the student's parents and a sibling attended the hearing. Testimony was presented by the parties. Superintendent Robert Rankin then made his recommendation to the Board. Julie Thomas moved to place Student #2120010004 in FOCUS under the expulsion umbrella as Group C; that the student shall be transported to the FOCUS site by bus, parent/guardian or approved, designated non-student adult; that the student shall submit to random drug tests, shall seek counseling and shall provide proof of a current, negative drug test and completion of counseling prior to returning to regular classes; that the student's parent/guardian shall be responsible for all costs incurred; that the student shall not be allowed on any Gilchrist County school campus or at any school function during the expulsion period (except to attend FOCUS during school hours); and that if the student chooses not to attend FOCUS, the student shall be expelled from all Gilchrist County public schools for the 2015-2016 SY. Michelle Walker-Crawford seconded. Approval of the Board was unanimous. The Board returned to open session.

ATTORNEY ISSUE

The Board discussed the need for principals to be advised immediately of any issue that has the potential to be of a legal nature, i.e., custody issues, subpoenas, etc.; principal should then contact board attorney for further advice/action; board instructed attorney to prepare letter directed to principals conveying necessary info as to handling of legal issues; the board also discussed the feasibility of contracting for legal advice regarding special needs students with an outside attorney versus the school board attorney. This item will be scheduled at a later board meeting for further discussion and additional information.

REPORTS

Various reports were given.

ADJOURNMENT

There being no further business, the Board adjourned at 7:30 P.M.

ROBERT B. CLEMONS
CHAIR OF THE BOARD

ATTEST:

ROBERT G. RANKIN, SUPERINTENDENT OF
SCHOOLS AND SECRETARY TO THE BOARD

NOTICE OF INTENT TO ADOPT NEW RULES,
REVISE AND/OR AMEND EXISTING RULES AND REPEAL OLD RULES

Notice is hereby given that the School Board of Gilchrist County, Florida intends to adopt new rules, and revise and/or amend existing rules of the Board after a public hearing, as follows:

POLICY

3.05/D Organizational Chart

4.12 Instructional Materials

6.18 Contracts

Copies of the proposed new rules, and revised and/or amended existing rules are available for inspection and copying by the public at the Superintendent's office, 310 NW 11th Avenue, Trenton, Florida. Copies of all or any of the rules may be purchased at the cost of reproduction which is estimated at \$.25 per page.

The purpose of adopting new rules and revising and amending existing rules is to bring the rules up to date and discard and unnecessary rules.

This revision and adoption of new rules will not have any adverse economic impact on any person.

Specific authority for these adopted rules are Florida Statutes 1001.41, 1001.42(17), F.S. 1001.11, 1001.43, 1008.22, 1008.34, 1008.385, 1010.01, 1010.04, 1011.01-1011.18 24, 1013.61, F.S. 6A-1.002, 6A-1.004, 6A-1.006, 6A-1.007, 6A-1.0071..

A public hearing will be held on the proposed adopted new rules and revised and/or amended existing rules at 10:15 A.M. on Tuesday, July 20, 2015, at the School Board Meeting at the Gilchrist County School Board meeting room at 310 NW 11th Ave. Trenton, FL 32693.

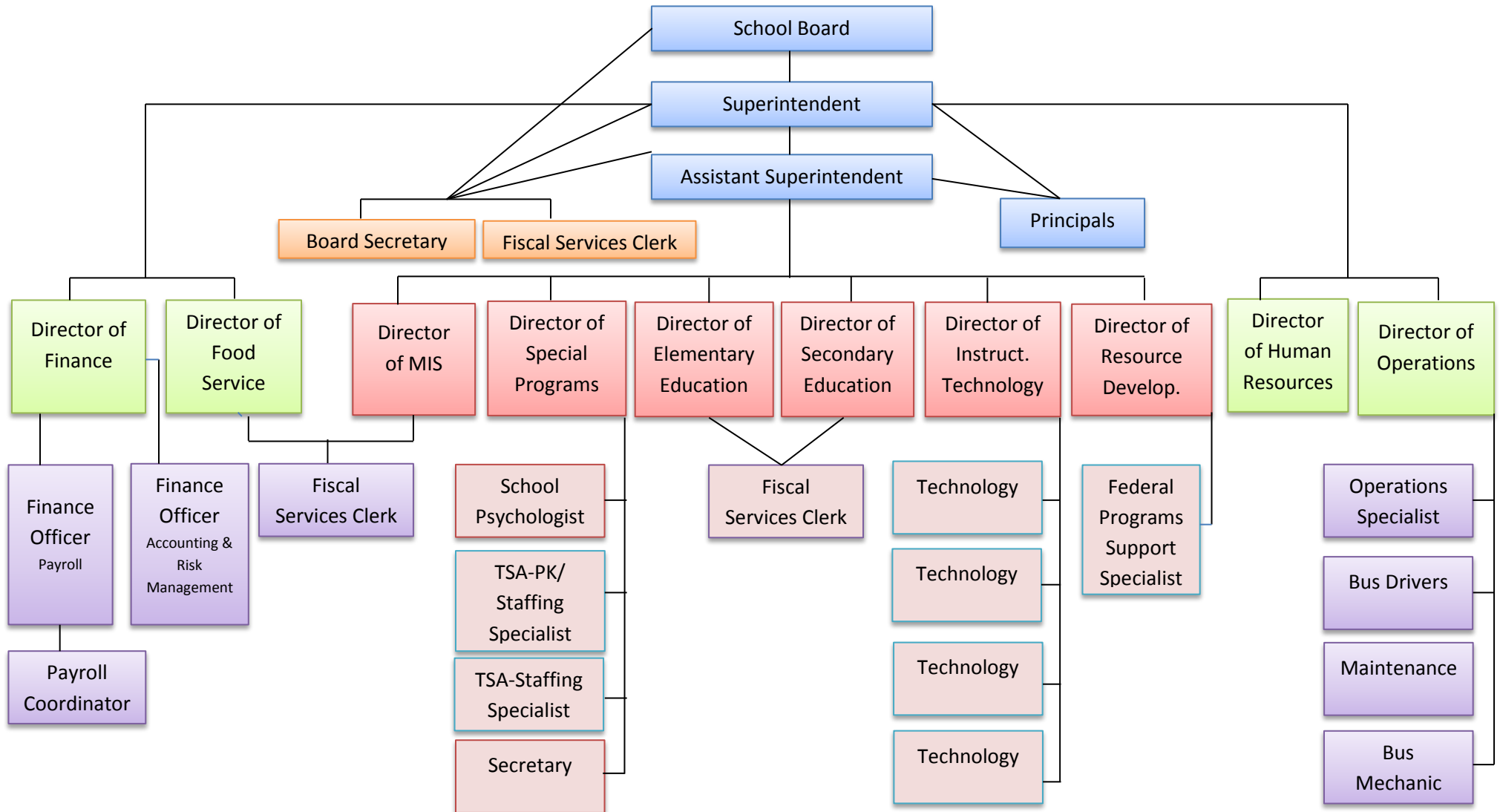
All interested persons are advised that any person desiring to appeal any decision made by the board as to any matter considered at said hearing will need to ensure that a verbatim record is made of the proceeding, which record must include all of the testimony and evidence presented.

/s/Robert G. Rankin as Superintendent
And Secretary of the Board

Please print this Legal Notice the weeks of: From June 2, 2015 to July 6, 2015.

BILL TO: Gilchrist District Schools
Attn: David Dose

Gilchrist County School District



INSTRUCTIONAL MATERIALS SELECTION

4.12

The School Board shall be legally responsible for all materials relating to the operation of District schools.

- I. Selection of State-adopted Textbooks and Instructional Materials - A District council shall be appointed to review textbooks and instructional materials which are being considered for state adoption.
 - A. Council members shall complete a training program developed by the Florida Department of Education prior to involvement with the review and selection process. The training shall develop skills to assist council members in making valid and objective decisions regarding the content and rigor of instructional materials.
 - B. The District council may not be composed of fewer than three persons. One member shall be a lay person and two members shall be appropriately certificated instructional staff members when the council is composed of three members. A council with more than three members shall include at least one lay person and appropriately certificated instructional staff members to constitute at least 50% of the composition.
- II. Selection of District-adopted Textbooks and Instructional Materials - The primary objective for District-wide adoption of textbooks and instructional materials, which may include state-adopted and non state-adopted textbooks and instructional materials, is to unify the curriculum of the total District educational program and to place new and current instructional materials in schools within the first two years of the state-adoption cycle. The selection process shall be in accordance with these provisions.
 - A. Selected instructional staff members shall evaluate textbooks and instructional materials for potential use in District Schools and shall provide recommendations and concerns to the Superintendent regarding the evaluation results. The Superintendent may appoint lay citizens to assist instructional staff members in evaluating textbooks and instructional materials.
 - B. The evaluation results of instructional staff members shall be reviewed by District curriculum staff members who shall determine the acceptability of the recommendations. District curriculum staff members shall advise the Superintendent after concluding their review. Unacceptable recommendations of instructional staff members shall be returned for further deliberation and consideration of textbooks and instructional materials.
 - C. Recommendations on textbooks and instructional materials which are accepted by District curriculum staff members shall be presented to the Superintendent.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- D. The Superintendent will present the recommended instructional materials to the School Board and secure a date for a School Board Hearing to be set at the first scheduled school board meeting 30 days from this presentation.
1. Information on the student editions being considered will be posted on the district website for 30 days for public school parents to review.
 2. A form will be available on the website for protests to be made. All protests filed will be published on the district website seven (7) days prior to the school board hearing. A parent who wishes to file a petition must do so within 30 days of the material's adoption by the school board.
- ~~E.D.~~ The School Board shall consider and approve or disapprove the Superintendent's recommendations. The school board's decision after the hearing is final and not subject to further petition or review.
- III. Selection of Non-state Adopted Textbooks and Instructional Materials - The Superintendent shall establish the same procedures for evaluating and placing non-state adopted textbooks and instructional materials on the District-adopted list as described in section II. herein.
- IV. District-adopted Textbooks and Instructional Materials - A District-adopted list identifying all School Board approved textbooks and instructional materials shall be prepared and distributed to schools. Schools may have access to one textbook for each student for each subject area or course and other instructional materials deemed necessary to supplement the basic textbook.
- V. Selection of Textbooks and Supplementary Materials for Career and Technical Education- The coordinator for career and technical education shall review new textbooks and supplementary materials for technical content and accuracy. The coordinator for curriculum may consult with the appropriate occupational advisory committee to review and make recommendations on new textbooks or supplementary materials. Recommendations for new textbooks and supplementary materials shall be submitted by the coordinator to the Superintendent who shall bring before the School Board for approval.
- VI. Term of District-adopted Textbooks and Instructional Materials - The following provisions shall apply to adoption terms:
- A. Textbooks and instructional materials on the State-adopted and District-adopted lists shall remain for the period of the State-adoption as required by state statute, in accordance with state statute.
 - B. Non-consumable textbooks and instructional materials only on the District-adopted list shall remain for the period required by state statute in accordance with state statute.
 - C. Consumable textbooks and instructional materials only on the District-adopted list shall remain as required by state statute in accordance with state statute.

STATUTORY AUTHORITY:

LAW(S) IMPLEMENTED:

HISTORY:

1001.41, 1001.42, F.S.

1001.43, 1006.28, 1006.29(5), 1006.31, 1006.32, F.S.

Adopted: 1.00

Revision Date(s): 3.00, 11.02, 2.06, 10.06, 06.15

Formerly:

(Option 1 of the NEFEC model)

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

CONTRACTS: INSTRUCTIONAL AND ADMINISTRATIVE PERSONNEL

6.18

Any person employed as a member of the instructional staff shall hold a valid Florida Educator's Certificate or professional license except as noted elsewhere in policy. Any person employed as an administrator shall meet those qualifications as enumerated in the Board adopted job description. All instructional and administrative staff shall be entitled to and shall enter into a written contract with the School Board as provided by law. All contracts shall be on forms prescribed by the Commissioner of Education. Any member of the instructional or administrative staff who is willfully absent from duty without leave shall forfeit compensation for the time absent, and his/her contract shall be subject to cancellation by the Board.

I. Contracts with instructional staff

- A. Each member of the instructional staff shall receive an ~~annual or professional services~~ contract in accordance with the provisions of law. ~~The first 97 days of the initial contract shall be a probationary period during which the employee may be dismissed without cause.~~ The contract shall be in accordance with the duly adopted salary schedule of the Board and shall be for a definite term of service.
- B. A probationary contract for one (1) school year shall be awarded upon initial employment in the District regardless of previous employment in the District, in another district or in another state.

II. Contracts with administrative staff

- A. Each member of the administrative staff on initial employment shall be given a written contract for a period not to exceed three years subject to the condition that renewal of the contract from year to year will be based on an annual review of the services rendered and renewed only when acceptable and satisfactory service has been rendered. The first 97 days of the initial contract shall be a probationary period during which the employee may be dismissed without cause.
- B. When the administrative staff member has rendered three years of satisfactory and acceptable service, the School Board may enter into a contract for a fixed period of time not to exceed three years. Any further renewal of the contract shall be based on a review and evaluation made during the last year of the contract and any additional contract shall be for a period of time not to exceed three years.

STATUTORY AUTHORITY:

1001.41, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED:

120.57, 1001.41, 1012.22, 1012.32, 1012.34, 1012.56, F.S.

STATE BOARD OF EDUCATION RULE(S):

6A-1.0502, 6A-1.064

HISTORY:

Adopted: 1.00

Revision Date(s): 8.00, 11.02, 2.06, 06.15

Formerly:

CHAPTER 6.00 - HUMAN RESOURCES



GILCHRIST COUNTY SCHOOL DISTRICT

Fulfilling Every Student's Potential

www.gilchristschools.org

MEMORANDUM

TO: Superintendent Rankin
FROM: Ronda Parrish
DATE: July 14, 2015
RE: Student Handbook Items

The Gilchrist County School District's Student Handbook was approved by the School Board at the June 23, 2015 meeting with the exclusion of three items:

- Page 9- Alcohol, Tobacco, Illegal Drugs and Paraphernalia
- Page 14- Cell Phone Policy
- Page 21- Exams for Middle /High

After meeting with Lindsey Lander, School Board Attorney, I recommend the following for each of these three areas for approval:

Page 9 of GCSD Student Handbook:
Alcohol, Tobacco, Illegal Drugs and Paraphernalia

Students are not allowed to bring, use, **sell, buy, enter into an agreement to buy or sell, conspire to buy or sell**, or distribute illegal and controlled drugs, prescription or over the counter drugs, drug paraphernalia or alcohol on School Board property, school transportation, at bus stops, school sponsored events or any activities. No person shall be permitted to use, to be in possession of or to be under the influence of alcoholic beverages or unlawful substance while on school property. The term "alcoholic beverages" as used herein shall include all beverages containing more than one percent by weight. The term "unlawful substance" as used herein shall mean any drug or other controlled substance identified by 1006.09, Florida Statutes, for which the individual does not have a prescription issued by a physician. All school personnel are required to report to the Principal/designee any suspected unlawful use, possession, sale or distribution of any controlled substance, counterfeit controlled substance, or alcoholic beverage by students. Students found in possession of, under the influence of, distribution of, **sell, buy, enter into an agreement to buy or sell, conspire to buy or sell**, or the use of the above items on school property or while attending a school activity may result in the following:

Page 14 of GCSD Student Handbook:

After meeting with Mr. Landers, we are no longer recommending the following addition to the cell phone policy:

~~GCSD administration may view the contents of any device believed to be used in an inappropriate manner that violates the school code of conduct. If the device (to include cell phones) is locked or password protected, the student will be required to unlock the device at the request of a school administrator or face immediate loss of privilege and other disciplinary consequences.~~

Page 21 of GCSD Student Handbook:

E. Exams for Middle/High

1. Mid-term and Final Exams are required in all full credit courses. A State End of Course (EOC) Exam will serve as the final exam when applicable.

2. Mid-terms are optional and Final Exams are required in .5 credit courses.

3. Exams may be performance based.

4. All students will take exams. Exams will count as 15% (for non-EOC courses).

5. There will be no new material covered on the exam introduced two days prior to exams. This time should be used for exam review.

6. All State End of Course (EOC) Exams will count 30% of the final course grade.

6. For Students entering 9th grade in 2010-2011 and forward, the End of Course Exam (EOC) for Algebra will count as the final exam and will calculate as 30% of the final grade.

7. For Student entering 9th grade in 2011-2012 and forward, the End of Course Exam (EOC) for Biology I and Geometry will count as the final exam and will calculate as 30% of the final grade.

8. For students entering 9th grade in 2012-2013 and forward, the End of Course Exam (EOC) for U.S. History will count as the final exam and will calculate as 30% of the final grade.

9. For students entering 9th grade in 2013-2014 and forward, the End of Course Exam (EOC) for Algebra II will count as the final exam and will calculate as 30% of the final grade.

10. The comprehensive post test will be entered as a test grade when and EOC is entered at 30% of the grade.

Thank you for your consideration.

GCSD SUPPLEMENTS

Last Name	First	Middle	Supplement	Contract Amount
ADKINS	RONDA		SPCP2-C Cell Phone \$60/mo	720.00
AKINS	APRIL	MARIE	SPE03 ESOL (K-12)	500.00
AKINS	JAMES	C	SP965 AA/AS/BA/BS Degree	460.00
BACHLE	AMIE	MARIE	SPE03 ESOL (K-12)	500.00
BARRY	DELISA	ELAINE	SPCP2-C Cell Phone \$60/mo	720.00
BARSELOU	DONALD	LOUIS	SP880 Engr & Const Academy	3,110.00
BENNETT	TAVEN	ANN	SPE03 ESOL (K-12)	500.00
BENNETT	THOMAS	MORGAN	SPCP2-C Cell Phone \$60/mo	720.00
BIBLE	BILLIE JO		SPCP1-B Cell Phone \$30/mo	360.00
BIDDLE	WENDY	LYNN	SP970 CDA Certification	1,558.00
BRADLEY	JANET	S	SPE03 ESOL (K-12)	500.00
BROWN	VICKY	MALANA	SPE03 ESOL (K-12)	500.00
BROWN	MONICA		SP965 AA/AS/BA/BS Degree	460.00
BUCK	CHARLEY	A	SP965 AA/AS/BA/BS Degree	483.00
BUCK	CHARLEY	A	SP970 CDA Certification	1,363.00
BULLOCK	MONICA	JILL	SP850 Psychologist-NonUnion	2,704.00
CANNON	SHANANN	LEE	SP970 CDA Certification	1,558.00
CARAWAN	SANDRA		SPE03 ESOL (K-12)	500.00
CARNLEY	TERRY	M	SPE03 ESOL (K-12)	500.00
DENNIS	DAWN	R	SPE03 ESOL (K-12)	500.00
DOSE	DAVID		SPCP2-C Cell Phone \$60/mo	720.00
DOUGLAS	BRENT		SPCP2-C Cell Phone \$60/mo	720.00
DOWNS	JACQUELINE	O	SPE03 ESOL (K-12)	500.00
DOYLE	STEPHANIE	GUARINO	SPE03 ESOL (K-12)	500.00
FRAZIER	SHEILA	D	SP970 CDA Certification	1,428.00
FULLER	GINGER	SUZANNE	SPE01 Reading (6-12)	500.00
GARTIN	LINDA		SPCP2-C Cell Phone \$60/mo	720.00
GILL	KATHY	P	SP970 CDA Certification	1,558.00
GRANT	LYNSEY	FRANCINE	SPE03 ESOL (K-12)	500.00
GREGORY	ANDREA	W	SP965 AA/AS/BA/BS Degree	483.00
HAGAN	EMERALD		SPE03 ESOL (K-12)	500.00
HALL	SAMUEL	L	SPCP1-B Cell Phone \$30/mo	360.00
HEILIG	JENNY		SP965 AA/AS/BA/BS Degree	460.00
HILLIARD	PEGGY	J	SPE03 ESOL (K-12)	500.00
HINES	KIMBERLY	ANN	SPE03 ESOL (K-12)	500.00
HUFFORD	SAMANTHA		SP965 AA/AS/BA/BS Degree	460.00
HUNTER	ROBIN	C	SPE03 ESOL (K-12)	500.00
HURST	SUSAN	C	SP965 AA/AS/BA/BS Degree	529.00
JOHNSON	JASON	R	SPE01 Reading (6-12)	500.00
KUEKER	LINDSAY		SPE03 ESOL (K-12)	500.00
LAMBERT	CASEY		SPE03 ESOL (K-12)	500.00
LAMBERT	CASEY		SPE01 Reading (6-12)	500.00
LANGFORD	JESSICA		SPE03 ESOL (K-12)	500.00
LANGFORD	SHARON		SPCP1-B Cell Phone \$30/mo	360.00
LANGFORD	CHERI		SPCP2-C Cell Phone \$60/mo	720.00
LANGFORD	LYNETTE		SPCP2-C Cell Phone \$60/mo	720.00
LINDSEY	ANGELA		SP970 CDA Certification	1,558.00
LINDSEY	SHERRY		SPCP2-C Cell Phone \$60/mo	720.00

GCSD SUPPLEMENTS

Last Name	First	Middle	Supplement	Contract Amount
LONG	VICKIE	P	SPE03 ESOL (K-12)	500.00
LOY	CONNIE	T	SPE03 ESOL (K-12)	500.00
LUNDY	MARIANNE		SPE01 Reading (6-12)	500.00
LUNDY	MARIANNE		SPE03 ESOL (K-12)	500.00
LUNDY	MARK	E	SPE01 Reading (6-12)	500.00
MANBECK	REBECCA		SP965 AA/AS/BA/BS Degree	460.00
MARTIN	FRANNE	A	SP970 CDA Certification	1,558.00
MATHE	SUZANNE		SPCP2-C Cell Phone \$60/mo	720.00
MC GEE	THERESA	P	SP965 AA/AS/BA/BS Degree	506.00
MC GEE	THERESA	P	SP970 CDA Certification	1,558.00
MCKENZIE	KIMBERLY	A	SPE03 ESOL (K-12)	500.00
MIKELL	LORI	RICHELLE	SP970 CDA Certification	1,428.00
MOLNAR	REBECCA	L	SPE01 Reading (6-12)	500.00
MOLNAR	REBECCA	L	SPE03 ESOL (K-12)	500.00
MORRISON	JANIE	FAYE	SPE03 ESOL (K-12)	500.00
NORRIS	TERRI	LYNNETTE	SP965 AA/AS/BA/BS Degree	506.00
NORRIS	TERRI		SP970 CDA Certification	1,558.00
OSTEEN	WENDY		SPCP2-C Cell Phone \$60/mo	720.00
PAILTHORPE	CYNTHIA	G	SP965 AA/AS/BA/BS Degree	483.00
PARRISH	RONDA		SPCP2-C Cell Phone \$60/mo	720.00
PEARCE	LEANDRA		SPE03 ESOL (K-12)	500.00
PEARCE	LEANDRA		SPE01 Reading (6-12)	500.00
PERRYMAN	LINDA		SP965 AA/AS/BA/BS Degree	552.00
POLK	WENDY	RANDELL	SPE03 ESOL (K-12)	500.00
POWERS	PATRICIA	JEANETTE	SPCP1-B Cell Phone \$30/mo	360.00
PRESCOTT	MARY	ELLEN	SP965 AA/AS/BA/BS Degree	460.00
RANKIN	ROBERT		SPCP2-C Cell Phone \$60/mo	720.00
RHODES	RANI	L	SPE03 ESOL (K-12)	500.00
ROBERTS	CHERE	MARTINE	SP970 CDA Certification	1,558.00
ROBERTS	SHERRY		SP970 CDA Certification	1,363.00
ROBINSON	MELINDA	D	SPE03 ESOL (K-12)	500.00
ROWE, JR	JOHN	R	SP965 AA/AS/BA/BS Degree	552.00
ROWLAND	LISA		SPCP2-C Cell Phone \$60/mo	720.00
RUSH	DEBORRAH	L	SPE03 ESOL (K-12)	500.00
SANDERS	ERIN	J	SPE03 ESOL (K-12)	500.00
SAULS	SANDY		SP965 AA/AS/BA/BS Degree	460.00
SMITH	CHRISTINE		SPE01 Reading (6-12)	500.00
SPEARS	BRITTANY	MICHELLE	SPE03 ESOL (K-12)	500.00
SPENCER	DAVID	COLE	SPCP2-C Cell Phone \$60/mo	720.00
STALVEY	TRISHA	ANN	SP965 AA/AS/BA/BS Degree	552.00
STOEL	FREDERICK		SPCP2-C Cell Phone \$60/mo	720.00
SULLIVAN	DONNA	MICHELE	SP970 CDA Certification	1,558.00
TATORIS	KATHERINE		SPE01 Reading (6-12)	500.00
TATORIS	KATHERINE		SPE03 ESOL (K-12)	500.00
THOMAS	CARRIE	L	SPE03 ESOL (K-12)	500.00
THOMAS	REBECCA	PATSY	SP855 Health Academy Coord	4,975.00
VERHAEREN	JENNIFER	LYNN ROWE	SPE01 Reading (6-12)	500.00
WALDRON	KARLA	J	SP965 AA/AS/BA/BS Degree	483.00

GCSD SUPPLEMENTS

Last Name	First	Middle	Supplement	Contract Amount
WALKER	HOLLY	L	SPE03 ESOL (K-12)	500.00
WEAVER	LAURA	K	SPE03 ESOL (K-12)	500.00
WEBSTER	CHRISTIE	SANDERS	SP970 CDA Certification	1,558.00
WELCH	KAREN	P	SPE01 Reading (6-12)	500.00
WELLS	JILL	M	SPE03 ESOL (K-12)	500.00
WHITTINGTON	JOSEPH	BYARD	SPE03 ESOL (K-12)	500.00

Summer Positions - Workshops

06/08 - 08/6

Workshop	Qty	Days	Hrs/Day	Payment	Board Mtg 6/2/15	Board Mtg 6/23	Board Mtg 7/20
PreK Summer Institute 6/10-6/11	1	2		Stipend	Charley Buck		
PreK Summer Institute 6/10-6/11	1	2		Stipend	Shelia Frazier		
PreK Summer Institute 6/10-6/11	1	2		Stipend	Rebekah Manbeck		
PreK Summer Institute 6/10-6/11	1	2		Stipend		Franne Martin	
PreK Summer Institute 6/10-6/11	1	2		Stipend		Jamie McKenzie	
PreK Summer Institute 6/10-6/11	1	2		Stipend		Martine Roberts	
PreK Summer Institute 6/10-6/11	1	2		Stipend		Sherry Roberts	
Engineering & Technology Education Curriculum Review 6/10 - 6/12	1	3		Stipend	Don Barselou		
Math Training - Grade KG-1 6/11	1	1		Stipend		Cindy Gray	
Math Training - Grade KG-1 6/11	1	1		Stipend		Rhonda Scott	
Math Training - Grade KG-1 6/11	1	1		Stipend		Amy Downing	
Math Training - Grade KG-1 6/11	1	1		Stipend		Holly Walker	
Math Training - Grade KG-1 6/11	1	1		Stipend		June Hutto	
Math Training - Grade KG-1 6/11	1	1		Stipend		Kimberly Hines	
Math Training - Grade KG-1 6/11	1	1		Stipend		Heather Beach	
Math Training - Grade KG-1 6/11	1	1		Stipend		Janie Morrison	
Math Training - Grade KG-1 6/11	1	1		Stipend		Lindsay Kueker	
Math Training - Grade KG-1 6/11	1	1		Stipend		Carrie Petrello	
Math Training - Grade KG-1 6/11	1	1		Stipend		Emerald Hagan	
Math Training - Grade KG-1 6/11	1	1		Stipend		Dana Smithers	
Math Training - Grade KG-1 6/11	1	1		Stipend		Audrey Allen	
Math Training - Grade KG-1 6/11	1	1		Stipend		April Akins	
Math Training - Grade KG-1 6/11	1	1		Stipend		Krista Perryman	
Math Training - Grade KG-1 6/11	1	1		Stipend		Cindy Kight	
Marzano Conference/Principals 6/17-6/19	10	3		Reg Pay			Sherry Lindsey
Marzano Conference/Principals 6/17-6/19	10	3		Reg Pay			Lynette Langford
Marzano Conference/Principals 6/17-6/19	10	3		Reg Pay			Cheri Langford
Marzano Conference/Principals 6/17-6/19	10	3		Reg Pay			Suzanne Mathe
Marzano Conference/Principals 6/17-6/19	10	3		Reg Pay			Linda Gartin
Marzano Conference/Principals 6/17-6/19	10	3		Reg Pay			Ronda Parrish
Math Training - Grade 2-5 6/22-6/24	40	3		Stipend			Barbara Brooks
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Erin Sanders
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Sandra Carawan

Summer Positions - Workshops

06/08 - 08/6

Workshop	Qty	Days	Hrs/Day	Payment	Board Mtg 6/2/15	Board Mtg 6/23	Board Mtg 7/20
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Heather Class
Math Training - Grade 2-5 6/22-6/24		1		Stipend			Jessica Wright
Math Training - Grade 2-5 6/22-6/24		3		Stipend			William Carawan
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Rani Rhodes
Math Training - Grade 2-5 6/22-6/24		3		Stipend			June Hutto
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Lana Hastings
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Debbie Elliot
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Kaye Rolling
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Susan Owens
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Cindy Kight
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Lynsey Grant
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Amie Bachle
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Cori Becker
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Kim McKenzie
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Juan Henley
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Heidi Bon
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Kim Whitley
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Cindy Watson
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Melinda Robinson
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Jill Carhart
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Scott Allen
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Cynthia Mitchell
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Casey Benson
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Krista Perryman
Math Training - Grade 2-5 6/22-6/24		3		Stipend			Darcennia Barron
Math Training - Grade 2-5 6/22-6/24		1		Stipend			Vicky Brown
TSC Cadre 6/23 & 6/25	3	2		Add'l Hrs			
Science Training - Grade KG-1 6/25	25	1		Stipend			Adrienne Hudson (Davis)
Science Training - Grade KG-1 6/25		1		Stipend			June Hutto
Science Training - Grade KG-1 6/25		1		Stipend			Cindy Gray
Science Training - Grade KG-1 6/25		1		Stipend			Holly Walker
Science Training - Grade KG-1 6/25		1		Stipend			Dawn Devries
Science Training - Grade KG-1 6/25		1		Stipend			Rhonda Scott
Science Training - Grade KG-1 6/25		1		Stipend			Amy Scott Downing
Science Training - Grade KG-1 6/25		1		Stipend			Cindy Kight
Science Training - Grade KG-1 6/25		1		Stipend			Emeral Hagan
Science Training - Grade KG-1 6/25		1		Stipend			Heather Beach
Science Training - Grade KG-1 6/25		1		Stipend			Franny Hardee

Summer Positions - Workshops

06/08 - 08/6

Workshop	Qty	Days	Hrs/Day	Payment	Board Mtg 6/2/15	Board Mtg 6/23	Board Mtg 7/20
Science Training - Grade KG-1 6/25		1		Stipend			Janie Morrison
Science Training - Grade KG-1 6/25		1		Stipend			Krista Perryman
Science Training - Grade KG-1 6/25		1		Stipend			Charlotte Kearney
Science Training - Grade KG-1 6/25		1		Stipend			Lindsay Kueker
Science Training - Grade KG-1 6/25		1		Stipend			Carrie Petrello
Science Training - Grade KG-1 6/25		1		Stipend			Dana Smithers
Science Training - Grade KG-1 6/25		1		Stipend			Vickie Long
Science Training - Grade KG-1 6/25		1		Stipend			Kimberly Hines
NEFEC Summer Leadership 7/20 & 7/21	22	2		Add'l hrs for TSC's			Jennifer Verharen
NEFEC Summer Leadership 7/20 & 7/21	22	2		Add'l hrs for TSC's			Janet Bradley
NEFEC Summer Leadership 7/20 & 7/21	22	2		Add'l hrs for TSC's			Cori Becker
NEFEC Summer Leadership 7/20 & 7/21	22	2		Add'l hrs for TSC's			
Reading Mapping Grades 6-12 7/27 & 7/28	27	2		Stipend			
Mapping Grades KG-1 7/27-7/30	25	4		Stipend			
Mapping Grades 2-5 7/27-7/30	40	4		Stipend			
ESE Middle School Camp 7/28-7/30	15	3		Stipend			
ESE Middle School Camp 7/28-7/30	15	3		Stipend			
Science Training Grades 6-12 7/28	11	1		Stipend			
Social Studies Mapping Grades 6-12 7/29 & 7/30	12	2		Stipend			
Science Mapping Grades 6-12 7/29 & 7/30	11	2		Stipend			
TSC Cadre 7/29 & 7/30	3	2		Add'l Hrs			
Math Mapping Grades 6-12 8/3 & 8/4	16	2		Stipend			
CTE, Spanish, Art, Band, PE Teachers Mapping 8/5 & 8/6	18	2		Stipend			
ESE Back to Sch Train 8/6	75	1		Stipend			

Summer Positions - 21st Century/Extended Day

06/08-07/30

Funding	Project/Sub project 21st CENTURY	Location TES/BES-begins 6/8	Qty 20	Days 33	Hrs/Day 10	Hrs 6600	Board Mtg 6/2/15 SEE LIST	Board Mtg 6/23/15	Board Mtg 7/20
4200 5100 0XX0 00XX	40990 F2014/15						Leasor, Charlene		
4200 5100 0XX0 00XX	40990 F2014/15						Leasor, Ryan		
4200 5100 0XX0 00XX	40990 F2014/15						Leggett, Xina		
4200 5100 0XX0 00XX	40990 F2014/15						Lent, Joyce		
4200 5100 0XX0 00XX	40990 F2014/15						Lewis, Oswin		
4200 5100 0XX0 00XX	40990 F2014/15						Lindsey, Angie		
4200 5100 0XX0 00XX	40990 F2014/15						Long, Ronni		
4200 5100 0XX0 00XX	40990 F2014/15						Long, Stephen		
4200 5100 0XX0 00XX	40990 F2014/15	ADMN					Long, Vicky \$30/hr		
4200 5100 0XX0 00XX	40990 F2014/15						Long, Wilda		
4200 5100 0XX0 00XX	40990 F2014/15						Lord, Cora		
4200 5100 0XX0 00XX	40990 F2014/15						Lovelady, Ivy		
4200 5100 0XX0 00XX	40990 F2014/15						Luke, Angela		
4200 5100 0XX0 00XX	40990 F2014/15						Lyles, Linda		
4200 5100 0XX0 00XX	40990 F2014/15						Madej, Melody		
4200 5100 0XX0 00XX	40990 F2014/15						Mahoney, Jessica		
4200 5100 0XX0 00XX	40990 F2014/15						Maloney, Donna		
4200 5100 0XX0 00XX	40990 F2014/15						Manbeck, Rebekah		
4200 5100 0XX0 00XX	40990 F2014/15						Manders, Diana		
4200 5100 0XX0 00XX	40990 F2014/15						Martin, Jamie		
4200 5100 0XX0 00XX	40990 F2014/15						Martin, Rebecca		
4200 5100 0XX0 00XX	40990 F2014/15						Mason, Jennifer		
4200 5100 0XX0 00XX	40990 F2014/15						Mason, Tyler		
4200 5100 0XX0 00XX	40990 F2014/15						Mathis, Heather		
4200 5100 0XX0 00XX	40990 F2014/15								Cherese Matthews
4200 5100 0XX0 00XX	40990 F2014/15						Mauldin, Clint		
4200 5100 0XX0 00XX	40990 F2014/15						McDavid, Kathleen		
4200 5100 0XX0 00XX	40990 F2014/15						McElroy, Brittany		
4200 5100 0XX0 00XX	40990 F2014/15						McGee, Teresa		
4200 5100 0XX0 00XX	40990 F2014/15						McManus, Jeanette		
4200 5100 0XX0 00XX	40990 F2014/15						Mcrae, Lana		
4200 5100 0XX0 00XX	40990 F2014/15						Jayne Megargel		
4200 5100 0XX0 00XX	40990 F2014/15						Mehl, Annette		
4200 5100 0XX0 00XX	40990 F2014/15						Mehl, Chuck		
4200 5100 0XX0 00XX	40990 F2014/15						Meinholz, Jon		
4200 5100 0XX0 00XX	40990 F2014/15						Messier, Tammy		
4200 5100 0XX0 00XX	40990 F2014/15						Mickle, Chris		
4200 5100 0XX0 00XX	40990 F2014/15						Mikell, Lori		
4200 5100 0XX0 00XX	40990 F2014/15						Mikell, William		
4200 5100 0XX0 00XX	40990 F2014/15						Miller, John		

Summer Positions - THS

06/08-07/30

Funding	Location	Position	Qty	Days	Hrs/Day	Hrs	Board Mtg 6/2/15	Board Mtg 6/23	Board Mtg 7/20
1000 7300 0160 0021 12016	THS	Clerical	1	24	5.5	132	Monica Brown		
1000 7300 0160 0021 12016	THS	Clerical					Rayanne Ferguson		
1000 7300 0160 0021 12016	THS	Clerical					Lori Powell		
1000 7300 0160 0021 12016	THS	Clerical					Lee Atwood		
1000 7300 0160 0021 12016	THS	(Front Office) Clerk	1	24	5.5	132	Kaylee Crawford		
4200 6120 0160 0021 40810 F2015	THS	Guidance Clerk (MS & HS) IDEA	2	1	8	16	Rayanne Ferguson		
4200 6120 0160 0021 40810 F2015	THS	Guidance Clerk (MS & HS) IDEA					Lee Atwood		
1000 6120 0130 0021 12015	THS	Guidance Counselor (MS)	1	8	8	64	Alanna Susi		
1000 6120 0130 0021 12015	THS	Guidance Counselor (HS)	1	20	8	160	Erin Whitaker		
4200 6120 0130 0021 40810 F2015	THS	Guidance Counselor (MS) IDEA	1	1	8	8	Alanna Susi		
4200 5200 0120 0021 40810 F2015	THS	Teacher (Reg. for IEP) IDEA	1	1	8	8	Taven Bennett		
4200 5200 0120 0021 40810 F2015	THS	Teacher (Reg. for IEP) IDEA							Kim Martin
4200 5200 0120 0021 40810 F2015	THS	Teacher (ESE for IEP) IDEA	1	1	8	8	Connie Loy		
4200 5200 0120 0021 40810 F2015	BHS	Staffing Specialist (HS) IDEA	1	1	8	8	Mandy Brock		
4200 5200 0120 0021 40810 F2015	THS	Teacher (Reg. for IEP) IDEA	1	1	8	8	Christine Smith		
4200 5200 0120 0021 40810 F2015	THS	Teacher (ESE for IEP) IDEA	1	1	8	8	Diana Manders		
1000 5100 0120 0021 12015	THS	Physical Education Teacher	1			300	Andrew Thomas		
1000 5300 0120 0021 12015	THS	MS Agriculture Teacher	1	5	10	50	Heather Rucker		
1000 5300 0120 0021 12015	THS	HS Agriculture Teacher	1	24	6.5	156	Ashley Young		
							Heather Rucker		
1000 6120 0160 0021 12016	THS	Data Processor	1	15	8	120	Audrey Parrish		
1000 5100 0120 0021 12015	THS	Algebra 1 Remediation Teacher	1	15	5	25		Don Stewart	
1000 5100 0120 0021 12016	THS	Credit Recovery Supervisor	1	24	5	120		TBD	Jennifer Gough

Summer Positions - District Office

06/08-07/30

Funding	Location	Position	Qty	Days	Hrs/Day	Hrs	Board Mtg 6/2/15	Board Mtg 6/23/15	Board Mtg 7/20
							All school board approved substitute bus aides		
4200 5300 0120 XXXX 40850 F2015	DO	Academy Coordinator	1	8	6.5	52	Becky Thomas		
4200 5300 0120 XXXX 40850 F2015	DO	Academy Coordinator	1	4	6.5	26	Don Barselou		
1000 5200 0120 0021 12015	DO	ESY Summer for TMHS	1	11	2	22			Connie Loy
									Taven Bennett
1000 5200 0120 0031 12015	DO	Life Skills Teacher ESY	1	16	6.5	104	Jean Roberts		
							Joan Reed		
1000 5200 0150 0031 12016	DO	Life Skills Paraprofessional ESY	1	16	6.5	104	Joan Reed		
							Joy Bradley		
							Lana Fouts		
							Casey Alvarez (sub)		
							Jean Roberts		
4200 6140 0120 9007 40810 F2015	DO	School Psychologist	1	25	8	200	Jill Bullock		
1000 6110 0130 XXXX 12015	DO	Truancy Coordinator	1	4	8	32	Sharon Langford		
1000 5100 0120 XXXX 12015	DO	Reading Coaches	1	15	6.5	195	Cindy Kight		
1000 5100 0120 XXXX 12015	DO	Reading Coaches	1	15	6.5	195	Krista Perryman		
1000 5100 0120 0041 10130 R0023	DO	3rd grade reading Camp June 15- July 23	4	26	8	832	Jill Wells		
1000 5100 0120 0041 10130 R0023	DO	3rd grade reading Camp June 15- July 23							Nell Hartsfield
1000 5100 0120 0041 10130 R0023	DO	4th grade reading Camp June 15- July 23					Faye Smith		
1000 5100 0120 0032 10130 R0023	DO	5th grade reading Camp June 15- July 23					Kaye Rolling		
1000 5100 0120 0032 10130 R0023	DO	5th grade reading Camp June 15- July 23					Kim Whitley		
1000 5100 0120 0032 10130 R0023	DO	6th grade reading Camp June 15- July 23					Cayti Welbers		
1000 5100 0120 0032 10130 R0023	DO	6th grade reading Camp June 15- July 23						Lana Hastings	
1000 9100 0160 00XX 10240	DO	IT Tech Personnel				77.5	Robert Cooper		

Summer Positions - BHS

06/08-07/30

Funding	Location	Position	Qty	Days	Hrs/Day	Hrs	Board Mtg 6/2/15	Board Mtg 6/23	Board Mtg 7/20
1000 7300 0160 0031 12016	BHS	Clerical	1	24	5.5	132	Kay Willingham		
1000 7300 0160 0031 12016	BHS	Clerical					Pam Powell		
1000 7300 0160 0031 12016	BHS	Clerical					Stephanie Holder		
1000 7300 0160 0031 12016	BHS	Clerical					Karla Waldron		
1000 7300 0160 0031 12016	BHS	Clerical					Andrea Gregory		
1000 7300 0160 0031 12016	BHS	Clerical							
1000 7300 0160 0031 12016	BHS	(Front Office) Clerk	1	24	5.5	132	Andrea Gregory		
1000 7300 0160 0031 12016	BHS	(Front Office) Clerk					Pam Powell		
1000 7300 0160 0031 12016	BHS	(Front Office) Clerk					Stephanie Holder		
1000 7300 0160 0031 12016	BHS	(Front Office) Clerk					Karla Waldron		
1000 7300 0160 0031 12016	BHS	(Front Office) Clerk							
4200 6120 0160 0031 40810 F2015	BHS	Guidance Clerk (MS & HS) IDEA	2	1	8	8	Pam Powell		
4201 6120 0160 0031 40810 F2015	BHS	Guidance Clerk (MS & HS) IDEA				8	Stephanie Holder		
1000 6120 0130 0031 12015	BHS	Guidance Counselor (MS)	1	8	8	64	Xina Leggett		
1000 6120 0130 0031 12015	BHS	Guidance Counselor (HS)	1	20	8	160	Dana Collins		
4200 6120 0130 0031 40810 F2015	BHS	Guidance Counselor (MS) IDEA	1	1	8	8	Xina Leggett		
4200 5200 0120 0031 40810 F2015	BHS	Teacher (Reg. for IEP) IDEA	1	1	8	8	Tonia Hodge		
							Kathy Sites		
4200 5200 0120 0031 40810 F2015	BHS	Teacher (ESE for IEP) IDEA	1	1	8	8	Tiffany Liles		
							Nell Hartsfield		
							Kathy Sites		
4200 5200 0120 0031 40810 F2015	BHS	Staffing Specialist (HS) IDEA	1	1	8	8	Sally Martin		
4200 5200 0120 0031 40810 F2015	BHS	Teacher (Reg for IEP) IDEA	1	1	8	8	Terry Carnley		
4200 5200 0120 0031 40810 F2015	BHS	Teacher (ESE for IEP) IDEA	1	1	8	8	Tiffany Liles		
1000 5100 0120 0031 12015	BHS	Physical Education Teacher	1			300	Joey Whittington		
1000 5100 0120 0031 12015	BHS	JROTC Teacher	2	31	5	156	Jon Meinholz		
1000 5100 0120 0031 12015	BHS	JROTC Teacher				156	Dennis McGill		
1000 5300 0120 0031 12015	BHS	MS Agriculture Teacher	1	5	10	50	Debbie Jones		
1000 6120 0160 0031 12016	BHS	Data Processor	1	15	8	120	Missie Taylor		
1000 5100 0120 0031 12015	BHS	Algebra 1 Remediation Teacher	1	15	5	50		James Guerry	
1000 5100 0120 0031 12015	BHS	Algebra 1 Remediation Teacher						Kyle Sanders	
1000 5100 0120 0031 12015	BHS	Algebra 1 Remediation Teacher							Kathy Jo Smith
1000 5100 0120 0031 12016	BHS	Credit Recovery Supervisor	1	24	5	120		TBD	Dana Collins
4200 5300 0120 0031 40880 F2015	BHS	Criminal Justice Planning	1	10	8	80		Mark Lundy	

Master Inservice Plan 2015-2016



NEFEC

— NORTHEAST FLORIDA —
EDUCATIONAL CONSORTIUM

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

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

Section 1

NEFEC Master Inservice Plan 2015-2016

TABLE OF CONTENTS

Section 1	TABLE OF CONTENTS	
Section 2	GENERAL OVERVIEW	2-1 – 2-15
Section 3	LIST OF COMPONENT NAMES AND NUMBERS	3-1 – 3-8
Section 4	COMPONENTS (GENERAL EDUCATION)	4-1 – 4-79
Section 5	COMPONENTS (ESE)	5-1 – 5-92
Section 6	ATTACHMENT A Athletic Coaching Endorsement Program	6-1 – 6-27
Section 7	ATTACHMENT B ESOL Endorsement Program	7-1 – 7-34
Section 8	ATTACHMENT C Gifted Endorsement Program	8-1 – 8-43
Section 9	ATTACHMENT D Prekindergarten Disabilities Endorsement Program	9-1 – 9-37
Section 10	ATTACHMENT E Reading Endorsement Program	10-1 – 10-66
Section 11	ATTACHMENT F Special Programs: NGCAR-PD, Middle Grades Integrated Curriculum Review, Elementary K-6 Online Content Review	11-1 – 11-30
Section 12	APPENDICES A – Learning Forward Standards for Professional Learning and Florida Protocol Standards B – Management NOEL (NEFEC Organization of Educational Leaders)	12-1 – 12-10

Section 2

MISSION STATEMENT

The Mission of the NEFEC Instructional Services Program (ISP) is to assist member districts in achieving Florida education goals. Recognizing the diversity of needs in our schools, districts, and communities, the ISP is charged with providing access to state-of-the-art programs of continuing professional learning, keyed to school improvement objectives and the professional learning system to ensure that all teachers and other school-related personnel develop and demonstrate the skills, values, and knowledge needed to help all students attain the highest standards of performance. To achieve this mission, 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 MIP will be updated by the NEFEC Instructional Services staff at least annually based upon need; copies of updates will be distributed to member 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 Master Inservice Plan 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 Master Inservice Plan (MIP). A subcommittee is established to design the changes to the current Master Inservice Plan. 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 twelve main sections. These sections and their sub-

sections are represented in this document entitled “NEFEC Master Inservice Plan 2015-2016.”

6. **Share Outcomes, Format and Seek Agreement/Suggestions**

The revised MIP format with revisions is distributed on the NEFEC MIP web page to districts for review and finalization by NOELs. Direction for final adjustments and approval for submission are given.

7. **2015-2016 Revisions**

During the 2014-2015 school year, member districts were encouraged to submit additions, deletions, and other changes as encountered so that the Master Inservice Plan has become a dynamic document that always remains up-to-date. The following revisions are included in the 2015-2016 plan:

- Addition of ESE components:
 - *Florida’s Small Group Planning and Problem-Solving (SGPPS) Process Preparation Module #7-102-001 (does not satisfy SWD requirement)*
 - *PDA Technology for Student Success: Tools for Reading Comprehension #3-100-005 (does satisfy SWD requirement)*
- Change in inservice point values:

Component	Identifier Number	Inservice Point Value as Reflected in MIP before 2015	Inservice Point Value for 2015-2016 MIP
PDA: Instructional Practices	2-100-001	30	60
PDA: Differentiating Mathematics Instruction	2-100-005	60	30
PDA: Differentiating Science Instruction	2-100-006	60	30
PDA: Interpersonal Interactions and Participation	2-100-003	60	30
PDA: Introduction to Differentiating Instruction	1-100-003	60	20

- Change in component title from *PDA: Instruction for Students with Disabilities Online PD Module* to *PDA: Teaching Students with Disabilities*
- Addition of High Quality MIP Component: *Project-Based Learning 2-408-002*
- Addition of High Quality MIP Component: *Middle School Professional Development 8-512-001*
- Addition of objectives in #6-511-002 *School Safety* to include sexual health education for school personnel; addition of objectives to include tobacco

prevention and health concerns associated with tobacco use; change of component name to *School Health and Safety*

- Revision of objectives in #8-510-001 *Custodian* to include maintenance training; change of component name to *Custodial and Maintenance Training*
- Addition of Prekindergarten Disabilities Add-On Endorsement Program
 - *Module 1: Typical and Atypical Development* #2-100-009
 - *Module 2: Assessment and Evaluation* #4-102-005
 - *Module 3: Curriculum* #2-105-001
- Replacement of Gifted Endorsement Program with revised 2015-2020 Program

NEFEC Member District Professional Development System Plan and the NEFEC Master Inservice Plan

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
- Annual School Reports
- Student Achievement Data
- Southern Association of Colleges and Schools (SACS) Reports
- School Board and Legislative Requirements
- Audits
- School Discipline Data
- School Environment Surveys
- Assessments of Parent Satisfaction

Required Individual Professional Learning/Deliberate Practice Plans for Instructional Personnel

Principals are required to establish and maintain an individual professional learning plan for all instructional personnel. Principals verify with a designated district administrator that all plans have been established and are being maintained. The principal and teacher will complete a final assessment of the previous year's IPLP/DP and a new plan for the current school year will be 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
- Teaching Methods
- Technology
- Assessment
- Data Analysis
- Classroom Management
- School Safety
- Subject Area Content
- Family Involvement (Parenting)

DESIGN AND DEVELOPMENT PROCESS

The tasks of revising and updating the Master Inservice Plan were assigned to the committee listed in the following table:

District	Name
Baker	David Davis
Baker	Amy Sapp
Bradford	Lisa Prevatt
Columbia	Beth Bullard
Dixie	Buddy Schofield
Dixie	Nicole Chesser
FSDB	Tracie Snow
FSDB	Suzi Gauthier
FSDB	Ava Kimbrough
Gilchrist	Wendy O'Steen
Gilchrist	Billie Jo Bible
Lafayette	Gina Hart
Putnam	Helen Muir
Putnam	Karen Hager
Union	Debi Dukes
NEFEC	Joy Davis
NEFEC	Denise Harshbarger
NEFEC	Vicki Crisp
NEFEC	Ryan Mitchell

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 Master Inservice Plan 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:

- A. Add-on Endorsement
- B. Alternative Certification
- C. Florida Educators Certificate Renewal
- D. Other Professional Certificate/License Renewal
- E. Professional Skills Building – Non-Instructional *Note: All Non-Certified personnel should be included in this category*
- F. W. Cecil Golden Professional Development Program for School Leaders
- G. Approved District Leadership Development Program
- H. No Certification, Job Acquisition, or Retention Purposes *Note: Use for components in the district's master plan that are not intended to be used for any of the other purposes listed*

PROFESSIONAL LEARNING DELIVERY AND IMPLEMENTATION

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

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

Instructional delivery occurs in a variety of ways:

Learning (Delivery) Methods:

- A. Knowledge Acquisition (workshop, training event, or process limited to knowledge transmission/training focused on understanding the component's content)

- B. Electronic, Interactive (includes facilitation support in development/ application on the job)
- C. Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- D. Learning Community/Lesson Study Group (where job embedded collegial support processes are core learning delivery method development)
- F. Independent Inquiry (includes development, for example, Action Research; creating professional learning or teaching resources with intended application outcomes specified)
- G. Structured Coaching/Mentoring (may include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- H. Implementation of “High Effect” Practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- I. Job Embedded (workshop, training event or process focused on modeling and supporting new/improved practices being successfully demonstrated on the job)
- J. Deliberate Practice (learning processes embedded in deliberate practice growth targets or individual professional development plans [IPDP], Leadership Development Plans [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 Master Inservice Plan evaluation process has three elements: 1) Overall component activity evaluation; 2) Evaluation of participant implementation; and 3) Evaluation of the impact on student performance. Together these elements comprise a comprehensive evaluation system that is intended to maintain the highest quality of program delivery, support implementation, and measure the impact of the professional development on students. These elements of the evaluation system follow the requirements of Florida's Professional Development System Evaluation Protocol and are more fully described below.

Overall Component Activity Evaluation

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

- A. To the satisfaction of the consultant/inservice Professional Developer and district, each individual will:
 - 1. Complete the assigned training and support activities.
 - 2. Complete a participant evaluation form assessing the effectiveness of the component's training activity design, delivery and consultant/in-service training leader's expertise.
 - 3. Upon completion of the approved implementation activities, the participants will complete the following items:
 - a. A participant log listing the dates, times, and hours of direct involvement in the activities for the purpose of computing inservice credit.
 - b. Signatures of the participant and supervisor/inservice leader verifying completeness and authenticity of the information being submitted.
- B. Upon completion of all activities related to the component activity, the consultant/inservice Professional Developer will provide the district Professional Development Office with a component activity packet that includes the following:
 - 1. A list of participants, including a record of each participant's attendance and the results of each participant's evaluation, along with the consultant/inservice Professional Developer signature certifying that

- those receiving in-service points under the component have completed the training and support activities.
2. A copy of the desired outcomes/objectives for the training to ensure alignment with the intended objectives.
 3. Plans for one or more approved support activities listed in the component.
 4. Completed participant evaluation forms as listed in section A above (2, 3a, b).

Evaluation of Participant Implementation

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

Evaluation Methods:

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

Staff:

- A. Changes in Instructional or Learning Environment Practices (implemented in the classroom or directly with students; observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
- B. Changes in Instructional Leadership or Faculty Development Practices (observed or measured impact on leader proficiency, faculty, or students)
- C. Changes in Student Services/Support Practices
- D. Other Changes in Practices (supporting effective implementation of job responsibilities; observed or measured impact on specific job responsibilities)
- E. Fidelity of Implementation of the Professional Learning Process (where impact on the job is not or cannot be observed or measured, evaluation is on alignment of actual training/development with planned high quality professional learning design and specific learning objective(s))
- F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)
- G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues)

Students:

- A. Results of State or District-Developed/Standardized Student Growth Measure(s)

- B. Results Of School/Teacher-Constructed Student Growth Measure(s) that track student progress
- C. Portfolios of Student Work
- D. Observation of Student Performance
- F. Other Performance Assessment(s) that reveal impact on students including learning objectives or behavioral growth
- G. Did Not Evaluate Student Outcomes (as “evaluation method, staff” is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component)
- Z. Did Not Evaluate Student Outcomes (due to absence of a reliable, valid, and measurable cause and effect relationship between the professional development and impact on students)

Alignment with the Florida Educator Accomplished Practices (FEAPs)

The Florida Educator Accomplished Practices serve as the state’s standards for effective instructional practice and are used to define and identify effective teaching.

On December 17, 2010, the State Board of Education approved a substantial revision of Rule 6A-5.065, redefining the Florida Accomplished Educator Practices (FEAPs). The revised rule, which replaced the original FEAPs approved in 1998, serves as the state’s standards for effective instructional practice.

The FEAPs are based on essential foundational principles. In addition, the six (6) FEAPs are organized around the instructional process and professional expectations, with each FEAP clearly defined by a series of descriptors 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:
- a. Deliver engaging and challenging lessons;
 - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 - c. Identify gaps in students' subject matter knowledge;
 - d. Modify instruction to respond to preconceptions or misconceptions;
 - e. Relate and integrate the subject matter with other disciplines and life experiences;
 - f. Employ higher-order questioning techniques;

- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

Continuous Improvement, Responsibility and Ethics.

- 1. Continuous Professional Improvement. The effective educator consistently:
 - a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
 - b. Examines and uses data-informed research to improve instruction and student achievement;
 - c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
 - d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - e. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
 - f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Alignment with National and State Standards

Professional learning programs are developed to coordinate and align professional learning courses and activities that adhere to Learning Forward Standards, Florida's Professional Development System Evaluation Protocol, SBE Rule 6A-5.071, and Florida Statute 1012.98. Support mechanisms are provided to ensure implementation and mastery of intended outcomes. (A listing of the Learning Forward Standards and Florida's Professional Development System Evaluation Protocol are found in Section 12, 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
A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building – Non-Instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes	M. Structured Coaching/Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-Interactive T. Evaluation of Practice
LEARNING (DELIVERY) METHODS	EVALUATION (STAFF/PARTICIPANT)
A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-Interactive D. Learning Community/Lesson Study Group F. Independent Inquiry G. Structured Coaching/Mentoring H. Implementation of “High Effect” Practice(s) I. Job Embedded J. Deliberate Practice K. Problem Solving Process	A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (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	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 3

General Education Components

2015-2016

The table below is a numerical listing of the professional learning components designed for implementation under this Master Inservice Plan.

Component Name	Component #	Page #
Subject Content/Academic Standards		
Fine Arts Content	1-000-001	4-2
Other Content Areas	1-007-001	4-3
Language Arts Content	1-008-001	4-4
Mathematics Content	1-009-001	4-5
Physical Education Content	1-011-001	4-6
Reading Content	1-013-001	4-7
Science Content	1-015-001	4-8
Social Studies Content	1-016-001	4-9
Writing	1-017-001	4-10
Career and Technical Education	1-211-001	4-11
Adult Education Content	1-300-001	4-13
State Instructional Materials Committee	1-501-001	4-15
Instructional Methodology/Faculty Development		
New Teacher Orientation/Survival Training	2-007-001	4-16
Florida Curriculum Standards	2-007-002	4-17
Preschool/Child Care	2-012-001	4-18
Communication	2-406-001	4-19
Teaching Methodology	2-408-001	4-20
Project Based Learning*	2-408-002	4-22
Multicultural Sensitivity	2-412-001	4-27
Technology Integration/Digital Learning Support		
Technology In the Classroom	3-007-001	4-29
Technology Applications	3-404-001	4-31
Assessment and Data Analysis/Problem Solving		
Monitoring and Evaluation of Assessment	4-401-001	4-33
Data Analysis	4-401-002	4-35
Design and Development of Assessment Tools	4-401-003	4-36
Classroom Management		
Classroom Management	5-404-001	4-38
Mental Health Services	5-414-001	4-39
School Safety/Safe Learning Environment/School Culture		
Substance Abuse Prevention	6-403-001	4-40
School Health and Safety	6-511-002	4-41
Child Abuse Prevention	6-511-003	4-43
Management/Leadership Training		
Planning and Organization	7-404-001	4-44
Multi-Tiered System of Supports (MTSS)	7-415-001	4-46
Teachers As Leaders	7-507-001	4-47

Clinical Education	7-507-002	4-49
Administrators As Managers	7-507-003	4-51
Mentoring	7-507-004	4-52
Action Research	7-507-005	4-54
Professional Learning Communities	7-507-006	4-55
Advanced Educational Leadership	7-507-007	4-56
Aspiring Leaders	7-507-008	4-57
School Improvement	7-512-001	4-59
School Principal	7-513-001	4-61
General Support		
Media Content	8-407-001	4-62
Policies and Procedures	8-410-001	4-63
Parent Involvement and Communication	8-413-001	4-64
Code of Ethics	8-416-001	4-65
Transfer Credit	8-500-001	
Food Service Training	8-505-001	4-66
Educational Paraprofessionals/Aides	8-506-001	4-67
Substitute Teacher	8-506-002	4-68
Office/Clerical Support	8-509-001	4-69
Custodial and Maintenance Services	8-510-001	4-70
Middle School Professional Development*	8-512-001	4-71
Transportation	8-515-001	4-77
Teacher Observation and Evaluation System	8-520-001	4-78
Student Growth/Achievement/Success		
N/A		

*High Quality MIP Component

Exceptional Student Education Components

Component	Component Identifier Number	Satisfies SWD Requirement	Page Number
Subject Content/Academic Standards			
PDA: Transition Process	1-100-001	✓	5-2
PDA: Differentiating Reading Instruction (Use 1-013-021 for Reading Endorsement Competency 4)	1-100-002	✓	5-8
PDA: Introduction to Differentiating Instruction— Responding to All Learners	1-100-003	✓	5-6
PDA: Foundations of ESE	1-103-001		5-8
Visually Impaired	1-105-007	✓	5-10
Hearing Impaired	1-105-008	✓	5-12
Instructional Methodology/Faculty Development			
PDA: Instructional Practices	2-100-001	✓	5-13
PDA: Language Development and Communication	2-100-002	✓	5-14
PDA: Interpersonal Interactions and Participation	2-100-003	✓	5-15
Instructional Techniques and Materials for ESE	2-100-004	✓	5-16
PDA: Differentiating Math Instruction	2-100-005	✓	5-17
PDA: Differentiating Science Instruction	2-100-006	✓	5-26
PDA: Teaching Students with Disabilities	2-100-007	✓	5-35
Teaching Methodology for Exceptional Students	2-100-008	✓	5-42
Technology Integration/Digital Learning Support			
Assistive Technology in the Classroom	3-100-001	✓	5-44
PDA: Technology for Student Success—Assistive Technology	3-100-003	✓	5-45
PDA: Technology for Student Success—An Introduction	3-100-004	✓	5-60
PDA: Technology for Student Success—Tools for Reading Comprehension	3-100-005	✓	5-66
Instructional Technology in the ESE Classroom	3-105-001	✓	5-71
Assessment and Data Analysis			
PDA: Assessment and Evaluation	4-102-001	✓	5-73
PDA: Formative Assessment Process for Differentiating Instruction	4-102-003	✓	5-75
Assessment for Students with Disabilities	4-102-004	✓	5-80
Classroom Management			
PDA: Positive Behavior Support	5-101-001	✓	5-82
Classroom Management for Exceptional Students	5-101-002	✓	5-83
Florida's Small Group Planning and Problem-Solving (SGPPS) Process Preparation Module	7-102-001		5-84
General Support			
ESE Procedures and Practices	8-103-102		5-89
PDA: Matrix of Services	8-103-103		5-91

Add-On Endorsement Program Components

Athletic Coaching Endorsement Program

Attachment A (Section 6: pages 6-1 thru 6-27)

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

ESOL Endorsement Program

Attachment B (Section 7: pages 7-1 – 7-34)

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

Attachment C (Section 8: pages 8-1 thru 8-43)

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

Attachment D (Section 9: pages 9-1 thru 9-37)

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

Attachment E (Section 10: pages 10-1 thru 10-66)

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

Attachment F Section 11

ESOL For Administrators, Guidance Counselors Category II, III, IV Plus Others

(Pages 11-1 – 11-17)

Title Of Component	Component Number	Number of Inservice Points Required
ESOL Basic 60 (for Category II Teachers)	1-704-020	60
ESOL for Other Content Areas (Category III)	1-704-027	18
ESOL for Administrators	1-705-028	60
ESOL for Guidance Counselors	1-705-029	60
ESOL Essentials/Methods	1-700-030	Up to 120
ESOL Basics	1-700-001	Up to 120

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

(Pages 11-18 – 11-28)

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

**Middle Grades Integrated Curriculum
Review Module**

(Pages 11-29)

The Middle Grades Integrated Curriculum Online Content Review Module, sponsored by the Bureau of Exceptional Education and Student Services is designed to help educators review their knowledge in the areas of English, math, science and social science as required in the Middle Grades Integrated Curriculum 5-9 certification exam.

Title Of Component	Component Number	Number Of Inservice Points Required
Middle Grades Integrated Curriculum Online Content Review Module	N/A	No inservice points awarded

**Elementary K-6 Online Content
Review Module**

(Pages 11-30)

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 Required
Elementary K-6 Online Content Review Module	N/A	No inservice points awarded

Safety Video Component

Title Of Component	Component Number	Number Of Inservice Points	Page
School Safety:	6-511-002	8	4-41
<ul style="list-style-type: none"> • Playground Supervision • Child Abuse • Proper Lifting • Slips and Trips • Student Fights • Principals' Hazard Recognition • Bloodborne Pathogens • Hazard Communications 		(1 hour each)	

Intel Teach Elements

Title of Course	Component	Component Number	Number of Inservice Points	Page
Assessment in 21st Century Classrooms	Assessment	4-401-001	30	4-33
Project-Based Approaches	Teaching Methodology	2-408-001	30	4-20
Thinking Critically with Data	Data Analysis	4-401-002	30	4-35
Educational Leadership in the 21st Century	Educational Leadership	7-507-003	20	4-57
Collaboration in the Digital Classroom	Technology in the Classroom	3-007-001	30	4-29
Designing Blended Learning	Teaching Methodology	2-408-001	30	4-20

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.

NEFEC Regional Principal Leadership Academy (PLA)

Total Hours: 180

Component: Educational Leadership

Component Identifier Number: 7-507-003

Course	Component Number	Hours	Page
ESOL for Administrators	1-705-028	60	11-10
Data Analysis for Instructional Leaders	7-507-003	22	4-51

Introduction to Florida Principal Leadership Standards	7-507-003	3	4-51
Principal Inquiry	7-507-003	3	4-51
Ethical Leadership	7-507-003	6	4-51
Regional PLA Required Assignments	7-507-003	86	4-51

Section 4

Professional Learning Components for General Education

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 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

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:

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

PHYSICAL EDUCATION CONTENT

COMPONENT IDENTIFIER NUMBER: 1-011-001

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. 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.
2. Demonstrate knowledge of the National Standards for Physical Education.
3. Understand and demonstrate understanding and respect for differences among people in physical activity settings.

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

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 Technical and Career Education areas in order to develop a quality program.
5. Determine the sequence of concepts, prerequisite knowledge, skills and appropriate time frame to be included in the curriculum and/or units of instruction.
6. 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.
7. Identify and set criteria to be used in selecting text, software, and instructional materials.
8. 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.
9. Identify special needs of students and implement teaching and counseling strategies to promote their learning.
10. 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 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.
4. 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

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

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 handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourages students 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

HIGH QUALITY MIP (HQMIP) COMPONENT:

PROJECT BASED LEARNING

1. IDENTIFICATION

- Title: 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** (face-to-face and Level 1 implementation)/**Maximum 60**

2. 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.

3. 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 instructional practice: Lesson Design

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

4. FLORIDA 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 type="checkbox"/>

5. IMPACT AREAS

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

6. SPECIFIC LEARNER OUTCOMES

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

7. 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**

- Attend face-to-face training
- 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
- 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)

8. 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

9. IMPACT EVALUATION PROCEDURES

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

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.

10. 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.

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,ZFEAP: A1,A2,A3

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 Sunshine 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,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 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,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

1. Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:
2. Understand the need to evaluate students' achievement against standards and criteria rather than a comparison with other students
3. Understand the role of assessment in planning instruction to meet student learning needs and to improve student learning outcomes
4. Diagnose students' readiness to learn and their individual learning needs to plan appropriate intervention strategies
5. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains
6. 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
7. 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
8. Develop and implement pre-assessments based on precise learning goals
9. Develop and implement formative assessments based on precise learning goals
10. Develop and implement summative assessments based on precise learning goals
11. Demonstrate the ability to create assessment tasks that are weighted to balance the developmental (formative) and judgmental (summative) roles of assessment
12. 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
13. 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 IDENTIFIER NUMBER:

5-414-001

Maximum Inservice Points:

120

GENERAL OBJECTIVE

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

PROFESSIONAL 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

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

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

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

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

COMPONENT IDENTIFIER NUMBER: 7-415-001

120 Inservice Points

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

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

COMPONENT IDENTIFIER NUMBER:

7-507-002

Maximum Inservice Points:

120

GENERAL OBJECTIVE

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

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

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 feed back 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:
 - The participant will acquire knowledge, skills, and attitudes in effective pre-observation conference techniques
 - The participant will acquire skills in systematic observation of professional behaviors
 - The participant will acquire skills in modeling effective strategies for instruction and/or administrative facilitation
 - The participant will acquire skills in collaborative planning techniques
 - The participant will demonstrate skills in planning and conducting post-observation conferences and/or providing informal feedback
 - 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:
 - demonstrate learning of professional learning teams to ensure that every staff member contributes and works interdependently to achieve a goal
 - clarify intended outcomes within the teams
 - demonstrate facilitation skills that provide support during team meetings
 - recognize collaborative efforts that result in student gains and accomplishments of school goals
 - discuss collective individual goals related to the alignment between school and district goals
 - know the skills of reflective practice
 - 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:

- Apply the components of the assessment framework: screening, diagnostic, progress monitoring, and outcome assessments
- Identify technically valid written and alternative classroom and school-level assessments
- Apply a frame of reference for interpreting test scores
- 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
- Interpret data through variety of formats, e.g., graphic displays, descriptive statistics, and test item analysis
- Identify the role of assessment in a school-setting in the areas of: planning instruction to meet student learning needs, school level professional development, in making school-wide curriculum decisions, and in providing feedback to teachers regarding the effectiveness of instruction
- Define a decision making model and curriculum mapping tools
- Interpret and analyze assessment data to improve instruction and student performance
- Create and define learning goals and objectives
- Use a variety of software tools to analyze, display, and share data
- Communicate value added model data to instructional personnel
- Interpret observational data linked to the Florida Educator Accomplished Practices
- Demonstrate knowledge to effectively coach for instructional change
- Discuss the seven principles of *Fierce Conversations*
- Design curriculum plans and assessments
- Develop formative assessments and rubrics
- Identify the characteristics of a strong summative/interim assessment

- Demonstrate knowledge to be able to identify and cultivate instructional leaders
- Identify the common elements of highly effective instruction
- Define the roles and responsibilities of principals
- Demonstrate knowledge to lead a professional learning community
- 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

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 Program.
3. Learn procedures for accurately documenting the Competencies.
4. Select appropriate documents to verify mastery of each specific competency.
5. Verbalize the respective roles that are expected for the supervising principal in relationship to the entry level administrator.
6. Complete a Professional Development Plan.
7. Complete other activities/requirements specified in the district's approved 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

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

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

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 maintenance 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

HIGH QUALITY MIP (HQMIP) COMPONENT: MIDDLE SCHOOL PROFESSIONAL DEVELOPMENT

(TO SATISFY THE REQUIREMENTS OF SENATE BILL 850)

1. IDENTIFICATION

- 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

2. 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.

3. 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 instructional practice:
- ☐ Mastery of a specific leadership practice:
- ☐ Multi-tiered System of Supports (MTSS)

- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other:

4. 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

5. IMPACT AREAS

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

6. SPECIFIC LEARNER OUTCOMES

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

Integrated CAPE Digital Tool Instruction

2. Demonstrate knowledge about selecting, using, and integrating a variety of technologies to optimize student use of 21st century digital learning resources
3. 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

4. Build a collaborative structure in which learning is student-centered and personalized
5. Share strategies in shifting from a focus on teaching to focus on learning
6. Demonstrate knowledge of a competency-based system focused on personalized learning, strong teacher-student relationships, flexible supports, and development of 21st century skills
7. 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

8. Develop an effective classroom management system that has a positive impact on student achievement
9. Plan and align teacher actions that provide clear consequences for unacceptable behavior and teacher actions that recognize and reward acceptable behavior
10. 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

11. 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
12. Build appropriate competency-based assessments to assess learning and grant credit for extended learning opportunities

Instructional Leadership

13. 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
14. Demonstrate knowledge that instructional leadership resides with a team of leaders of which the principal serves as the “leader of leaders.”
15. Demonstrate knowledge that instructional leadership focuses upon the effective management of resources and of people—recruiting, hiring, developing, evaluating—particularly in changing environments

7. 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**

- Participants will understand the district code of student conduct and demonstrate knowledge of its implementation
- Participants will understand and be able to use a variety of appropriate tools for digital learning
- Participants will be able to understand how to choose the appropriate digital resources to enhance learning
- Participants will increase knowledge about competency-based instruction and explore alternative experiences including internships, community service, online learning, educational travel, and/or independent study
- Participants will engage in the development of an effective classroom management system
- Participants will practice relationship-building strategies to support student learning
- 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)

8. 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

9. IMPACT EVALUATION PROCEDURES

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

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.

10. 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.

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

Section 5

Professional Learning Components for Exceptional Student Education

PDA: TRANSITION PROCESS

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

PDA: DIFFERENTIATING READING INSTRUCTION

COMPONENT IDENTIFIER NUMBER:

1-100-002

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. 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

PDA: INTRODUCTION TO DIFFERENTIATING INSTRUCTION—RESPONDING TO ALL LEARNERS

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

PDA: FOUNDATIONS OF ESE

COMPONENT IDENTIFIER NUMBER:

1-103-001

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

PROFESSIONAL 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

PDA: INSTRUCTIONAL PRACTICES IN ESE

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

PDA: LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS

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

PDA: INTERPERSONAL INTERACTIONS AND PARTICIPATION

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

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

PDA: DIFFERENTIATING MATH INSTRUCTION

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 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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PDA: DIFFERENTIATING SCIENCE INSTRUCTION FOR ALL STUDENTS

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

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER:

2-100-007

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 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

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

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 3-100-003

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

SPECIFIC OBJECTIVES

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

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

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

DESCRIPTION OF ACTIVITIES

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

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

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Implementation- Strategies:

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

Learning (Delivery) Methods: B,C

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

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

FEAP: A1, A4

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TECHNOLOGY FOR STUDENT SUCCESS: AN INTRODUCTION

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 3-100-004

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.

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 technology terms.
7. Identify key legislation that impacts technology for student with disabilities.
8. Explore the framework for Universal Design for Learning (UDL), including the three guiding principles and their associated guidelines and checkpoints.
9. Complete activities that identify UDL strategies and consider their application in the classroom.
10. Explore assistive technology devices, services and assessment processes needed to align various technologies with the individual needs of students.
11. Complete activities to demonstrate understanding of the differences between high, low and mid-tech assistive technology devices.
12. 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.
13. Complete activities to identify accessible instructional materials and resources.
14. 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.
15. Complete teacher self-assessments and reflect on personal experiences related to technology in the classroom.
16. Complete all comprehension checks.
17. Complete all assessment tasks.

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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PDA TECHNOLOGY FOR STUDENT SUCCESS: TOOLS FOR READING COMPREHENSION

COMPONENT IDENTIFIER NUMBER:

3-100-005

Minimum/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 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

PDA: ASSESSMENT AND EVALUATION

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

FORMATIVE ASSESMENT PROCESS FOR DIFFERENTIATING INSTRUCTION

Professional Development Alternatives

COMPONENT IDENTIFIER NUMBER: 4-102-003

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 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 FOR ESE TEACHERS: 4-102-004

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

PDA: POSITIVE BEHAVIOR SUPPORT

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

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

FLORIDA'S SMALL GROUP PLANNING AND PROBLEM-SOLVING (SGPPS) PROCESS PREPARATION MODULE

COMPONENT IDENTIFIER NUMBER:

7-102-001

Minimum/Maximum Inservice Points:

10/10

Target Group

This course is designed to provide the learner with the introductory information that is needed prior to participation in face-to-face or virtual sessions conducted by approved SGPPS facilitators. This component is intended to be completed in its entirety and no partial credit will be granted. A participant must attend follow-up face-to-face or virtual sessions conducted by an approved SGPPS facilitator in order to receive inservice credit for the module.

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.

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.

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:

Since this module is designed to provide introductory background information, a participant must attend follow-up face-to-face or virtual sessions conducted by an approved SGPPS facilitator in order to receive inservice credit for the module.

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

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

PDA: MATRIX ONLINE PROFESSIONAL DEVELOPMENT MODULE

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.

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

1. Identify a Matrix of Services document.
2. Complete a Matrix of Services document based on a review of an individual educational planning document.
3. 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

Section 6

Attachment A

**ATHLETIC
COACHING
Endorsement
Add-On
Program
2014 - 2019**

Athletic Coaching Add-On Endorsement Program

2014-2019

Table of Contents

- I. Program Title**
- II. Program Rationale and Purpose**
 - A. Need for Program
 - B. Benefits to Districts
- III. Program Content/Curriculum**
 - A. Competencies
 - B. Specialization/Professional Studies
 - C. Nationally Recognized Guidelines
- IV. Instructional Design and Delivery**
 - A. Instructional Strand
 - B. Training Components
 - C. Matrix
 - D. Instructors
- V. Competency Completion Requirements**
 - A. Program Completion
 - B. Competency Demonstration
 - C. Competency Verification
- VI. Program Evaluation**
 - A. Evaluation Plan
 - B. Annual Review
- VII. Management**
 - A. Candidate Application and Admission
 - B. Advisement
 - C. Attendance Requirement for Inservice Points
 - D. Transfer and Utilization of Credit
 - E. Certification of Completion
- VIII. School Board Approval**

I. Program Title:

North East Florida Educational Consortium's Athletic Coaching Add-on Endorsement Program

II. 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 n FLDOE or district requirement:

District	Personnel Earning Endorsement During 2009-2014	Projected Number of Personnel Needing Endorsement
Baker	5	5
Bradford	6	1
Columbia	1	1
Dixie	2	5
Flagler	1	2
FSDB	0	0

FSU-Lab	1	3
Gilchrist	4	5
Hamilton	6	1
Lafayette	2	4
Levy	1	1
Monroe	1	1
P. K. Yonge	2	3
Putnam	3	8
Suwannee	9	1
Union	2	5

B. Benefits to Districts

The NEFEC Athletic Coaching Endorsement Program will allow member districts to meet the need for teachers with expertise and certification for various athletic coaching positions. The approval of the plan will assist the NEFEC region to increase the capacity for high quality coaches to help Florida's children be more active and learn the importance of athletic activities as part of a healthy lifestyle.

III. 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.

IV. 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 ***Learning Forward Standards for Professional Learning***.

B. Training Components (see pages 6-10 to 6-17)

(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

To acquire additional knowledge, methods, trends, and skill application in the coaching of a selected interscholastic sport.

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 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

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

FEAPs: A1, A3

COACHING THEORY

COMPONENT IDENTIFIER NUMBER:

1-011-002

Required Inservice Points:

60

GENERAL OBJECTIVE

The purpose of this component is to acquire additional knowledge, methods, and skill application that will improve coaching effectiveness.

SPECIFIC OBJECTIVES

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

1. Identify legal aspects of athletic coaching (1)
2. Describe tort liability in athletics related to: (45)
 - a) Adequate care
 - b) Proper supervision
3. Identify the constitutional rights of student athletes: (46)
 - a) Identify ethnic or other discrimination
 - b) Identify appropriate disciplinary techniques
 - c) Identify decision-making strategy in eliminating athlete(s) from the team
4. Identify minimum necessary athletic insurance coverage(s) (47)
5. Identify appropriate state/local policy and procedure regulations governing athletic participation (48)
6. Describe contractual law as applied to athletic coaching
7. Identify appropriate coach/athlete interpersonal relations
8. Identify legal precedents and actions in athletic coaching related to: (49)
 - a) Sexual misconduct
 - b) Sexual harassment
 - c) Assault/battery
9. Identify aspects of human growth and development related to athletics (1)
10. Identify the characteristics of student athletes related to: (1)
 - a) Normative differences in chronological age
 - b) Maturational differences
 - c) Readiness to learn, train, and compete
11. Distinguish the experiences appropriate for student athletes at various stages of growth development (2)
12. Select individualized, age appropriate, non-injurious training methods for student athletes (54)
13. Identify stages of psycho-social development related to athletics (3)
14. Describe the psychological aspects of athletic coaching: (24-27)
 - a) Identify instructional and humanistic coaching skills which assist student athletes to develop appropriate self-perceptions

- b) Identify instructional and humanistic coaching skills which enhance appropriate and constructive peer interactions
 - c) Demonstrate ability to recognize and take appropriate action relative to problems among student athletes:
 - Deficit academic performance
 - Inappropriate behaviors/appropriate corrective measures
 - Inability to get along with others
 - Inappropriate behavior occurring outside the athlete context
 - Substance abuse (36-39)
 - Depression
 - Burnout
 - Child abuse
 - Suicidal tendencies
- 15. Demonstrate proficiency in the use of appropriate motivational techniques for the athlete including: (28-29, 50)
 - a) Awareness of performance enhancement techniques
 - b) Visualization
 - c) Stress reduction/relaxation
 - d) Attention focus
 - Identify appropriate techniques for use in monitoring personal emotional self-control in all athletic coaching situations
 - Determine personal physical/emotional status of well-being as an athletic coach
 - Describe skills for effective interpersonal communication with athletes, parents, other coaches, administrators, other members of the school community, the media, and the public at large (51)
 - Identify available/suitable professional resources for athletic counseling
- 16. Identify key elements related to athletics from the 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

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

CARE AND PREVENTION OF ATHLETIC INJURIES

COMPONENT IDENTIFIER NUMBER:

1-011-003

Required Inservice Points:

60

GENERAL OBJECTIVE

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 OBJECTIVES

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

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:

- Selected readings and activities/quizzes
- 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)
- Developing a plan that covers dangers, symptoms, long term effects, etc., of performance enhancing drugs complete with grade/age appropriate resources and reading materials
- Selected videos for coaches on handling sports-related injuries

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

C. Matrix

Component #	Specific Objective (SO) #	Competency #	Method of Competency Demonstration
1-011-001 (Specific Sport)	1		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#1
1-011-001 (Specific Sport)	2	4,5, 53	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#2
1-011-001 (Specific Sport)	3	54,55	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#3
1-011-001 (Specific Sport)	4	2,3,14	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#4
1-011-001 (Specific Sport)	5	14	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#5
1-011-001 (Specific Sport)	6	20	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#6
1-011-001 (Specific Sport)	7	32	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#7
1-011-001 (Specific Sport)	8	2,3	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#68
1-011-001 (Specific Sport)	9	25	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#9

1-011-001 (Specific Sport)	10	24	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#10
1-011-001 (Specific Sport)	11	2	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#11
1-011-001 (Specific Sport)	12	54	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#12
1-011-001 (Specific Sport)	13	11,48,49	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#13
1-011-001 (Specific Sport)	14	15-20	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#14
1-011-001 (Specific Sport)	15	15,17	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#15
1-011-002 (Coaching Theory)	1	45-49	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#1
1-011-002 (Coaching Theory)	2	45	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#2
1-011-002 (Coaching Theory)	3	46	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#3
1-011-002 (Coaching Theory)	4	47	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#4
1-011-002 (Coaching Theory)	5	48	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#5

1-011-002 (Coaching Theory)	6		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#6
1-011-002 (Coaching Theory)	7		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#7
1-011-002 (Coaching Theory)	8	49	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#8
1-011-002 (Coaching Theory)	9	1	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#9
1-011-002 (Coaching Theory)	10	1	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#10
1-011-002 (Coaching Theory)	11	2	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#11
1-011-002 (Coaching Theory)	12	2	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO# 12
1-011-002 (Coaching Theory)	13	3	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#13
1-011-002 (Coaching Theory)	14	24-27,36-39	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#14
1-011-002 (Coaching Theory)	15	28-29, 50-51	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#15
1-011-002 (Coaching Theory)	16	13	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#16

1-011-002 (Coaching Theory)	17	12	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#17
1-011-002 (Coaching Theory)	18	12-14	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#18
1-011-002 (Coaching Theory)	19	30,31,33,35	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#19
1-011-002 (Coaching Theory)	20	34	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#120
1-011-002 (Coaching Theory)	21		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#21
1-011-002 (Coaching Theory)	22	7,54	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#22
1-011-002 (Coaching Theory)	23	55	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#23
1-011-002 (Coaching Theory)	24	56	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#24
1-011-002 (Coaching Theory)	25	57,52	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#25
1-011-002 (Coaching Theory)	26	58	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#26
1-011-002 (Coaching Theory)	27		Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#27

1-011-002 (Coaching Theory)	28	5,6, 8, 9, 10, 15, 32, 51	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#28
1-011-003 (Athletic Injuries)	1	41-44	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#1
1-011-003 (Athletic Injuries)	2	12, 15, 45	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#2
1-011-003 (Athletic Injuries)	3	16,46	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#3
1-011-003 (Athletic Injuries)	4	12,17,47,48 ,49	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#14
1-011-003 (Athletic Injuries)	5	17	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#5
1-011-003 (Athletic Injuries)	6	18	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#6
1-011-003 (Athletic Injuries)	7	15-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#7
1-011-003 (Athletic Injuries)	8	15-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#8
1-011-003 (Athletic Injuries)	9	36-40	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#9
1-011-003 (Athletic Injuries)	10	13,21-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#10

1-011-003 (Athletic Injuries)	11	21-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#11
1-011-003 (Athletic Injuries)	12	21-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#12
1-011-003 (Athletic Injuries)	13	21-23	Competency demonstration will be ascertained via assessment of specific objectives according to inservice requirements and will include: Pre/Post Test of SO#13

C. 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.

V. 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 Master Inservice Plan 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.

VI. 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.:

1. 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
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
 - The pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities
3. 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.

VII. Management

The NEFEC Organization of Educational Leaders (NOELS) 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.

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.

VIII. 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.

Section 7

Attachment B

**NEFEC
ESOL
Endorsement
Add-On
Program
2014 - 2019**

ESOL Add-On Endorsement Program 2014-2019

Table of Contents

I.	Program Title
II.	Program Rationale and Purpose
A.	Need for Program
B.	Benefits to Districts
III.	Program Content/Curriculum
A.	Competencies
B.	Specialization/Professional Studies
C.	Nationally Recognized Guidelines
IV.	Instructional Design and Delivery
A.	Instructional Strand
B.	Training Components
C.	Matrix
D.	Instructors
V.	Competency Completion Requirements
A.	Program Completion
B.	Competency Demonstration
C.	Competency Verification
VI.	Program Evaluation
A.	Evaluation Plan
B.	Annual Review
VII.	Management
A.	Candidate Application and Admission
B.	Advisement
C.	Attendance Requirement for Inservice Points
D.	Transfer and Utilization of Credit
E.	Certification of Completion
VIII.	School Board Approval

I. Program Title

North East Florida Educational Consortium Add-On Endorsement Program English for Speakers of Other Languages (ESOL)

II. 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 2009-2014	Educators Currently Out-of- Field in ESOL	Educators in Need of ESOL Endorsement
Baker	66	2	76
Bradford	43	4	25
Columbia	30	18	30
Dixie	33	1	0
Flagler	97	34	34
FSDB	25	7	25
FSU Lab School	7	4	8
Gilchrist	20	15	10
Hamilton	13	7	18
Lafayette	8	2	4
Levy	25	8	8
Monroe	N/A	34	60
P.K. Yonge	0	0	0
Putnam	80	62	100
Suwannee	11	20	29
Union	48	0	12

b. Benefits to Districts

The purposes of NEFEC's ESOL Add-On Endorsement Program are: to ensure that limited English proficient students have appropriately qualified teachers; to develop competencies of such teachers assigned out-of-field in ESOL to enable them to perform effectively in such assignments; to assist teachers in obtaining or renewing certification; and to provide quality professional learning that is flexible and respectful of instructional time.

The primary target groups for this program are teachers who are identified as out-of-field in ESOL or those new to Florida's public school classrooms. 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.

III. 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.fldoe.org/bii/curriculum/sss/>). The standards include access points for students with cognitive disabilities; these access points are useful for some ESOL students and were referenced when designing course materials for the program.

Professional Studies

The two systems cited below were used to guide the development of all professional studies designed for and implemented with educators. All standards in these two systems must be checked for alignment before courses are approved for inclusion in the ESOL Endorsement Plan and subsequently in the NEFEC 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=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.

IV. 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 Strands

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 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).
- 1.1. f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

Activities: (General)

1. Group discussions/discussion forums
2. Case Study
3. Lesson Plans
4. 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

DOMAIN 2: Language and Literacy (Applied Linguistics)

Inservice Points Awarded:

60

GENERAL OBJECTIVES

Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language/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)

1. Group discussions/discussion forums
2. Individual/group projects
3. 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 IDENTIFIED NUMBER:

1-700-003

Inservice Points Awarded:

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 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:

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)

- 1. Group discussions/discussion forums
- 2. ESOL resource file
- 3. Classroom observations
- 4. 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

Points Awarded: 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)

- 1. Group discussions/discussion forums
- 2. School ESOL profile
- 3. Case Study
- 4. 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

Points Awarded:

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.

- 5.3. a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.
- 5.3. b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.
- 5.3. c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.
- 5.3. d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.
- 5.3. e. Assist ELLs in developing necessary test-taking skills.
- 5.3. f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

Activities: (General)

- 1. Assessments
- 2. Presentation/Written Reports
- 3. Materials/Resources
- 4. 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
<u>Culture</u>	
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
<u>Language and Literacy</u>	
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
<u>Methods of Teaching ESOL</u>	
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/Technique
3.2.a.-3.2.k.	c. Practical Applications
<u>ESOL Curriculum and Materials Development</u>	
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
<u>Assessment</u>	
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

C. MATRIX (continued)

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

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

V. PROGRAM COMPLETION REQUIREMENTS

A. Program Completion

1. 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.
2. Satisfactory completion of individual components for add-on purposes may be demonstrated through:
 - a. Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program;
 - b. Verification of successful demonstration of all applicable competencies within a component of another district's 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,
 - c. Successful completion of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through review of the course catalog description and course materials. This review shall be conducted by personnel from the district's staff development office.

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.

VI. 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.

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 ESOL 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 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.
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.
6. 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
 - a. Number of teachers who are out-of-field in ESOL
 - b. Number and percentages of out-of-field that have enrolled in the add-on program
 - c. Number of enrollees dropped for non-performance
 - d. Number and percentage of program completers
2. Client Satisfaction Data

Attitudes of candidates will be surveyed to determine the extent to which:

 - a. The program is meeting candidate needs,
 - b. The quality of instruction is consistent with professional learning standards,
 - c. The curriculum is pertinent to their coaching and professional learning needs, and
 - d. The pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities.
3. Supervisory Evaluation Data
 - a. The add-on certification program is meeting school and program needs,
 - b. Skills acquired in add-on training are practiced and shared with others,
 - c. Evidence exists of tangible benefits to students accruing from add-on training, and
 - d. 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.

VII. PROGRAM 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 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.

VIII. 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.

Section 8
Attachment C

GIFTED
Add-On
Endorsement
Program

Table of Contents

Program Rationale and Purpose	2
Program Content/Curriculum	4
Competencies	4
Specialization	5
Professional Studies	5
Nationally Recognized Guidelines	6
Instructional Design and Delivery	7
Instructional Strands	7
Training Components	9
Matrix	30
Instructors	32
Completion Requirements	32
Program Evaluation	33
Management	34
School Board Approval	36

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		2010-2011	2011-2012	2012-2013	2013-2014	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

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 historical foundation of gifted education
- The characteristics, needs, and unique challenges of the student who is gifted
- The process of screening and identifying students who are gifted
- The basic issues involved with the planning, developing, and implementing of programs for children who are gifted
- The roles and functions of various systems that support students who are gifted and teachers

Competency 2.0

Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of 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

The module provides an overview of the theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications in the gifted classroom. Upon completing this module, participants will develop an awareness of the following:

- Knowledge of the nature and definition of creativity
- Knowledge of ways to enhance personal creativity
- Knowledge of ideas and strategies for teaching students to develop and use their creativity

Specialization

6A-4.01791 Specialization Requirements for the Gifted Endorsement--Academic Class

Beginning July 1, 1992. (Florida Statute):

- (1) A bachelor's or higher degree with certification in an academic class coverage, and
- (2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:
 - (a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
 - (b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
 - (c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;
 - (d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and
 - (e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.
- (3) This rule shall take effect July 1, 1992.

Specific Authority 1001.02, 1012.55, 1012.56FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History-New 7-1-92.

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.

Nationally Recognized Guidelines

To address the broad disparity in teacher training for teachers of gifted children, the NAGC, the Council for Exceptional Children (CEC), and its division, The Association for the Gifted (TAG), have recently completed a three-year collaborative project to develop a set of research-based standards for educators: The Teacher Knowledge and Skill Standards for Gifted and Talented. In developing the standards, the organizations worked closely with the Interstate New Teacher and Assessment and Support Consortium (INTASC), a division of the National Council for Accreditation of Teacher Education (NCATE), that provides a national forum to set and meet standards for teacher licensure and professional development. Closely aligned with INTASC's ten Model Standards for Teacher Licensure, the Teacher Knowledge and Skill Standards for Gifted and Talented were created to assist state departments of public instruction in developing standards for teachers of gifted children, grades K-12, and to provide college and universities with a framework for teacher education programs.

Identification and summary of the ten standards include teacher knowledge and understanding of the following:

- **Foundations**, the research-based evidence, philosophies, laws and policies, and various historical and human perspectives in the evolving field of gifted education;
- **Development and Characteristics of Learners**, including those with exceptional learning needs and those without;
- **Individual Learning Differences**, which include the effects that giftedness as well as diversity can have on one's learning;
- **Instructional Strategies**, which are based on evidence-based research and are specific to gifted and talented students;
- **Learning Environments and Social Interactions** that promote creativity, cultural understanding, diversity, safety, and emotional well-being, and full student engagement in the learning process;
- **Language and Communication** and the important role they play in talent development; effective teaching strategies for oral and written communication skills; and individual language proficiencies and cultural and linguistic differences;
- **Instructional Planning** that reflects both long- and short-range goals and objectives for individual giftedness;
- **Assessment** in multiple forms that can be used for identification, progress, instruction, and evaluation of gifted learners;
- **Professional and Ethical Practice** standards in all situations, both in dealing with students and in staying abreast of new evidence and more effective teaching techniques;
- **Collaboration** with families, other educators, and appropriate service and support personnel for gifted children and gifted programs.

The complete text for the NAGC Standards can be found at <http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education>.

Instructional Design and Delivery

Instructional Strands

There are five instructional strands included in the Gifted Add-On Endorsement Program. These strands have been developed to ensure that teachers meet the competencies required for teaching in Florida's gifted programs and to support quality training on a statewide basis.

The five instructional strands and major topics are the following:

Instructional Strands	Topics
1. Nature and Needs of the Gifted	Defining Giftedness/Exploring Foundations Philosophies, Theories, and Research Historical and Contemporary Trends Historical, National, and State Definitions of Giftedness Criteria for Gifted Eligibility and Placement in Florida Understanding Giftedness Cognitive and Affective Characteristics Needs and Challenges Cognitive, Social, Emotional, and Physical Development Role of Societal, Cultural, Emotional, Experiential, and Economic Factors Identifying the Gifted Issues to Identification of Gifted Screening Practices and Identification Procedures Assessments Educating the Gifted How Gifted Services Differ from General Ed

	<p>Services</p> <p>Relationship among Programming, Differentiation, and Identification Criteria</p> <p>Prioritizing Needs</p> <p>Service Delivery Models</p> <p>Characteristics of Effective Teachers</p> <p>Managing Gifted Programs</p> <p>Laws, Regulations, and Official Documents</p> <p>Implications of Current Research</p> <p>Record Keeping/Developing EP</p> <p>Advocating for the Gifted</p>
2. Curriculum	<p>Key Terms</p> <p>Program and State Standards</p> <p>Principles of Differentiation</p> <p>Curriculum and Instruction Strategies</p> <p>Designing Units of Instruction</p> <p>Instructional Needs and Strategies</p> <p>Selecting Appropriate materials, Resources, and Technology</p> <p>Providing a Continuum of Services</p> <p>Student Outcomes</p> <p>Communicating and Advocating</p>
3. Guidance and Counseling for the Gifted	<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>
4. Education of Special Populations of Gifted Students	<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>How Creative Thinking Addresses Societal Problems</p> <p>Impact of Creativity</p> <p>Defining Creativity</p> <p>Research and Application of Creativity</p> <p>Elements of Creative Thinking</p> <p>Identification of Cognitive and Personal Characteristics</p> <p>Developing and Nurturing Creativity</p> <p>Experiences that Facilitate Creativity</p> <p>Experiences that Inhibit Creativity</p> <p>Classroom Environment</p> <p>Teaching Strategies and Groupings</p> <p>Tools and Programs</p> <p>Instructional Plans</p> <p>Measuring Creativity and Assessing Creative Outcomes</p> <p>Personalization and Commitment to Creativity</p> <p>Ethical Issues</p> <p>Classroom Environment</p> <p>Evaluate Development and Monitor Success in Application of Strategies</p>
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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)
D. Knowledge Acquisition E. Electronic, Interactive F. 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	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 (FEAP)	EVALUATION (STUDENTS)
A. Quality of Instruction A1. Instructional Design and Lesson Planning	E. Results of State or District-Developed/Standardized Student Growth Measure(s) F. Results Of School/Teacher-Constructed Student Growth Measure(s) That Track

<p>A2. The Learning Environment</p> <p>A3. Instructional Delivery and Facilitation</p> <p>A4. Assessment</p> <p>B. Continuous Improvement, Responsibility and Ethics</p> <p>B1. Continuous Professional Improvement</p> <p>B2. Professional Responsibility and Ethical Conduct</p>	<p>Student Progress</p> <p>G. Portfolios of Student Work</p> <p>H. Observation of Student Performance</p> <p>H. Other Performance Assessment(s)</p> <p>I. Did Not Evaluate Student Outcomes (evaluated with staff evaluation)</p> <p>Z. Did Not Evaluate Student Outcomes</p>
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NATURE AND NEEDS OF GIFTED STUDENTS

COMPONENT IDENTIFIER NUMBER: 1-106-001

NUMBER OF 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 historical foundation of gifted education
- The characteristics, needs, and unique challenges of the student who is gifted
- The process of screening and identifying students who are gifted
- The basic issues involved with the planning, developing, and implementing of programs for children who are gifted
- The roles and functions of various systems that support students who are gifted and teachers

The content is organized around five topics:

- Defining Giftedness and Exploring Foundations
- Understanding Giftedness
- Identifying the Gifted
- Educating the Gifted
- Managing Gifted Programs

SPECIFIC OBJECTIVES

Topic 1: Defining Giftedness/Exploring Foundations

Key Question: What is giftedness?

1. Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research.
2. Demonstrate understanding of major historical and contemporary trends that influence gifted education.
3. Demonstrate knowledge of the historical, national, and State definitions of giftedness.

4. Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida.

Topic 2: Understanding Giftedness

Key Question: Who are the gifted and what are their unique needs?

5. Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds.
6. Identify the needs and challenges associated with common gifted characteristics.
7. Compare and contrast the cognitive, social, emotional, and physical development of typical learners and those who are gifted.
8. Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.

Topic 3: Identifying the Gifted

Key Question: How are learners who are gifted identified?

9. Identify issues related to the identification of students who may be gifted.
10. Examine district screening practices and identification procedures.
11. Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds.

Topic 4: Educating the Gifted

Key Question: In what ways should schools plan and program for the gifted?

12. Examine how gifted services differ from general education services with regard to curriculum, instruction, grouping, and learning environment.
13. Analyze the relationship among gifted programming, differentiation, and identification criteria.
14. Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance.
15. Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services.
16. Describe the characteristics and competencies of effective teachers of students who are gifted.

Topic 5: Managing Gifted Programs

Key Question: What other factors must be considered in the education of the gifted?

17. Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including the relationship between exceptional student education and gifted programs.
18. Identify and interpret implications of current research that impacts gifted education.
19. Demonstrate an understanding of the teacher's responsibility for record keeping, including developing a suitable educational plan (EP) for an individual learner who is gifted.
20. Examine the importance and role of the parent, teacher, and student in advocating for the gifted.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

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

NUMBER OF 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

NUMBER OF 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**:

- What does it mean to be gifted?
- What characteristics do gifted individuals display across their lives that differentiate them from same-age peers?
- What is the phenomenological experience of a gifted individual?
- How do the strengths/vulnerabilities of gifted individuals impact their lives?
- How does the very nature of highly gifted and profoundly gifted individuals separate them from others?
- How can we identify and support a gifted child who displays atypical characteristics due to life differences?
- How can we help foster resiliency in at-risk gifted students?
- How can schools support our brightest students?
- How can we help students learn what they want to do, not just what others think they should do?
- How can we facilitate social skills and leadership development in students?
- How can advocates positively affect others' understanding and acceptance of gifted children's needs?
- What is different about parenting a gifted child?
- Are all intellectually gifted children emotionally and spiritually gifted as well?

Topic 1	Understanding the Gifted
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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

NUMBER OF 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

NUMBER OF 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

The module provides an overview of the theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications in the gifted classroom. Upon completing this module, participants will develop an awareness of the following:

- Knowledge of the nature and definition of creativity
- Knowledge of ways to enhance personal creativity
- Knowledge of ideas and strategies for teaching students to develop and use their creativity

The content is organized around five topics:

- Valuing Creativity
- Defining Creativity
- Developing and Nurturing Creativity
- Measuring Creativity and Assessing Creative Outcomes
- Personalization and Commitment to Creativity

SPECIFIC OBJECTIVES

Topic 1: Valuing Creativity

Key Question: Why is creativity important?

1. Describe the importance, implications, and benefits of creative thinking for students in today's schools and society.
2. Demonstrate an understanding of how creative thinking can be used to address problems in society.
3. Describe the impact of creativity on personal growth and self-actualization.

Topic 2: Defining Creativity

Key Question: What is creativity?

4. Compare and contrast several definitions of creativity, including a personal definition, and explain why a single definition has not been universally accepted.
5. Review research in the field of creativity and apply it to a classroom setting.
6. Demonstrate an understanding of the elements of creative thinking, e.g., fluency, flexibility, originality, and elaboration.
7. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time using contemporary and historical examples.

Topic 3: Developing and Nurturing Creativity

Key Question: How can creativity be developed and nurtured?

8. Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate the development of creativity and its expression.
9. Identify specific personal, developmental, socio-cultural, and educational experiences that inhibit the development of creativity and its expression.
10. Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
11. Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
12. Investigate tools and programs for generating ideas, focusing thought, and fostering creativity.
13. Develop instructional plans to integrate creativity within and across the content areas focusing on process and product.

Topic 4: Measuring Creativity and Assessing Creative Outcomes

Key Question: How can creativity be measured and creative outcomes be assessed?

14. Understand the role of assessment of creativity and the use of tests and inventories.
15. Describe, compare, and evaluate different instruments for measuring creativity.
16. Examine the role of assessment, including portfolio development, in the evaluation of creative processes and products.
17. Describe traits and appropriate criteria used to assess creative outcomes and products.

Topic 5: Personalization and Commitment to Creativity

Key Question: How will you commit to nurturing creativity in your students and yourself?

18. Explore and analyze the ethical issues surrounding creativity.
19. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
20. Evaluate personal and student creative development, and monitor success in applying creativity strategies to real problems and challenges.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/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

Matrix

Gifted Endorsement 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 historical foundation of gifted education • The characteristics, needs, and unique challenges of the student who is gifted • The process of screening and identifying students who are gifted • The basic issues involved with the planning, developing, and implementing of programs for children who are gifted • The roles and functions of various systems that support students who are gifted and teachers 	1-106-001	1-20	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	1-11	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 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>	1-106-004	1-64	Interview a family, tests, projects, discussions, classroom demonstrations, motivational scrapbook, biography, poster, chart, portfolio
<p>5.0 The module provides an overview of the theory, research, practical strategies, and resources on creativity, with an emphasis on classroom applications in the gifted classroom. Upon completing this module, participants will develop an awareness of the following:</p> <ul style="list-style-type: none"> • Knowledge of the nature and definition of creativity • Knowledge of ways to enhance personal creativity 	1-106-005	1-20	Discussion, report of personal experiences with creativity, role play, journal entry, reflection, summary, design of a lesson, video, theatrical display, collage, presentation of lesson, test, project, learning activity

<ul style="list-style-type: none">• Knowledge of ideas and strategies for teaching students to develop and use their creativity			
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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

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.

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.

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

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.

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)

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.

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.

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.

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.

Section 9
Attachment D

PREKINDERGARTEN
DISABILITIES
Add-On
Endorsement
Program

Prekindergarten Disabilities Endorsement Program 2014-2019

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.

While there are very few prekindergarten teachers in the NEFEC districts who are designated out-of-field currently, by 2019 approximately 30 teachers will need to earn Prekindergarten Disabilities Endorsement.

DISTRICT	# of PreK teachers out of field	Projected # of PreK teachers who will need endorsement through 2019	# of PreK SWD currently enrolled	Projected # of PreK SWD to be enrolled in 2019
Baker	0	0	30	30
Bradford	0	0	30	30
Columbia	2	2	81	101
Dixie	0	1	21	35
Flagler	0	0	50	90
FSDB	0	3	15	40
FSU Lab*	N/A			
Gilchrist	0	13	43	55
Hamilton	0	1	8	12
Lafayette	1	1	6	10
Levy	0	0	177	187
Monroe	0	3	106	120
PK Yonge*	N/A			
Putnam	0	1	91	100
Suwannee	0	0	103	130
Union	0	1	5	7

*Prekindergarten Program is not offered

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.

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.

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 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=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.

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 	<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 	<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

<ul style="list-style-type: none"> • 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 (3-5 years) Speech-Language and Social-Emotional Development • 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 	<p>Assessment</p> <ul style="list-style-type: none"> • 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 • Sharing Assessment Results with Families, Program Planning • Special Considerations, Sharing of Assessment Results, and Putting It All Together • Case Study, Program Monitoring, Program Accountability 	<p>Inclusion</p> <ul style="list-style-type: none"> • Implementing Inclusion • Promoting Cognitive Skills - Part I • Promoting Cognitive Development - Part II • Promoting Communication Skills • Promoting Early Literacy Skills in Children with Disabilities • Second Language Learners and Promoting Play in Children with Disabilities • Promoting Social-Emotional Competence
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Training Components

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:

- Define development and identify the importance of studying childhood development.
 - Demonstrate understanding of the relationship between developmentally appropriate practices and developmental theories.
 - Identify rationale for studying child development from a multicultural perspective.
 - Identify the predominant theories and related theorists of child development and understand how theories help educators.
 - Define, discuss, and apply the six major theories of development.
 - Define key terminology related to typical and atypical development.
 - Identify key factors relating to influences on childhood development, including cultural influences, risk, resilience, vulnerability, and protective factors.
 - Describe origins of disability and developmental delay during early childhood.
 - Identify and understand adverse factors of the pre-, peri-, and post-natal periods of development
 - Describe the physical characteristics of the newborns.
 - Understand the characteristics and functions of psychological states of the newborn.
 - Describe newborn reflexes and their implications for development, interaction, and health care.
 - Identify indicators and primary causes of atypical infant development.
 - Identify the major physical characteristics of infants.
- Identify and sequence the acquisition of motor skills in infants.

- Name and summarize Piaget's six stages of infant cognitive development.
- Identify and define Piaget's domains of sensorimotor development.
- Identify sources of variations in infant cognitive development.
- Recognize indicators of atypical cognitive development.
- Identify and sequence speech-language milestones.
- Recognize indicators of atypical speech-language development.
- Define attachment and understand how it forms as well as its impact on development.
- Identify the major temperaments identified in infancy.
- Describe physical characteristics of preschool children.
- Identify and sequence motor (gross and fine) abilities.
- Describe the stages of development in drawing skills.
- Identify the indicators of atypical fine and gross motor development.
- Understand the challenging conditions that affect motor development.
- Identify the key characteristics of various theoretical perspectives of preschool cognitive skills.
- Recognize characteristics and indicators of atypical cognitive development in preschoolers.
- Identify and define the components of communication.
- Identify and sequence the major speech-language milestones for preschool children.
- Identify the impact of bilingualism on the development of components of language.
- Recognize characteristics of atypical communication development.
- Describe the connection between symbolic thought and play development in preschool children.
- Define sociodramatic play and identify its main elements.
- Identify and sequence the social-emotional milestones of preschoolers.
- Define and identify the functions of initiative.
- Understand social competence and identify the positive and negative influences.
- Recognize the physical growth and motor development patterns of primary aged children.
- Identify effects of poverty and challenging conditions on physical and motor development.
- Identify the critical components of the cognitive theories and their impacts on development.
- Recognize and describe the characteristics of atypical cognitive development.
- Identify the major characteristics of speech and language development during the primary years.
- Identify characteristics of atypical speech and language in primary aged children.
- Identify the primary social-emotional changes during this period.

- Recognize characteristics of atypical social-emotional development during the primary years.
- Define special education.
- 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.
- Recognize the role of family on a child's development.
- Identify the impacts of having a child with special needs on a family.
- Recognize and understand differences in values across cultures and how they impact educational experiences.
- 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.
- Identify critical areas that affect the formation of effective relationships between families and early childhood professionals.
- Identify ways in which various cultures view and accept disabilities.
- Define cultural reciprocity and identify the steps in the cultural reciprocity process.
- Identify challenges, as well as cultural characteristics, that may impede parental involvement.
- 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)

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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

- Define assessment.
- Discuss the significance of the assessment and diagnostic process.
- Discuss assessment as a continuum of activities.
- List legal reasons for assessment.
- Discuss the types and purposes of assessment.
- Articulate NAEYC key recommendations for assessment.
- Articulate DEC best practice guidelines and central dimensions.
- Discuss the balance that must exist between valid and efficient assessment.
- List and discuss challenges, uses, and abuses of assessment instruments inherent in the evaluation of infants and young children.
- List and discuss indicators of effective assessment.
- Understand and identify key terminology related to formal assessment procedures.
- Understand and utilize the bell curve to interpret assessment results.
- Understand and identify key terminology related to criterion-referenced measures.
- Understand and identify key terminology related to informal assessment measures.
- Discuss legal reasons for screening activities.
- Define screening activities, including the purpose.
- Understand and be able to discuss informal screening activities.
- List the activities involved in a complete screening.
- Describe an effective screening instrument.
- Become familiar with a variety of different screening instruments.
- Discuss assessment for diagnosis/determination of eligibility.

- List Part B and Part C information related to the assessment of young children.
- List Part B educational programs for disabled students.
- Discuss the challenges of diagnosing young children for the purposes of eligibility.
- Discuss a number of assumptions that are inherent to the diagnostic process.
- Define cognition.
- Discuss the need for cognitive assessment.
- Discuss formal, criterion referenced, and informal cognitive assessment procedures.
- Become familiar with formal, criterion referenced, and informal cognitive assessment instruments.
- Discuss the implications of cognitive assessment.
- Define Developmental Delay according to the Florida District's SP&P.
- Define communication and communication disorders.
- State why we assess communication skills.
- Become familiar with formal and informal procedures for assessing communication skills.
- Describe the implications of deficits in communication skills.
- Discuss diagnosis and determination of disabilities in the area of communication.
- Define fine and gross motor.
- State why we assess motor skills.
- Describe the implications of deficits in motor development.
- Discuss diagnosis and determination of disabilities.
- Define adaptive behavior and adaptive behavior disorders.
- Share why we assess adaptive behavior.
- Become familiar with formal and informal procedures for assessing adaptive behavior.
- Describe the implications of deficits in adaptive behavior.
- Discuss diagnosis and determination of disabilities in the area of adaptive behavior.
- Define social competence.
- Share why we assess social competence.
- Describe the implications of deficits in social/emotional skills.
- Discuss diagnosis and determination of disabilities in the area of social/emotional skills.
- Be familiar with strategies that facilitate collaboration with families and caregivers.
- Be familiar with special considerations for assessment of certain populations of children.
- Use data from the BDI-2 and appropriate formal and informal assessments for assessing achievement, report writing, sharing results, and developing an IEP.
- Become familiar with the purposes of the BDI-2.
- Administer the BDI-2.
- Score and interpret the BDI -2.

- Use a template to write an assessment report.
- Become familiar with strategies for sharing assessment results with families;
- Be knowledgeable about using data from home, school, and community to develop goals and objectives.
- Be knowledgeable about program planning and IEP development;
- Identify required components of an IEP;
- Write an IEP including all required components.
- Be familiar with special considerations for assessment of certain populations of children;
- Use information from the BDI-2 and other formal and informal assessment measures for: interpretation, report writing; sharing results; and developing an IEP.
- Demonstrate an understanding of the diagnostic process, including specific steps prescribed in the district's SP & P.
- Know the steps in implementing the IEP.
- Define the purposes of program monitoring activities;
- Discuss appropriate modifications based on program monitoring activities;
- Define the purposes of program accountability activities;
- 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)

Assessment and Evaluation
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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:

- Describe the history of early childhood education.
- Understand the impact that IDEA, Part C and Part B, have on the education of young children with disabilities.
- Describe changes in service delivery models, including the transition from Part C to Part B
- Define “Family centered Services.”
- Describe service delivery options, LRE, and the continuum of services in Florida.
- Demonstrate an understanding of, and strategies for participating and communicating effectively, as part of a teaming approach to assessment and intervention.
- Understand, describe, and utilize an IFSP.
- Understand, describe, and utilize an IEP.
- Demonstrate ability to read and use IEPs appropriately for students in preschool with disabilities.
- Demonstrate ability to write appropriate IEPs for students in preschool with disabilities.
- Understand and explain the importance of creating an appropriate educational environment.
- Understand the importance of program quality in early childhood.
- Demonstrate an understanding of setting the physical environment in preschool.
- Demonstrate an understanding of the importance of safety and cleanliness in the pre-k classroom.
- Demonstrate the ability to create an appropriate schedule in the pre-k classroom.

- Demonstrate an understanding of appropriate child/child and adult/child interactions in pre-k.
- Understand the importance of involving families in the pre-k classroom.
- Demonstrate an understanding of the importance of developmentally appropriate curriculum in pre-k.
- Demonstrate an understanding of the components of a universally designed curriculum
- Demonstrate understanding of making accommodations, embedding learning objectives and using direct instruction.
- Demonstrate an understanding of why we include children with special needs.
- Understand how to include children with special needs.
- Describe accommodations.
- Describe modifications/adaptations.
- Demonstrate understanding of the components necessary to successfully include young children with special needs.
- Demonstrate the ability to choose appropriate curriculum accommodations, modifications, and adaptations when including young children with special needs
- Demonstrate knowledge of developmental norms in the cognitive domain.
- Demonstrate knowledge of the identification of intellectual disabilities.
- Demonstrate knowledge of goals and benchmarks for young children in the cognitive domain.
- Demonstrate knowledge of working with young children with intellectual disabilities
- Demonstrate knowledge of successful strategies used when teaching young children with intellectual disabilities.
- Demonstrate knowledge of specific accommodations and modifications used when teaching young children with intellectual disabilities.
- Demonstrate knowledge of teaching young children with intellectual disabilities in an inclusive classroom.
- Demonstrate knowledge of developmental norms in and identify communication delays and disabilities in young children.
- Develop goals and benchmarks for young children with communication delays and disabilities.
- Demonstrate knowledge of strategies to use when working with young children with communication delays and/or disabilities.
- Demonstrate knowledge of including young children with communication delays and/or disabilities in a classroom with typically developing peers.
- Demonstrate knowledge of benefits of integrating speech-language therapy into the classroom.
- Demonstrate knowledge of early literacy.
- Identify challenges faced by our society regarding early literacy.
- Demonstrate knowledge of the skills and abilities that support literacy.

- Demonstrate knowledge of challenges to early literacy outcomes for children with disabilities.
- Demonstrate knowledge of resources to support early literacy for children with disabilities.
- Demonstrate comprehensive knowledge of sessions 1-10.
- Explain how language acquisition impacts learning.
- Demonstrate knowledge regarding the identification of young second language learners with special needs.
- Demonstrate knowledge of strategies utilized to enable second language learners with special needs to succeed.
- Explain accommodations and modifications to use with second language learners with special needs.
- Demonstrate knowledge of including second language learners with special needs.
- Demonstrate an understanding of the importance of play for all children.
- Identify strategies for supporting the development of friendship skills.
- Define emotional literacy and identify activities that build “feeling vocabularies.”
- Understand the importance of providing opportunities for children to begin to understand their own, as well as others’ emotions.
- Understand why children need to learn to control anger and handle disappointment and will be able to identify strategies to teach anger management skills.
- Understand the importance of teaching problem solving and will be able to identify problem solving steps.
- Describe methods that may be used to determine the function of challenging behavior.
- Use interview and observational data to determine the communicative function of challenging behavior and develop behavior hypotheses.
- Identify the steps of the process of Positive Behavior Support (PBS).
- Describe strategies that may be used to prevent challenging behavior.
- Identify replacement skills that may be taught to replace challenging behavior.
- Identify how to respond in a way that does not maintain or reinforce challenging behavior.
- Develop a behavior support plan for a case study child
- Demonstrate knowledge of developmental norms regarding motor development.
- Demonstrate knowledge of the identification of young children with motor impairment.
- Explain the development of goals and benchmarks for young children with motor impairment.
- Demonstrate knowledge of working with young children with motor impairments.

- Demonstrate knowledge of the utilization of successful strategies with young children with motor impairments.
- Demonstrate knowledge of accommodations and modifications used with young children with motor impairments.
- Demonstrate knowledge of including young children with motor impairments
- Demonstrate knowledge of proper nutrition when working with young children.
- Demonstrate knowledge of the use of cooking and socializing during meals and snacks in preschool.
- Demonstrate knowledge of potential malnutrition of children with disabilities
- Demonstrate knowledge of feeding plans and positioning techniques when feeding preschool children with disabilities.
- Demonstrate knowledge of how to encourage young children to self-feed.
- Demonstrate knowledge of vision and hearing development.
- Demonstrate knowledge of the incidence rate of vision/hearing impairment.
- Demonstrate knowledge of the identification of vision and hearing impairments in young children.
- Demonstrate knowledge of goals and benchmarks appropriate for young children with vision/hearing impairment.
- Demonstrate knowledge of working with young children with vision/hearing impairments.
- Demonstrate knowledge of including students with hearing/vision impairments.
- Demonstrate knowledge of successful strategies used when working with young children with vision/hearing impairments.
- Demonstrate knowledge of accommodations and modifications used when working with young children with vision/hearing impairments.
- Demonstrate knowledge of the identification of young children with Autism Spectrum Disorders (ASD)
- Demonstrate knowledge of establishing goals and benchmarks for young children with ASD
- Demonstrate knowledge regarding working with young children with ASD
- Demonstrate knowledge of successful strategies to use with young children with ASD
- Demonstrate knowledge of accommodations and modifications used with young children with ASD
- Demonstrate knowledge of including young children with ASD
- Demonstrate knowledge of the meaning and background of sensory integration.
- Demonstrate knowledge of how sensory integration relates to autism.
- Demonstrate knowledge of the signs of a sensory integration dysfunction.
- Demonstrate knowledge of sensory integration therapy.
- Demonstrate knowledge of the history of technology for individuals with special needs in education.

- Demonstrate knowledge of assistive technology.
- Demonstrate knowledge of instructional technology.
- Demonstrate knowledge of legislation affecting use of technology in education.
- Demonstrate knowledge of selecting and using appropriate assistive technology for young children.
- Demonstrate knowledge of planning for the young child's articulation to kindergarten (future placement).
- Demonstrate knowledge of monitoring a student's progress and using data to adjust or plan new interventions.
- 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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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

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

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.

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.

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.

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

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 Master Inservice Plan/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.

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.

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.

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.

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.

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.

Section 10

Attachment E

**K-12
Reading
Endorsement
Add-On Program**

K-12 Reading Endorsement

NEFEC District Add-On 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	60 hours/ 3 credits	Florida University System	College course (traditional, online, hybrid)

varies)			
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:

1-013-019

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. 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

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

Revision to Meet FLDOE Requirements

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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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.
	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://fcats.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 .

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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
	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.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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.everythingsl.net/in-services/bics_calp.php

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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/
	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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, Ellenmorris Tiegerman-Farber 2009
	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.everythingsl.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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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	<u>How Most Children Learn to Read, from Reading Rockets:</u> 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.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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.H TM
	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;

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
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
	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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
	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. The Reading Teacher, 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. Reading Research Quarterly, 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.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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). Bilingual Word Power: Research-based Vocabulary Strategies for English Language Learners. 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/
	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/~kucrl/cgi-bin/drupal/?q=instruction/reading_acquisition

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment	Bibliography
	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.

Course Number	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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 Module 3 read content: Integration of Research-Based Instructional Practices	Lesson Plan and deliver Double Entry Diary Reflection on a classroom instruction video Discussion Board

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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
	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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
	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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
	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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

Course Number	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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

Course Number	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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.

Course Number	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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
	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: •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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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> . Educational Leadership, 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> . The Reading Teacher, 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> . Policy Directions, 2003	Module 1 Reflection Module 4 Discussion

Course Number	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.

Course Number	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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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, explain limitations and assumptions for each group. Pre-test/Post-test
	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, 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, explain limitations and assumptions for each group.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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, 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.
	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.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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.

Course Number	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.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	Demonstration of Accomplished Practices in Reading	5.1	Performance Indicators: (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 <i>FLaRE 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): 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 <i>FLaRE 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): 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.

Course Number	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/vid/tallal/part1.htm</p> <p>Review research-based practices for facilitating Oral/Aural Language Development included</p> <p>in previous reading endorsement competency</p> <p>courses10-59</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided):</p> <p>Design lesson plan to include Research-based best practice in Oral/Aural Language Development;</p> <p>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.</p>

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	Demonstration of Accomplished Practices in Reading	5.4	(6.2) Demonstrate research-based instructional practices for developing students' phonological awareness.	Read <i>Phonological Awareness</i> (excerpt from FLARE <i>Demonstration of Accomplishment</i>). Review research-based practices for developing students' Phonological Awareness included in previous reading endorsement competency courses.	Participants will complete a Portfolio and accomplish the following (rubric will be provided): 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
	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): 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): 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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	Demonstration of Accomplished Practices in Reading	5.7	(6.5) Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.	<p>Read <i>Word Work! Developing Vocabulary Across the Grades</i> (excerpt from FLaRE <i>Demonstration of Accomplishment</i>).</p> <p>Review research-based practices for developing Academic and Domain Specific Vocabulary included in previous reading endorsement competency courses.</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): 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</p>

Course Number	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></p> <p>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</p> <p>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</p> <p>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): Design lesson plan to include research-based instructional practices to facilitate students' Monitoring and Self Correcting in reading;</p> <p>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.</p>

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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></p> <p>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): 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 change needed.</p>

Course Number	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.	<p>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</p> <p>(This article was adapted from <i>How to Read a Paragraph: The Art of Close Reading</i>, by Richard Paul and Linda Elder.)</p> <p>View <i>Close Reading of Text: Letter from Birmingham Jail, Martin Luther King, Jr.</i> (David Coleman, Engage NY 2011) http://vimeo.com/27056255</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): 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 change needed.</p>
	Demonstration of Accomplished Practices in Reading	5.11	(6.10) Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.	<p>Read <i>Differentiated Instruction and Implications for UDL Implementation</i> (Prepared by Tracey Hall, Nicole Strangman and Anne Meyer)</p> <p>http://www.k8accesscenter.org/training/resources/udl/DifferentiatedInstructionTML.asp</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): 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 change needed.</p>

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
	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 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): 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 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): Participants will complete a checklist to assess classroom environment and its inclusion of print and digital text.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		5.14	Use a variety of instructional practices to motivate and engage students in reading.	<p>Read <i>Engaging and Motivating Readers</i> (excerpt from <i>FLaRE Demonstration of Accomplishment</i>).</p> <p>Review research on instructional practices to motivate and engage students in reading from previous reading endorsement competency courses.</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): 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.;</p>
		5.15	Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.	<p>Read <i>Writing for Comprehension</i></p> <p>Read from page 9 (Recommendations for Using Writing to Improve Reading, as Identified by Meta-Analysis) through 26 (Writing Instruction).</p> <p>Graham, S. & Hebert, M. (2010). Writing to read: Evidence for how writing can improve reading. Retrieved from http://www.all4ed.org/files/WritingToRead.pdf</p>	<p>Participants will complete a Portfolio and accomplish the following (rubric will be provided): 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.</p>

Section 11

Special Programs

- **Additional ESOL**
- **NGCAR-PD**
- **Middle Grades Integrated Curriculum
Review Module**
- **Elementary K-6 Online Content
Review Module**

ADDITIONAL ESOL COMPONENTS

ESOL Basic 60 (Empowering ESOL) Category II

ESOL Competencies for Guidance Counselors

ESOL Competencies for Administrators

ESOL for Other Content Areas

ESOL Essentials/Methods

ESOL Basics

ESOL Basic 60 for Category II Teachers
(Formerly EMPOWERING ESOL TEACHERS)

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 Limited English Proficient (LEP) and to provide and justify effective instruction for LEP students. Upon successful completion of the component, participants will be able to modify curriculum and offer instruction and evaluation compatible with student language diversity. For those seeking the 300-hour endorsement, this is this first training that must be taken. The various workshops that follow may be completed in any order except for the ESOL Resources (25 hrs) that must be completed last.

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 LEP students 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 characteristics of one's own culture and how this influences our interactions with and expectations for students.
5. Recognize the stages of cultural adaptation for newcomers to any culture and demonstrate awareness of the behavioral characteristics that may be associated with each state of adjustment, appearing as classroom problems.
6. Be aware of the wide diversity within any given cultural group and how to use cultural information without depending on stereotypes and preconceived ideas concerning cultural characteristics.
7. Recognize the influence that home, school, and community relationships have on academic achievement and student adjustment to school.
8. Utilize student and parent background characteristics to promote effective parental involvement.
9. Develop strategies and activities that promote parent, school, and community relationships within the classroom.
10. Develop appropriate and positive expectations for students' progress in language learning in accord with the processes of first and second language acquisition, cognitive development and age of the learner.
11. Plan instructional activities that are appropriate to the stage of language acquisition of the students.

12. 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.
13. Assess students' oral language output in the classroom using a structured observation instrument correctly.
14. Develop instructional activities that are appropriate for students' oral language competence.
15. Discuss the process of literacy development and identify various stages of literacy.
16. Describe similarities in the process of language acquisition and literacy development.
17. Identify the many uses of language and literacy and the importance of early exposure to the complete range of language uses.
18. Recognize opportunities for promoting literacy across a broad range of uses, utilize these opportunities, and design and implement appropriate literacy activities.
19. Utilize instructional approaches and techniques that integrate language and curricular content learning.
20. Analyze and utilize strategies that combine language and thinking skills that are related to the content of the curriculum.
21. Develop a lesson plan within a thematic unit using strategies designed to teach language and content simultaneously.
22. Develop strategies that infuse multicultural information throughout the curriculum.
23. Discuss the role and function of assessment in the education of Limited English Proficient students.
24. Identify and select appropriate types of tests for language minority students and for the particular goals of testing.
25. Analyze various assessment techniques and instruments designed to measure students' academic progress and adapt these so they are appropriate for ESOL students.
26. Develop content-area assessment instruments which effectively monitor ESOL students' mastery of academic material.
27. Use a variety of alternative assessment techniques appropriate for monitoring ESOL students' progress.
28. Identify the kinds of information necessary for adequate analysis of any learning problems encountered by ESOL students and suggest appropriate instructional changes.
29. Conceptually integrate all sections of the course and note how they fit together or complement each other.
30. Decide which techniques are appropriate with which students in order to work toward course goals.
31. Justify those decisions (#30 above) based on information from various domains.
32. Carry out those decisions (#30 above) with participants' students.

**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,A4

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES COMPETENCIES FOR GUIDANCE COUNSELORS

COMPONENT IDENTIFIER NUMBER:

1-705-029

Inservice Points

60

GENERAL OBJECTIVE

The following competencies provide the model school districts are required to implement in order to facilitate appropriate training for guidance counselors. These competencies were designed to enable guidance counselors to recognize their role and responsibility in ensuring equal access to programs and services for Florida's limited English proficient (LEP) students, and 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:

STANDARD A:

The Guidance Counselor shall possess and demonstrate effective counseling skills which focus on understanding and promoting development and achievement of limited English proficient students. Given the counselor's role as the academic advisement leader, the participant will:

Competencies for Standard A:

1. Possess individual and group counseling and communication skills to implement a balanced approach in order to assist LEP students and their families.
2. Recognize unique differences among LEP students, including their language proficiency (both native and English), aptitudes, intelligence, interests and achievements, and incorporate an understanding of this information into the delivery of services.
3. Assist LEP students and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing the challenges facing LEP students and their families.
4. Demonstrate ability to counsel LEP students regarding their individual rights as afforded to them under state and federal laws and regulations.
5. Demonstrate ability to improve all extend services to LEP students who are under-represented in special programs and services, including but not limited to gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment and career exploration.
6. Demonstrate knowledge of the federal and state requirements regarding the provision of services to LEP students. Including, but not limited to their roles and

responsibilities in the LEP Committee process; development of LEP Student Plans, and implementation of the District LEP Plan.

7. Demonstrate ability to advocate for the educational needs of LEP students and implement processes to ensure that these needs are addressed at every level of the LEP students' school experience.
8. Demonstrate knowledge and ability to provide training, Orientation, and consultative assistance to teachers, school administrators, and other school level personnel to support them in responding to the academic development, and guidance and counseling needs of LEP students.

STANDARD B:

The Guidance Counselor shall demonstrate the ability to counsel limited English proficient students in the fulfillment of their academic potential by recognizing and appreciating cultural differences, and the unique instructional needs of limited English proficient students. Given the counselor's role as the academic advisement leader, the participant will:

Competencies for Standard B:

1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
2. Demonstrate outreach efforts to connect LEP students and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
3. Demonstrate ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to LEP students to ensure their academic success.
4. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ability to identify linguistic and cultural bias.
5. Demonstrate the ability to acquaint LEP students with the school-based and outreach services and support systems designed to address their unique academic needs.

STANDARD C:

The Guidance Counselor shall demonstrate the ability to develop, collect, analyze, and interpret data and information to effective Positive change in delivering of counseling services to limited English proficient students. Given the counselor's role as the academic advisement leader, the participant will:

Competencies for Standard C:

- A. Demonstrate an understanding of the proper administration and use of assessment content instruments, and the ability to interpret test scores and test-related data to LEP students, teachers, school administrators and parents, These assessments should include, but not be limited to the following: English language proficiency

assessments; annual assessment of English language development; diagnostic assessments, and statewide assessments of academic content.

2. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.
3. Demonstrate knowledge and understanding of how individual and group data and statistics are used in building student, course/class and school profiles, constructing student transcripts, and preparing reports.
4. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper and equitable credit accrual, and appropriate grade/course placement of LEP students.
5. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment. As compared to the process by which students acquire a second language.
6. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
7. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
- B. Demonstrate the ability to communicate with LEP students, their families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Florida Department of Education and the curriculum established by the school district.

STANDARD D:

The Guidance Counselor shall demonstrate the ability to integrate post-Secondary and career development guidance and counseling in the fulfillment of limited English proficient students' academic success. Given the counselor's role as the academic advisement leader, the participant will:

Competencies for Standard D:

1. Demonstrate ability to provide information appropriate to the particular educational transition: from middle school to high school; from high school to post-secondary or career/vocational programs, and assist LEP students in understanding the relationship that their curricular experiences and academic achievements have on their future educational and employment opportunities.
2. Possess and demonstrate an. Understanding of the current admission requirements, admission options, and application procedures of colleges, universities and career/vocational institutions, and the ability to effectively counsel LEP students in the pursuit of their post-secondary desires.
3. Demonstrate ability to assist LEP students in evaluating and interpreting information about postsecondary educational and career alternatives so that appropriate options are considered and included in the decision-making process.
4. Demonstrate knowledge and ability to understand and interpret forms and data driven documents that are a part of the post-secondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.

5. Demonstrate a familiarity with available technology and the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and Internet services.
6. Demonstrate ability to Use historical admission patterns and trends to assist LEP students in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.

DEMONSTRATION OF MASTERY:

In order to demonstrate mastery of the four (4) standards and twenty-seven (27) competencies, guidance counselors must develop a LEP student case study, and implement strategies to address the academic needs of limited English proficient students. The LEP student case study must contain evidence to support the achievement of these standards and competencies. The development and implementation of strategies for the LEP 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 COMPETENCIES FOR ADMINISTRATORS

COMPONENT IDENTIFIER NUMBER:

1-705-028

Inservice Points

60

GENERAL OBJECTIVE

The following competencies provide the model school districts are required to implement in order to facilitate appropriate training for school administrators. These competencies were designed to enable school administrators to recognize their role and responsibility in ensuring equal access to comprehensible education, and to programs and services for Florida's limited English proficient (LEP) students.

SPECIFIC OBJECTIVES

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

STANDARD A:

School administrators shall establish a system that is welcoming and accessible to all LEP students and their families, as well as in compliance with federal and state regulations and the Consent Decree. Given the school administrator's role as the instructional leader, the participant will:

Competencies for Standard A:

1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
2. Demonstrate knowledge of cross-cultural issues facing LEP students and their families, and implement a plan to create a positive and supportive environment that accommodates to diverse cultural backgrounds and promotes the enrichment of a multicultural student population.
3. Demonstrate outreach efforts to connect LEP students and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
4. Demonstrate knowledge of available, necessary, and appropriate instructional materials and resources that will facilitate comprehensible instruction for all LEP students.
5. Demonstrate knowledge of the background of the Consent Decree in the *League of United Latin American Citizens et al. v. The State Board of Education*, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act of 2001, *Lau v. Nichols*, *Plyler v. DOE*, etc).
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of LEP students.
7. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its

September, 2003 Modification; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.

- C. Demonstrate the ability to update staff, students, and parents on pertinent changes in educational legislation, rules and policies that may potentially impact LEP students and their families.

STANDARD B:

School administrators shall establish a system in which the school site appropriately identifies the needs of LEP students; ensures their proper placement; and accurately assesses the progress of English language acquisition and academic achievement of every LEP student within the school. Given the school administrator's role as the instructional leader, the participant will:

Competencies for Standard B:

1. Demonstrate knowledge of district's LEP plan, which indicates the chosen model(s) of delivery of services to LEP students.
2. Demonstrate knowledge of the legal requirements of a student's LEP plan.
3. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
4. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
5. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.
6. Demonstrate knowledge of the indicators of learning disabilities. Especially hearing and language impairment, as compared to the process by which students acquire a second language.
7. Demonstrate knowledge of the indicators for student identification and participation in gifted programs regardless of English language proficiency, and of the program policies that must be in place in order to actively promote and sustain the participation of LEP students in advanced placement courses.
8. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based LEP Committee.
9. Demonstrate the ability to communicate with LEP students, their families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.

STANDARD C:

Establish and monitor school site and staff procedures to ensure that LEP students enjoy equal access to available programs and comprehensible instruction. Given the school administrator's role as the instructional leader, the participant will:

Competencies for Standard C:

- D. Demonstrate knowledge of procedures regarding LEP students, which begin at school registration, and continue for two years after the LEP student, has been exited from the English for Speakers of Other Languages (ESOL) program.

2. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.
3. Demonstrate the ability to evaluate school *site* staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to LEP students.
4. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language (home language) instructional strategies in the instruction of LEP students.

STANDARD D:

Properly evaluate student progress, and be able to identify and implement system improvements. Given the school administrator's role as the instructional leader, the participant will:

Competencies for Standard D:

1. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.
2. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including limited English proficient students, and its impact to the school site's programmatic decisions.
3. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to –improve student achievement within the LEP population.
4. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.

DEMONSTRATION OF MASTERY

In order to demonstrate mastery of the four (4) standards and twenty-five (25) competencies, school administrators must submit a district-developed portfolio that contains evidence to support the achievement of the standards and competencies. 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

ESOL FOR OTHER CONTENT AREAS

COMPONENT IDENTIFIER NUMBER:

1-704-027

Inservice Points

120

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 Limited English Proficient (LEP). 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. Recognize the need to provide services for LEP students.
2. Demonstrate an awareness of the extent to which culture permeates every aspect of our being—thinking, feeling, valuing, and interacting with others.
3. Demonstrate an awareness of the wide diversity within any given cultural group and how to use cultural information without depending upon stereotypes and preconceived ideas concerning cultural characteristics.
4. Plan instructional activities that are appropriate to the stage of language acquisition of students.
5. Adapt classroom activities and procedures so that they maximize second language acquisition and learning, taking into account similarities and differences between first and second language acquisition.
6. Describe similarities in the processes of language acquisition and literacy development.
7. Recognize opportunities for promoting literacy across a broad range of uses, utilize those opportunities, and design and implement appropriate literacy activities.
8. Utilize instructional approaches and techniques that integrate language and curricular learning.
9. Develop and use a variety of assessment instruments and techniques to effectively measure ESOL students' progress and mastery of academic material.

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 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 Limited English Proficient (LEP).

To provide participants with instructional methods which are effective for LEP 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 need to provide services for LEP students 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 treats 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 the various students' learning needs.
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 English language knowledge and skills.
9. Select and use appropriate materials and resources that support learning of LEP students.
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.
11. Foster student responsibility, appropriate social behavior, integrity, valuing and diversity, and honesty 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.

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)**

**NGCAR-PD Train the Trainer
NGCAR-PD
Practicum**

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	Number Of 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 Credits

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:

- understand how to help teachers gain knowledge in research about comprehension and become familiar with NGCAR-PD materials and logistics of the course
- have ideas about how to present 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
- understand how to help teachers gain knowledge of research about vocabulary instruction and evaluate current practice to determine how current instruction should be improved
- become familiar with the various comprehension research findings by understanding their role in the reading comprehension process
- understand how to introduce content area teachers to how reading and writing instruction can be combined to accomplish specific goals
- 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

NEXT GENERATION CONTENT AREA READING-PROFESSIONAL DEVELOPMENT (NGCAR-PD)

COMPONENT IDENTIFIER NUMBER:
Inservice Credits

1-013-016
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:

- 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
- 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
- understand comprehension research findings by understanding their role in the reading comprehension process
- 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: 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,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:
Inservice Credits

1-013-017
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 Sequence for the content area in which the teacher is responsible.
2. Apply the processes of effective comprehension, vocabulary and classroom instruction in the classroom.
3. Teach effective strategies to enhance literal, interpretative and critical comprehension in a wide variety of texts.
4. Collaborate with teachers to strengthen students' reading and writing abilities through content-area instruction.
5. 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. Example:

Asks Questions to Extend Understanding - *COMPREHENSION*

4	3	2	1	*Not observed
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.	

Engage Students in Sustained Collaborative Discussion - *COMPREHENSION*

4	3	2	1	*Not Observed
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
 - i. Number of students
 - ii. Demographics of the school and community
 - iii. Number of teachers
 - iv. Number of units per grade level
 - v. Professional development history
 - vi. School-wide assessments used
 - vii. Year school was constructed
- b. 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)

II. Student profile

- a. High progress student
 - i. Assessments used
 - 1. Screening
 - 2. Progress monitoring
 - ii. Strengths
 - 1. Sources of information used
 - 2. Strategic activities used in reading
 - iii. Needs
 - 1. Sources of information neglected
 - 2. Strategic activities needed in reading
 - iv. Instructional practices used
 - 1. Assessment instrument used to determine instructional practice
 - 2. Brief description of instructional practice
 - 3. Students targeted based on assessment
 - 4. Research used to support instructional practice
- b. Average progress student
 - i. Assessments used
 - 1. Screening
 - 2. Progress monitoring
 - ii. Strengths
 - 1. Sources of information used
 - 2. Strategic activities used in reading
 - iii. Needs
 - 1. Sources of information neglected
 - 2. Strategic activities needed in reading
 - iv. Instructional practices used
 - 1. Assessment instrument used to determine instructional practice
 - 2. Brief description of instructional practice
 - 3. Students targeted based on assessment
 - 4. Research used to support instructional practice
- c. Low progress student
 - i. Assessments used
 - 1. Screening
 - 2. Progress monitoring
 - ii. Strengths
 - 1. Sources of information used
 - 2. Strategic activities used in reading

- iii. Needs
 - 1. Sources of information neglected
 - 2. Strategic activities needed in reading
- iv. Instructional practices used
 - 1. Assessment instrument used to determine instructional practice
 - 2. Brief description of instructional practice
 - 3. Students targeted based on assessment
 - 4. Research used to support instructional practice

III. 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

MIDDLE GRADES INTEGRATED CURRICULUM REVIEW MODULE

The Middle Grades Integrated Curriculum Online Content Review Module, sponsored by the Bureau of Exceptional Education and Student Services is designed to help educators review their knowledge in the areas of English, math, science and social science as required in the Middle Grades Integrated Curriculum 5-9 certification exam.

Target Audience:

- ESE certified educators teaching basic education courses to students with disabilities in grades 5-9, who need to obtain Middle Grades Integrated Curriculum Certification to comply with requirements of No Child Left Behind (NCLB).
- Middle Grades certified general educators teaching basic education courses in grades 5-9, who need to obtain Middle Grades Integrated Curriculum Certification, to comply with requirements of NCLB.
- Middle Grades administrators seeking a resource to share when discussing content competencies required by new teachers teaching core content to all students in grades 5-9.

Module Features:

- Self-paced online content review
- Comprehensive
- Maintains demographic information
- User-friendly
- Provides twelve-weeks for content access
- Free of charge to Florida Educators

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, or Social Studies 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/>*

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:

- Self-paced online content review
- Comprehensive
- Maintains demographic information
- User-friendly
- Provides twelve-weeks for content access
- 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.NEEEC.org/IC/>*

Section 12

Appendices

Appendix A:

- Learning Forward Standards for Professional Learning
- Florida's Professional Development System Evaluation Protocol Standards

Appendix B:

- Management – NOEL
(NEFEC Organization of Educational Leaders)

Appendix A

Learning Forward Standards for Professional Learning and Florida's Professional Development System Evaluation Protocol Standards

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 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.

Appendix B

MANAGEMENT

NOEL

(NEFEC Organization of Educational
Leaders)

District	NOEL Key District Contact	Title
Baker	Susan Voorhees Voorhees.s@bakerk12.org	Director of Accountability and Special Programs
Bradford	Lisa Prevatt Pravatt.lisa@mybradford.us	Assistant Superintendent of Curriculum and Instruction
Columbia	Beth Bullard bullardb@columbiak12.com Kay Dekle deklek@columbiak12.com	Coordinator of Elementary & Professional Development Director of Secondary Education
Dixie	Denee Hurst deneehurst@dixie.k12.fl.us	Director of Curriculum
Flagler	Diane Dyer dyerd@flaglerschools.com	Director of 9-12 and Virtual Education
Florida School for the Deaf and the Blind	Tracie Snow snowt@fsdb.k12.us	Director of Curriculum and Professional Development
FSU Lab School	Suzanne Wilkinson swilkinson@admin.fsu.edu	Director of Research and Teacher Education
Gilchrist	Ronda Parrish parrishr@mygcsd.org	Director of Educational Services
Hamilton	Phillip Pinello Philip.pinello@hamiltonfl.com	Director of Administrative Services
Lafayette	Gina Hart ghart@lcsbmail.net	Director of Teaching and Learning
Levy	Patrick Wnek wnekp@levy.k12.fl.us	Director of Curriculum
Monroe	Theresa Axford Theresa.axford@keysschools.com	Executive Director of Operations
P. K. Yonge Developmental Research School	Lynda Hayes lhayes@pky.ufl.edu Christy Gabbard cgabbard@pky.ufl.us	Director Program Development and Outreach Specialist
Putnam	Helen Muir hmuir@my.putnamschools.org	Assistant Superintendent of Curriculum and Instruction
Suwannee	Janene Fitzpatrick jfitzpatrick@swannee.k12.fl.us	Director of Special Programs
Union	Barry Sams samsB@union.k12.fl.us Linda Johns johnsl@union.k12.fl.us	Director of Personnel and Secondary Education Director of Accountability and Special Programs



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Superintendent Robert Rankin

GILCHRIST COUNTY SCHOOL DISTRICT

Fulfilling Every Student's Potential

www.gilchristschools.org

July 9, 2015

To: Gilchrist County School Board

From: Wendy O'Steen

Gilchrist County School Board

I am requesting that the Gilchrist County School Board approve the 2015-2016 Master In-Service Plan that has been developed by the North East Florida Educational Consortium for the 2015-2016 School Year at their scheduled meeting on *July 20, 2015*.

Attached you will find the revisions to the 2015-2016 Master In-Service Plan.

Sincerely,

Wendy O'Steen

Additions and Revisions

2015-2016 NEFEC Master Inservice Plan

- Addition of ESE components:
 - *Florida's Small Group Planning and Problem-Solving (SGPPS) Process Preparation Module #7-102-001 (does not satisfy SWD requirement)*
 - *PDA Technology for Student Success: Tools for Reading Comprehension #3-100-005 (does satisfy SWD requirement)*
- Change in inservice point values:

Component	Identifier Number	Inservice Point Value as Reflected in MIP before 2015	Inservice Point Value for 2015-2016 MIP
PDA: Instructional Practices	2-100-001	30	60
PDA: Differentiating Mathematics Instruction	2-100-005	60	30
PDA: Differentiating Science Instruction	2-100-006	60	30
PDA: Interpersonal Interactions and Participation	2-100-003	60	30
PDA: Introduction to Differentiating Instruction	1-100-003	60	20

- Change in component title from *PDA: Instruction for Students with Disabilities Online PD Module* to *PDA: Teaching Students with Disabilities*
- Addition of High Quality MIP Component: *Project-Based Learning 2-408-002*
- Addition of High Quality MIP Component: *Middle School Professional Development 8-512-001*
- Addition of objectives in #6-511-002 *School Safety* to include sexual health education for school personnel; addition of objectives to include tobacco prevention and health concerns associated with tobacco use; change of component name to *School Health and Safety*
- Revision of objectives in #8-510-001 *Custodian* to include maintenance training; change of component name to *Custodial and Maintenance Services*
- Addition of Prekindergarten Disabilities Add-On Endorsement Program
 - *Module 1: Typical and Atypical Development #2-100-009*

- *Module 2: Assessment and Evaluation* #4-102-005
 - *Module 3: Curriculum* #2-105-001
- Replacement of Gifted endorsement Program with revised 2015-2020 Program