



Panhandle Area Educational Consortium

# Professional Learning Catalog

2019 - 2020



Serving:

**District**

Calhoun  
FAMU-DRS  
FAU Lab Schools  
Franklin  
Pembroke Pines-FSU Charter Elementary School  
Gadsden  
Gulf  
Holmes  
Jackson  
Jefferson  
Liberty  
Madison  
Taylor  
Wakulla  
Walton  
Washington

**Superintendent**

Darryl Taylor, Jr.  
Micheal Johnson  
Joel Herbst, Ed.D., Superintendent  
Traci Moses  
Dean Damon Andrew  
Roger Milton  
Jim Norton  
Terry Mears  
Larry Moore  
Marianna Arbulu  
David Summers  
To Be Announced  
Danny Glover  
Robert Pearce  
A. Russell Hughes  
Joe Taylor, Chairman, PAEC Board of  
Directors

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Also Serving:

- Bay County – Gifted Endorsement
- Florida Virtual School – Professional Learning Catalogue, Driver Education/Traffic Safety Endorsement, Reading Endorsement, ESOL Endorsement, Gifted Endorsement

**Panhandle Area Educational Consortium**  
**Board of Directors**  
**2019 - 2021**

Joe Taylor, Superintendent  
Chairman, Board of Directors  
Darryl Taylor, Jr., Superintendent  
Micheal Johnson, Superintendent  
Traci Moses, Superintendent  
Roger Milton, Superintendent  
Jim Norton, Superintendent  
Terry Mears, Superintendent  
Larry Moore, Superintendent  
Marianne Arbulu, Superintendent  
David Summer, Superintendent  
To Be Announced., Superintendent  
Danny Glover, Superintendent  
Robert Pearce, Superintendent  
Russell Hughes, Superintendent

Washington District Schools  
  
Calhoun District Schools  
FAMU-DRS  
Franklin District Schools  
Gadsden District Schools  
Gulf District Schools  
Holmes District Schools  
Jackson District Schools  
Jefferson District Schools  
Liberty District Schools  
Madison District Schools  
Taylor District Schools  
Wakulla District Schools  
Walton District Schools



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## **MISSION**

The mission of the Panhandle Area Educational Consortium (PAEC) is to provide a continuum of shared services that elevate student achievement throughout all consortium school districts. One program provided as a service to maximize resources is the PAEC Professional Development Center (PDC). Through the PDC a comprehensive program of professional learning is coordinated and implemented in accordance with *Florida's Professional Learning Standards and Florida's Professional Development Review Protocol* for member and participating districts.

## **RATIONALE**

PAEC member and participating districts believe that “Every student deserves a great teacher, not by chance, but by design” (Fisher, Frey, and Hattie, 2016). Customized professional learning is the means through which teachers continually build on their expertise to meet the needs of all students, resulting in increased student achievement. The PAEC Professional Learning Catalog serves as the foundation upon which each member and participating district builds their professional development system to enable educators and staff to reach their full potential and maximize their effectiveness as teachers, leaders, facilitators of learning and support team members. To meet this goal, the PAEC Professional Learning Catalog is aligned with the *Florida's Professional Learning Standards and Florida's Professional Development Review Protocol* which are the basis for high-quality professional learning practices across the districts.

## **PROFESSIONAL LEARNING CATALOG ADVISORY COMMITTEE**

Carolyn Pilcher, Jackson County

Pam Price, Holmes County

Kim Stafford, Walton County

Gail Riley, Washington County

Brenda Crouch, PAEC

Maria Pouncey, Ed.D., PAEC

## **MANAGEMENT**

The professional learning catalog contains the approved professional learning components for the PAEC Professional Learning Catalog participating districts. The PAEC Professional Development Center's (PDC) management system allows the implementation of focused, data-driven professional learning activities, based upon the school improvement needs of each educator, school and district. Educators from each member district serve on the PDC Advisory Council. The PAEC Professional Learning Catalogue is reviewed, revised as necessary, reviewed and approved by the PDC Advisory Council, presented to each respective school board for approval, and subsequently submitted to the

Florida Department of Education on an annual basis, by October 1.

## **ONLINE MANAGEMENT THROUGH THE ELECTRONIC PROFESSIONAL DEVELOPMENT CONNECTION (EPDC)**

The electronic Professional Development Connections (ePDC) at PAEC is the online professional development management system available to the member districts. This electronic system allows educators to register for professional learning activities, describe an action plan for implementing learning, report impact of implementing professional learning, complete online courses, track inservice points, complete a needs assessment and complete an Individual Professional Learning Plan, if required by their district, effectively and efficiently. The system also permits school and district administrators to: create and retrieve course information; manage attendance; review and evaluate follow-up activities that may include implementation action plans, reflection, impact evaluation, coaching summaries, artifacts, etc.; assign course completion credit; email participants; align course offerings with teacher needs; and document implementation and impact of professional learning in classrooms. Districts also utilize the system to generate report data for submission to the Florida Department of Education as per F.S. 6A-5.071.

## **ORGANIZATION**

*Florida's Professional Learning Standards and Florida's Professional Development Review Protocol* guide the design of the professional learning catalog. *Florida's Professional Learning Standards* define the state's core expectations for high-quality professional learning systems and opportunities and form the foundation for school district professional learning systems and catalogs. There are seven standards grouped into five domains that are representative of stages in an improvement cycle. Each standard includes a title, description, and multiple indicators of what the standard may look like in practice.

<b>Domains</b>	<b>Standards</b>
Domain 0: Foundation	<i>Standard 0.1: Leadership</i> Professional learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes.
Domain 1: Needs Assessment and Planning	<i>Standard 1.1: Professional Learning Needs</i> Professional learning includes the use of student, educator, and system data to analyze, prioritize, and plan for continuous improvement of educator practice and student outcomes. <i>Standard 1.2: Professional Learning Resources</i> Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.
Domain 2: Learning	<i>Standard 2.1: Learning Outcomes</i> Professional learning includes outcomes that ensure intended

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	changes in educator knowledge, skills, dispositions, and practice align with student learning needs. <i>Standard 2.2: learning Designs</i> Professional learning includes use of research- and evidence-based learning designs to continually improve educator practice and student outcomes.
Domain 3: Implementing	<i>Standard 3.1: Implementation of Learning</i> Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.
Domain 4: Evaluating	<i>Standard 4.1: Evaluation of Professional learning</i> Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform decisions about future professional learning.

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**Needs Assessment and Planning** occur at the individual/faculty, school and district levels. Educators review previous and current student data, school improvement goals and initiatives and complete their district’s professional learning needs assessment. Then, each educator identifies personal learning goals and develops a plan, which is discussed with their administrator and adjusted based upon performance appraisal data and other grade level or school priorities. Specific learning goals for student achievement and professional practice are clearly defined with the district’s evaluation plan to determine the effectiveness of professional learning activities. The final educator evaluation form is signed by both the educator and the administrator and includes a timeline for review. School Improvement Plans and goals are developed after review of student data. Teacher data, in conjunction with the school improvement plan goals and objectives, guides the completion of a school level professional development plan. District administrators utilize the school plans for setting district priorities for professional development learning opportunities. PDC Council members are tasked with reporting ongoing professional learning needs based on their district data for planning the PAEC PROFESSIONAL LEARNING CATALOG. PAEC staff members will review data and expressed needs and will assist in developing professional learning opportunities.

Pursuant to State Board Rule 6A-5.071(11-28-2018), Professional Learning Catalog, and on behalf of the PAEC member and participating districts, PAEC has developed and makes available an assessment of professional learning needs. The PAEC *Professional Development Needs Assessment* is made available to school and district instructional and administrative staff members in an electronic format. The Needs Assessment is based on the six Educator Accomplished Practices and is designed to yield results and data reports a *Professional Development System Evaluation Protocol* at each level – Faculty, School, and District. The assessment provides data-informed guidance as districts plan, provide learning opportunities, support implementation and evaluate impact. District personnel may generate customized reports or request copies of customized *Professional Development Needs Assessment Reports*, as well as other reports. A copy of the electronic *Professional Learning Needs*

*Assessment* may be found in the district shell of the ePDC. The needs assessment will be reviewed and revised, as needed, by the PDC Council on an annual basis.

**Learning** opportunities are provided to meet professional learning needs at the faculty, school and district levels. To be most effective, the learning activities will follow a collaborative approach that is sustained over an extended period of time with opportunities to implement learning and measure the impact on student learning in a collegial atmosphere. For educators and support staff (non-instructional), learning opportunities include, but are not limited to, analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, school safety and/or other mandated topics.

**Implementing** newly acquired skills and knowledge in a sustained and supported effort is necessary for changes in educator practice. Implementation is the very heart of professional learning. Applying new knowledge and techniques and observing the impact on student behavior and learning is the primary purpose of professional learning. Selection of methods for follow up and support for implementation of the professional learning are included with all learning components in the PROFESSIONAL LEARNING CATALOG/ePDC. These may include classroom-based feedback, observation, reflection and collegial dialogue, coaching, mentoring or other supports.

**Evaluating** the effectiveness of the professional learning is multifaceted. First, the professional learning component activity is evaluated by the participants to determine the appropriateness of the design and delivery of the component. This is done electronically through the ePDC and the results are available to school, district staff and professional learning consultants. Next is the evaluation of the participant implementation of knowledge and skills gained through participation in the professional learning activity. The participant must provide evidence of implementation through one of the following: student assessment data, student artifact/portfolio, observation of student performance, changes in classroom practice, or other processes. Once evaluation is completed by all participants, data is reviewed to determine if the professional learning and implementation had the desired impact.

Annually, professional learning activity reports are provided to each district upon request. These reports provide data on component registration, follow-up, and completion to each district for evaluation of their specific learning activities. Additionally, analysis of this data is used along with student and school data to evaluate the effectiveness of the Professional Learning Catalog.



## **UNDERSTANDING PROFESSIONAL LEARNING CATALOG COMPONENTS**

The Professional learning catalog contains the approved inservice components for member and participating districts using the Plan. To receive inservice credit, inservice events must meet the objectives and criteria of an approved component. If a desired inservice event does not align to an existing component, a new component must be written, reviewed by the professional development council, and approved by each district School Board during the annual PROFESSIONAL LEARNING CATALOG approval process. The PROFESSIONAL LEARNING CATALOG is reviewed and re-approved annually by each School Board and reported to the Florida Department of Education by PAEC.

### **Component Specifications:**

Each component in the PROFESSIONAL LEARNING CATALOG must include:

1. Component Title
2. Component number in adherence with the State of Florida Management Information Services (MIS) reporting protocol and classification system
3. Maximum number of inservice points allowed
4. General objective
5. Specific objectives
6. Research-based delivery and activities
7. Appropriate follow-up methods
8. Evaluation process

A PROFESSIONAL LEARNING CATALOG component may address one of the following professional areas:

1. Reading, especially as specified in the Comprehensive K-12 Reading Plan
2. Florida Standards, benchmarks, and related subject content
3. Research-based instructional methods and strategies
4. Technology
5. Assessment and data analysis
6. Classroom management
7. Family Involvement
8. School Safety
9. Leadership and Management
10. Diversity
11. Ethics
12. Role of the teacher
13. Knowledge of subject matter
14. Communication
15. Human development and learning
16. Effective learning environments
17. Critical thinking and meta-cognition
18. Continuous improvement

Additional components are also included, as appropriate, for other employee classifications including administrative, professional/confidential, paraprofessional, and classified personnel.

**Master Inservice Component Reporting Codes:**

Inservice records for each employee are reported to the Department of Education at regularly scheduled intervals, usually in conjunction with established FTE audits. Each PROFESSIONAL LEARNING CATALOG component is assigned a unique seven-digit number according to DOE guidelines. See Appendix A for a complete listing of the reporting codes.

**PROFESSIONAL LEARNING CATALOG COMPONENTS -- ALPHABETICAL**

**Component Number:** The table below is a numerical listing of the professional learning components designed for implementation under this Professional Learning Catalog. It was designed to provide a quick and easy way to identify which component number to use for an activity. (Use for ESE requirement.)

<b>Component Name</b>	<b>Component #</b>	<b>Component # for ESE Teachers</b>
Action Research	4-400-001	
Assessment	4-401-001	4-102-001
Assistive Technology in the Classroom		3-100-001
Career and Technical Education	1-211-001	1-105-001
Child Abuse Prevention	6-511-001	
Classroom Management	5-404-001	5-101-001
Clinical Education	7-501-001	
Code of Ethics	8-416-001	
Communication	2-406-001	
Data Analysis	4-408-001	
Educational Leadership	7-507-001	
ESE Procedures and Practices		8-103-001
ESOL for Administrators	7-704-500	
ESOL for Category III Teachers	2-704-528	
ESOL for Guidance Counselors	2-704-525	
Hearing Impaired		1-105-014
Instructional Leadership: School Principal Level II	7-507-002	
Instructional Methodology	2-408-002	2-100-001
Leadership Evaluation Training	7-507-004	
Lesson Study	2-400-002	
Mental Health Services	5-414-001	
Multicultural Sensitivity	2-412-001	

New Teacher Induction	2-404-001	
Florida Standards	2-007-001	
<b><i>NON-INSTRUCTIONAL</i></b>		
Custodian/Maintenance	8-510-001	
Educational Paraprofessionals/Aides	8-506-001	
Food Service Training	8-505-001	
Office/Clerical Support	8-509-001	
Transportation Service Training	6-515-001	
Physical & Mental Wellness	6-414-001	
Preschool/Child Care	2-012-001	
Professional Learning Communities	2-400-001	
School Improvement	7-512-001	
School Safety	6-511-002	
Schools of Excellence (2017-18 only)	8-506-003	
Schools of Excellence (2018-19 forward)	8-521-001	
<b><i>STUDENT SUPPORT SERVICES:</i></b>		
Assessment/Student Appraisal	8-401-001	
Behavioral Interventions (crisis, abuse, etc.)	8-403-001	
Human Relations/Communication Skills	8-406-001	
Laws, Rules, Policies, Procedures	8-410-001	8-103-001
Parent Involvement, Parent Support	8-413-001	8-104-001
Problem-solving Teams	8-415-001	
Program Administration, Evaluation, Accountability	8-417-001	
Scholarships, Financial Aid, Education Transitions	8-418-001	
Section 504/Americans w/Disabilities Act	8-419-001	
Service Coordination, Collaboration, Integration	8-420-001	
Student Motivation	8-421-001	
Students Records	8-422-001	
<b><i>SUBJECT CONTENT:</i></b>		
Adult Education Subject Content	1-301-001	
Fine Arts Subject Content	1-000-001	1-105-008
Health and Safety Subject Content	1-005-003	1-105-003
English/Language Arts Subject Content	1-008-001	1-105-006
Mathematics Subject Content	1-009-001	1-105-002
Media Content	1-407-001	
Other Content Areas	1-007-001	1-105-009
Physical Education Subject Content	1-011-001	1-105-010
Reading Subject Content	1-013-001	1-105-011
Science Subject Content	1-015-001	1-105-004
Social Studies Subject Content	1-016-001	1-105-013

Foreign (World) Language Subject Content	1-004-001	
Substance Abuse Prevention	6-403-001	
Substitute Teacher	8-506-002	
Teacher Evaluation Training	7-507-003	
Technology Applications Strategies	3-003-001	
Technology for Educational Leaders	7-507-005	
Technology In the Classroom	3-408-001	3-100-002
Visually Impaired		1-105-012

### PROFESSIONAL LEARNING CATALOG COMPONENTS -- NUMERICAL

**Component Number:** A seven-digit code which identifies each component in the district Professional Learning Catalog. The table below is a numerical listing of the professional learning components designed for implementation under this Professional Learning Catalog.

Component Name	Component #
Subject Content: Fine Arts Subject Content	1-000-001
Subject Content: Foreign (World) Language Subject Content	1-004-001
Subject Content: Health and Safety Subject Content	1-005-003
Subject Content: Other Content Areas	1-007-001
Subject Content: English/Language Arts Subject Content	1-008-001
Subject Content: Mathematics Subject Content	1-009-001
Subject Content: Physical Education Subject Content	1-011-001
Subject Content: Reading Subject Content	1-013-001
Subject Content: Science Subject Content	1-015-001
Subject Content: Social Studies Subject Content	1-016-001
Career and Technical Education	1-105-001
Subject Content: Mathematics Subject Content	1-105-002
Subject Content: Health and Safety Subject Content	1-105-003
Subject Content: Science Subject Content	1-105-004
Subject Content: English/Language Arts Subject Content	1-105-006
Subject Content: Fine Arts Subject Content	1-105-008
Subject Content: Other Content Areas	1-105-009
Subject Content: Physical Education Subject Content	1-105-010
Subject Content: Reading Subject Content	1-105-011
Visually Impaired	1-105-012
Subject Content: Social Studies Subject Content	1-105-013
Hearing Impaired	1-105-014
Career and Technical Education	1-211-001
Subject Content: Adult Education Subject Content	1-301-001

Subject Content: Media Content	1-407-001
Florida Standards	2-007-001
Preschool/Child Care	2-012-001
Instructional Methodology: Reading Instruction – Integrating a Multi-Sensory Approach	2-013-002
Instructional Methodology: Reading Instruction – Integrating a Multi-Sensory Approach for Students with Disabilities or other Diverse learning Needs	2-100-002
Instructional Methodology	2-100-001
ESE Procedures and Practices	2-103-001
Professional Learning Communities	2-400-001
Lesson Study	2-400-002
New Teacher Induction	2-404-001
Communication	2-406-001
Instructional Methodology	2-408-002
Multicultural Sensitivity	2-412-001
ESOL for Guidance Counselors	2-704-525
ESOL for Category III Teachers	2-704-528
Technology Applications Strategies	3-003-001
Assistive Technology in the Classroom	3-100-001
Technology In the Classroom	3-100-002
Technology In the Classroom	3-408-001
Assessment	4-102-001
Action Research	4-400-001
Assessment	4-401-001
Data Analysis	4-408-001
Classroom Management	5-101-001
Classroom Management	5-404-001
Mental Health Services	5-414-001
Physical & Mental Wellness	6-414-001
Substance Abuse Prevention	6-403-001
Child Abuse Prevention	6-511-001
School Safety	6-511-002
Non-Instructional: Transportation Service Training	6-515-001
Clinical Education	7-501-001
Educational Leadership	7-507-001
Instructional Leadership: School Principal Level II	7-507-002
Teacher Evaluation Training	7-507-003
Leadership Evaluation Training	7-507-004
Technology for Educational Leaders	7-507-005
School Improvement	7-512-001

ESOL for Administrators	7-704-500
ESE Parent Involvement, Parent Support	8-104-001
Student Support Services: Assessment/Student Appraisal	8-401-001
Student Support Services: Behavioral Interventions (crisis, abuse, etc.)	8-403-001
Student Support Services: Human Relations/Communication Skills	8-406-001
Student Support Services: Laws, Rules, Policies, Procedures	8-410-001
Student Support Services: Parent Involvement, Parent Support	8-413-001
Student Support Services: Problem-solving Teams	8-415-001
Code of Ethics	8-416-001
Student Support Services: Program Administration, Evaluation, Accountability	8-417-001
Student Support Services: Scholarships, Financial Aid, Education Transitions	8-418-001
Student Support Services: Section 504/Americans w/Disabilities Act	8-419-001
Student Support Services: Service Coordination, Collaboration, Integration	8-420-001
Student Support Services: Student Motivation	8-421-001
Student Support Services: Students Records	8-422-001
Non-Instructional: Food Service Training	8-505-001
Non-Instructional: Educational Paraprofessionals/Aides	8-506-001
Substitute Teacher	8-506-002
Schools of Excellence (2017-18 only)	8-506-003
Non-Instructional: Office/Clerical Support	8-509-001
Non-Instructional: Custodian/Maintenance	8-510-001
Schools of Excellence (2018-19 forward)	8-521-001

**PROFESSIONAL LEARNING COMPONENTS**  
Add-On Certification and Endorsement Program Components

**ATHLETIC COACHING/SPORTS MEDICINE ENDORSEMENT PROGRAM**

<b>Title Of Component</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
Care and Prevention of Athletic Injuries	1-011-540	60
Coaching Theory	1-011-541	60
Theory and Practice of Coaching a Specific Sport	1-011-542	60

**AUTISM ENDORSEMENT PROGRAM**

<b>Title Of Component</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
Nature and Needs, Assessment and Diagnosis	2-103-540	60
Applied Behavior Analysis and Positive Behavior Supports	5-101-516	60
Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems	3-100-502	60
Field-Based Experience with Students with Autism Spectrum Disorder (ASD)	2-100-541	60

**DRIVERS EDUCATION/TRAFFIC SAFETY ENDORSEMENT PROGRAM**

<b>Title Of Component</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
Basic Driver Education/Traffic Safety	1-014-537	60
Advanced Driver Education/Traffic Safety	1-014-538	60
Administration and Supervision Driver Traffic Safety	1-014-539	60

**ESOL ENDORSEMENT PROGRAM**

<b>Title Of Components</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
Methods of Teaching ESOL	2-700-520	60
Applied Linguistics	2-702-521	60
Cross-Cultural Communication and Understanding	2-705-522	60
Testing and Evaluation of ESOL Students	2-701-523	60
Curriculum and Materials Development	2-703-524	60

**ESOL - OTHER COMPONENTS—Non-Endorsement**

<b>Title Of Components</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
ESOL for Administrators	7-704-500	60
ESOL for Category III Teachers	2-704-528	18
ESOL for Guidance Counselors	2-704-525	60

**GIFTED ENDORSEMENT PROGRAM**

<b>Title Of Component</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
Nature and Needs of the Gifted	2-100-511	60
Educating Special Populations of Gifted Students	2-100-512	60
Curriculum Development for the Gifted	2-100-540	60
Guidance Counseling of the Gifted Student	2-100-542	60
Theory and Development of Creativity	2-100-543	60

**READING ENDORSEMENT PROGRAM**

<b>Title Of Component</b>	<b>Component Number</b>	<b># Inservice Points Required</b>
Competency #1: Foundations of Reading Instruction	1-013-501	60
Competency #2: Application of Research-based Instructional Practices	1-013-502	60
Competency #3: Foundations of Assessment	1-013-503	60
Competency #4: Foundations & Applications of Differentiated Instruction	1-013-504	60
Competency #5: Demonstration of Accomplishment	1-105-505	60



## **ACTION RESEARCH**

**Component Identifier Number:** 4-400-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities, participant:

1. Describe and discuss Action Research Framework and evaluation models appropriate to evaluate school-based projects/programs.
2. Identify research and evaluation questions and indicators appropriate for school-based evaluation.
3. Identify specific data collection techniques including qualitative and quantitative methods.
4. Identify and conduct appropriate descriptive and statistical analysis to answer specified research and evaluation questions.
5. Prepare an action research plan and evaluation plan.
6. Describe and discuss action research presentation and reporting methods.
7. Understanding methods and materials of differentiation to meet the learning needs of students.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

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

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** A4, B1

**FPLS:** S4, S7

## **ASSESSMENT**

**Component Identifier Number:**      **4-401-001**      or      **4-102-001(ESE)**

**Maximum Inservice Points:**            **120**

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

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

### **Specific Objective(s):**

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

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## ASSISTIVE TECHNOLOGY IN THE CLASSROOM

**Component Identifier Number:** 3-100-001 (ESE Only)

**Maximum Inservice Points:** 120

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

This professional learning will enable instructional personnel to obtain and improve professional knowledge and competencies in using assistive technology in the classroom successfully.

### **Specific Objective(s):**

Upon successful completion of one or more professional learning inservice activities, participants:

1. Use technology to promote and enhance the student's learning, communication, real-life problem solving skills, and professional research.
2. Determine the most appropriate assistive technology device to use in meeting individual student needs.
3. Use assistive technology devices, teach students to use the devices, and monitor the effectiveness or use with both verbal and written communication.
4. Use assistive technology within the curriculum to augment students' verbal and written communication.
5. Use universal design to enable all students to access the curriculum.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

**1. IDENTIFICATION:****TITLE: Career and Technical Education Subject Content****COMPONENT NUMBER: 1-211-001 / 1-105-001 (ESE)****Function: 1****Focus Area: 211 /105 (ESE)****Local Sequence Number(s): 001****POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** This component will provide career and technical education (CTE) teachers with a structured professional learning process coupled with collegially-supported implementation experiences. Purposes are to: 1) deepen teachers' subject content knowledge related to specific curriculum framework, course-appropriate CTE Standards and benchmarks, associated Industry or National Standards, aligned Florida Standards for Technical Subjects, and aligned Florida academic standards for Math, Language Arts, and Science that are addressed in the CTE courses and 2) pedagogical content knowledge regarding the selection and use of high effect size instructional strategies to provide standards-based instruction to assigned students.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice
- ☐ Mastery of a specific leadership practice
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)

- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

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

	Educator	School	District
Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.1.1, 2.2.1	
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.3, 2.2.4	
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.5		

☐: Check here if not significantly related to any Protocol Standard

#### 5. IMPACT AREA(S):

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

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

1. Learning Culture Supports: Identify peer or mentor educators, instructional coach, or administrator who will provide constructive feedback on implementation efforts and agree upon the times, methods, and supports that these colleagues will provide during the professional learning cycle.
2. Standards-based Instruction: Select specific standards from Florida's course description of the course or courses being taught, as the target of professional study and complete these activities:
  - a. Based on reviews of available student assessment and/or performance data, including results of aligned industry certification exams, and discussions with colleagues, identify the standards that are most challenging to students.
  - b. Based on emerging changes in content information, technologies or methodologies, pertinent to *Florida's Career and Technical Education Curriculum Frameworks* and course(s) taught, identify specific areas of study that will ensure currency of information, responsiveness to business and industry, impact CTE standards-based instruction and enhance student learning.
  - c. Select one or more of these standards for deeper study and discuss the aspects of the standard(s) that are most important for student mastery with mentor colleagues, instructional coach, or content experts.

- d. Determine if there are test item specifications related to the selected standard. If so, locate and review the Florida Department of Education's Test Item Specifications to analyze what aspects of the standard(s) are assessed on state assessments and how they are assessed.
  - e. Identify CTE standards and benchmarks, as well as standards tested on related industry certification exam/s, and determine how they will be assessed.
  - f. Confer with support colleagues and seek resources and/or opportunities to gain a deeper understanding of the targeted content.
3. Research-Based Instructional Processes: Review contemporary research on high effect size instructional strategies and select one or more high effect size instructional strategies as the target(s) of the professional study and:
- a. Identify, review and discuss with a supervisor or instructional coach, a variety of high effect size strategies that may be useful with the standard(s) selected, the targeted students, and that may be linked to indicators in the district's performance evaluation system.
  - b. Select a specific high effect size strategy for study and implementation and learn how and when to implement the strategy to meet the needs of all students.
  - c. Develop lesson plan(s), with clearly stated learning goals, based on the selected standards. Incorporate the high effect size instructional strategy(ies), selected for study, and a plan to assess student learning. Review the plan with support colleagues and explain the rationale for the plan with attention to students' learning needs and a multi-tiered system of supports.
  - d. Implement the lesson plan(s), assess and track progress on learning goals with selected students, discuss with support colleagues the observed impact on students, and what, if any improvements might be attempted during subsequent implementations.

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

### **Learning Methods Database Code: I**

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

#### **WHAT**

Participants will learn and become proficient in 1) identifying crucial aspects of the most challenging, course-related, standards and benchmarks; 2) determining the high effect size instructional strategy(ies) most useful with the selected standard(s), benchmarks and targeted students; and 3) implementing the selected high effect size strategy with the selected standard(s) and targeted students. Participants will review professional literature and other resources related to high effect size strategies and content standards. Modeling may occur and participants will have opportunities to practice using the strategy(ies) individually and/or collaboratively. Constructive feedback will be provided by a facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

## **HOW**

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or as an individual study with collegial support.

## **KEY ISSUES to be Included in Participant Implementation Agreements**

Participants will agree to:

1. Participate and engage in structured and/or independent learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
  - a. Complete required professional learning design survey.
  - b. Plan and/or discuss implementation with support colleagues.
  - c. Complete appropriate assignments, such as lesson plans.
  - d. Collect and analyze student impact data.
  - e. Report and discuss results of student impact data with support colleagues and other appropriate individuals.
  - f. Reflect on results and use results to inform decisions about instructional practices.

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

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Ongoing support and constructive feedback regarding implementation will be provided through interactions among the educator and pre-determined peer or knowledgeable other, district or site-based administrator, and/or mentor educators or in a formalized coaching process. The process will be contingent on the needs of the participant and may include modeling, practicing, observing a peer directly, reflecting orally, conferencing with actionable feedback, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for support.

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

### **Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.**

#### **Evaluation Methods for Staff Database Code: A**

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice or IPDP growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, evidence of communication with district or site-based administrator, approved knowledgeable other, peer or mentor educator, professional learning community documentation, and/or teacher-provided artifacts such as lesson plans, samples of student work, and assessments.



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

**Evaluation Methods for Students Database Code B:**

Results of school/teacher-constructed student growth measure(s) that track student progress.

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

Teachers, support colleagues, instructional coaches, site-based administrators, and district instructional staff

Individual teachers will use impact data to determine the impact of strategy implementation on students' mastery of targeted standards and benchmarks and to inform decisions regarding instructional practice.

Site-based administrators, instructional coaches and district instructional staff will use impact data to determine how strategy implementation affects students' mastery of targeted standards and benchmarks and to inform decisions regarding teacher professional learning needs.

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

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, document results, and review results with a designated individual who may be a support colleague, instructional coach, district CTE director or designee, approved knowledgeable other, site-based administrator and/or other designated individual. The focus will be on the impact of implementation of the high effect size strategies for standards-based instruction to assigned students based on the standards and benchmarks for the course(s) taught.

**What other forms of evaluation data will be gathered?**

- a. Online "Professional Learning Design" Survey
- b. Results of national industry certification exam(s), state or district-developed/standardized student growth measure(s), portfolios of student work, observation of student performance, or other performance assessment(s) that reveal impact on students' mastery of standards-based learning goals and objectives.
- c. Data may be used by teachers, peer groups, site-based administrators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the electronic Professional Development Connections (ePDC) at the Panhandle Area Educational Consortium.

Department: Panhandle Area Educational Professional Development Council

Name(s) of Component Author(s): Panhandle Area Educational Professional Development Council

## CHILD ABUSE PREVENTION

**Component Identifier Number:** 6-511-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected child abuse.
2. Acquire knowledge of the laws and regulations applicable to the requirements and legal responsibilities of reporting suspected cases of child abuse.
3. Demonstrate understanding of the application of the laws and regulations for reporting of suspected child abuse.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

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

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** A2

**FPLS:** S5, S8, S10

## CLASSROOM MANAGEMENT

**Component Identifier Number:** 5-404-001 or 5-101-001 (ESE)

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Identify proactive strategies to build and maintain effective classroom management.
2. Identify characteristics of effective classroom rules and procedures.
3. Identify characteristics of an effective classroom environment.
4. Identify problem areas within classroom management techniques and physical arrangement through case study reactions.
5. Identify the appropriate consequence for misbehavior according to a hierarchy of consequences.
6. Integrate effective classroom management techniques into his/her teaching style.
7. Identify strategies to implement both control and caring within classroom management.
8. Determine the correlation between effective classroom management and student achievement.
9. Utilize reflective practice through descriptive and analytical journal writing.
10. Implement effective research-based classroom management strategies within the learning environment.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## CLINICAL EDUCATION

**Component Identifier Number:** 7-501-001

**Maximum Inservice Points:** 40

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

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 Objective(s):**

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

1. Demonstrate knowledge of 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 the research and observation techniques of the Florida Performance Measurement System as it applies to the role of a support team member.
  - a. The participant will acquire skills in using the Florida Performance Measurement System (FPMS) formative instruments
  - b. The participant will acquire a working knowledge of the six (6) domains of effective teaching as defined by the Florida Performance Measurement System
  - c. 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.
  - a. The participant will acquire knowledge, skills, and attitudes in effective pre-observation conference techniques
  - b. The participant will acquire skills in systematic observation of teacher behavior in six domains of effective teacher performance
  - c. The participant will demonstrate knowledge and skills in the formal and informal section, design and use of observation tools and systems
  - d. The participant will demonstrate skill in analysis of data on teacher performance to identify areas of strength, weakness, and needs for continued development
  - e. The participant will demonstrate skill in planning and conducting post-observation conferences

- f. The participant will demonstrate the use and the value of reflection in self-assessment in teacher training and professional learning

**Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## CODE OF ETHICS

**Component Identifier Number:** 8-416-001

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

### **Specific Objective(s):**

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

1. Make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. Encourage a student's independent action in pursuit of learning.
3. Provide for a student access to diverse points of view.
4. Take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
5. Not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
6. Not use institutional privileges for personal gain or advantage.
7. Maintain honesty in all professional dealings.
8. Not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
9. Support a colleague's right to exercise political or civil rights and responsibilities.
10. Maintain confidentiality of student information as prescribed by law.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	B2
<b>FPLS:</b>	S10

## COMMUNICATION

**Component Identifier Number:** 2-406-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## DATA ANALYSIS

**Component Identifier Number:** 4-408-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Prepare and use reports of students' assessment results.
2. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
3. Use multiple perspectives to diagnose student behavior problems and devise solutions.
4. Analyze data and 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 Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A4
<b>FPLS:</b>	S2, S5, S6



## EDUCATIONAL LEADERSHIP

**Component Identifier Number:** 7-507-001

**Maximum Inservice Points:** 120

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

To expand and maintain the high level of knowledge, skill and competency needed to provide quality administrative and managerial support services to students, teachers and other members of the school, district, state, and federal educational community.

### **Specific Objective(s):**

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

1. Demonstrate knowledge of the concepts and content of administrative and management services.
2. Demonstrate skill in applying knowledge to provide high quality administration and management services to educational personnel at all levels of the educational community.
3. Demonstrate competency in the delivery of administrative and managerial support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state toward the process of school improvement.
5. Demonstrate awareness of the Florida Leadership Standards.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

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

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** B1

**FPLS:** S1, S2, S3, S4, S5, S6, S7, S8, S9, S10

## **ESE PROCEDURES AND PRACTICES**

**Component Identifier Number:** 2-103-001

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide educators and staff with the opportunity to develop and/or update knowledge and skills necessary to provide programs and services and to effectively instruct exceptional education students.

### **Specific Objective(s):**

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

1. Identify the student characteristics and criteria for eligibility in ESE special programs.
2. Describe the models of support and placement options for students with disabilities.
3. Identify and demonstrate research-based strategies/techniques for teaching students with disabilities.
4. Identify and demonstrate research-based materials, technology, programs, and resources for teaching students with disabilities.
5. Demonstrate skill in the appropriate use of academic accommodations and modifications for students with disabilities.
6. Demonstrate skill in the appropriate use of assistive and adaptive technology for students with disabilities.
7. Demonstrate skill in the appropriate use of behavior and classroom management techniques for students with disabilities.
8. Develop appropriate Individual Educational Plan (IEP) goals and objectives for students with disabilities.
9. Develop appropriate Transition IEP goals and objectives students with disabilities.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **ESOL FOR ADMINISTRATORS**

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

**Maximum Inservice Points:** 60

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

The purpose the of ESOL for Administrators - Online Course is to meet the 60 hour professional development requirement of the Modified Florida Consent Decree for school administrators as well as to address the Florida Department of Education ESOL objectives for administrators. Participants will identify the administrator's role and responsibility as the instructional leader, recognize appropriate ESOL instructional strategies, techniques, and approaches for meeting the Sunshine State Standards and NCBL; and apply new knowledge and strategies.

### **Specific Objectives:**

1. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
2. Demonstrate knowledge of cross-cultural issues facing ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
3. Demonstrate outreach efforts to connect ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
4. Demonstrate knowledge of available, necessary and appropriate instructional materials and resources that will facilitate comprehensible instruction for all ELLs.
5. Demonstrate knowledge of the background of the Consent Decree in the League of United Latin American Citizens et al. v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act of 2001, Lau v. Nichols, Plyler v. DOE, etc.).
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of ELLs.
7. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its September, 2003 Modification; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.
8. Demonstrate the ability to update staff, students, and parents on pertinent changes in the educational legislation, rules and policies that may potentially impact ELLs and their families. Demonstrate ability to evaluate trained teachers who are using ESOL instructional strategies in Basic ESOL courses.
9. Demonstrate knowledge of district's ELL Plan, which indicates the chosen model(s) of delivery of services to ELLs.
10. Demonstrate knowledge of the legal requirements of a student's ELL plan.
11. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
12. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
13. Demonstrate knowledge and the ability to implement formal and informal methods of

assessment/evaluation of ELL, including measurement of language, literacy and academic content metacognition.

14. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
15. Demonstrate knowledge of the indicators for student identification and participation in gifted programs, regardless of English language proficiency and of the program policies that must be in place in order to actively promote and sustain the participation of ELLs in advanced placement courses.
16. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based ELL committee.
17. Demonstrate the ability to communicate with ELLs, their families and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.
18. Demonstrate knowledge of procedures regarding ELLs, which begin at school registration, and continue for two years after the ELL, has been exited from the English for Speakers of Other Languages program.
19. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.
20. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to ELLs.
21. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language instructional strategies in the instruction of ELLs.
22. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.
23. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including English language learners, and its impact to the school site's programmatic decisions.
24. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to improve student achievement within the ELL population.
25. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.

### **Activities:**

The ESOL for Administrators Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

### **Evaluation for In-Service Credit:**

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre-

- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

**Component Evaluation:**

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements

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

## ESOL FOR CATEGORY III TEACHERS

**Component Identifier Number:** 2-704-528

**Maximum Inservice Points:** 18

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

The Panhandle Area Education Consortium's 18-hour ESOL for Category III Teachers on-line course is designed to meet the requirements of the Florida Consent Decree for Category III teachers. The purpose of the online course is to provide these teachers with knowledge about ESOL (English for Speakers of Other Languages) students and instructional strategies and approaches teachers can use to assist ESOL students in understanding the curriculum and meeting the Sunshine State Standards.

### **Specific Objectives:**

1. Analyze and adapt instruction to be comprehensible to ESOL students
2. Facilitate ESOL student adjustment to a new culture
3. Interpret ESOL student behavior from a cultural perspective
4. Understand the principles of second language acquisition and how they can be used in the classroom to facilitate language development
5. Adapt traditional assessments
6. Explore issues that affect the validity of classroom assessment
7. Develop guidelines for grading ESOL students
8. Utilize alternate strategies to assist LEP students
9. Encourage communication with ELLs by using small group work.
10. Design lessons with no less rigor, but with more assistance for LEP students.
11. Assess ELLs appropriately so that assessments measure what they are intended to measure.

### **Activities:**

The *ESOL for Category III Teachers Online Course* requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

### **Evaluation for In-Service Credit:**

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

### **Component Evaluation:**

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

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



## ESOL FOR GUIDANCE COUNSELORS

**Component Identifier Number:** 2-704-525

**Maximum Inservice Points:** 60

### **General Objective:**

The purpose of the Panhandle Area Education Consortium's *ESOL for Guidance Counselors* Online course is to meet the modified Florida Consent Decree requirements for guidance counselors. To meet this goal, the participant will develop and implement a case study of an English Language Learner, including strategies to address academic needs. The case study must contain evidence to support mastery of the Standards and Competencies.

### **Specific Objectives:**

1. Possess individual & group counseling and communication skills to implement a balanced approach in order to assist ELLs and their families.
2. Recognize unique differences among ELLs, including their language proficiency (both native and English), aptitudes, intelligence, interests, and achievements, & incorporate an understanding of this information into the delivery of services.
3. Assist ELLs and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing the challenges facing ELLs and their families.
4. Demonstrate ability to counsel ELLs regarding their individual rights as afforded to them under state & federal laws and regulations. ELLs who are under-represented in special programs and services, including but not limited to gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment, and career exploration.
5. Demonstrate knowledge of the federal & state requirements regarding the provision of services to ELLs. Including, but not limited to their roles and responsibilities in the LEP Committee process; development of ELL Student Plans, and implementation of the District ELL Plan.
6. Demonstrate ability to advocate for the educational needs of ELL and implement processes to ensure that these needs are addressed at every level of the ELLs' school experience.
7. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school-level personnel to support ELLs.
8. Demonstrate sensitivity to multicultural and diverse student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual ELLs and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and community.
9. Demonstrate ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to ELLs to ensure their academic success.
10. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ELLs with the school-based and outreach services and support systems designed to address their unique academic needs.
11. Demonstrate an understanding of the proper administration & use of assessment instruments, and the ability to interpret scores and test-related data to ELLs, teachers, school

administrators, and parents. These assessments should include, but not be limited to the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments; and state-wide assessments of academic content.

12. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of ELLs, including measurement of language, literacy, and academic content metacognition.
13. Demonstrate knowledge and understanding of how individual and group data and statistics are used in building student, course/class and school profiles, constructing student transcripts, and preparing reports.
14. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper & equitable credit accrual, and appropriate grade/course placement of ELLs.
15. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
16. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
17. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process. ELLs, their families, and the community to assess the relevance of the curriculum and adequacy of student progress towards standards established by the Florida Department of Education and the curriculum established by the school district.
18. Demonstrate the ability to provide information appropriate to the particular educational transition: from middle school to high ELLs in understanding the relationship that their curricular experiences and academic achievement have on their future educational and employment opportunities.
19. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities, and career/vocational institutions, & the ability to effectively counsel ELLs in the pursuit of their post-secondary desires.
20. Demonstrate ability to assist ELLs in evaluating and interpreting information about postsecondary educational and career alternatives so appropriate options are considered & included in the decision-making process.
21. Demonstrate knowledge & ability to understand and interpret forms and data-driven documents that are a part of the post-secondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.
22. Demonstrate a familiarity with available technology & the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and internet services.
23. Demonstrate ability to use historical admission patterns & trends to assist ELLs in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.

### **Activities:**

The ESOL for Guidance Counselors Online Course requires participants to spend time online at the FloridaLearns Academy's electronic Professional Development Connections Website interacting with the content presented in various modules. While participating in the online modules, participants will have the opportunity to view various video segments pertaining to the content of the module. In

addition, participants must read the reading selections embedded within each module, answer specific questions pertaining to each module, and complete individual assignments. Some assignments require participants to implement strategies learned in the course in their current classrooms. Feedback is provided online by the course's facilitator.

### **Evaluation for In-Service Credit:**

The participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid measures as determined by the instructor
2. Satisfactorily complete assigned activities and assignments

### **Component Evaluation:**

Through the electronic Professional Development Connections, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation be completed by the participant before a course is marked completed. This evaluation is a part of the ePDC and conforms to the Florida Professional Development System Evaluation Protocol requirements.

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

## **HEARING IMPAIRED**

**Component Identifier Number:** 1-105-014

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct deaf/hard of hearing students.

### **Specific Objective(s):**

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

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

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

**1. IDENTIFICATION:****TITLE:** Instructional Leadership – School Principal Level II**COMPONENT NUMBER:** 7-507-002**Function:** 7**Focus Area:** 507**Local Sequence Number(s):** 002**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** This component supports an in-depth, two to three-year program of professional learning based on the *Florida Principal Leadership Standards* which are based on contemporary research on high-effect school leadership practices (6A-5.080, F.A.C., *Florida Principal Leadership Standards*). The purpose is to provide a deeper understanding, including repetitive implementation experiences, regarding core instructional leadership strategies in order to provide quality leadership for our schools, now and in the future. The vision is to produce leaders who have the knowledge and skills to lead quality school learning cultures focused on continuous improvement of student achievement and college and career readiness.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice:
- ☐ Mastery of a specific leadership practice:
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success

- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☒ Other: Parent communication to increase involvement

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

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.6
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6		
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3		<input checked="" type="checkbox"/> 3.3.2
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4		

#### 5. IMPACT AREA(S):

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

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

1. Understand the significance of a growth mindset, deepen one's capacity to apply a growth mindset in his/her professional practice and to support school cultures that foster growth mindsets among school leadership, faculty, and students. The participant will learn about the growth mindset and:
  - a. Engage in reflective thinking to assess one's status regarding use of a growth mindset.
  - b. Observe highly-effective and struggling teachers and assess the degree to which the teachers observed employ a growth mindset. Analyze whether the application of a growth mindset differentiates highly effective and less effective teaching and discuss this analysis with the mentor and growth team.
  - c. Identify developing professionals and work with them in a mentoring capacity to enhance their understanding of a growth mindset and discuss the mentoring plan and its implementation with the mentor and growth team.
  - d. Interview a random selection of students to discuss their perceptions about whether the instruction they are receiving provides evidence of their teachers' growth mindset and whether they are learning to pursue a growth mindset through their own school experiences and then, discuss findings, observations, and perceptions with the mentor and growth team.
  - e. Prepare and deliver a presentation to a school faculty that explains what a growth mindset is, why it is important to students, and how a school faculty can support each

other in fostering a school culture where a growth mindset characterizes student learning experiences.

2. Understand the essential elements of effective standards-based instruction and apply instructional leadership strategies that support a learning culture that values standards-based education. The participant will become familiar with the state statutes and State Board of Education rules related to standards-based instruction and:
  - a. Review professional literature on the significance and structure of standards-based instruction and the national movement toward standards-based instruction as a means of meeting the challenges of globalization and an information age.
  - b. Examine research regarding the development of Florida's academic standards for students.
  - c. Identify the process by which teachers can determine which Florida academic standards apply to the course(s) he/she teaches and provide professional learning sessions to faculty members on the use of the Florida Department of Education's course descriptions to enable all teachers to use them as the basis for course-appropriate, standards-based lesson planning.
  - d. Identify what subjects have test item specifications, provided by the Florida Department of Education, determine whether faculty members know how to access and use them, and provide assistance for those who do not use them to ensure they understand how standards are assessed on state assessments.
  - e. Use available professional resources to learn about learning goals and develop a process to monitor whether learning goals assigned to students are based on state standards for the courses in which they are enrolled.
  - f. Interview a random sample of students on what they understand their learning goals to be, ask how they are made aware of those learning goals, and compare students' understanding of learning goals with the actual state standards for the courses in which they are enrolled. Develop a protocol to guide a discussion with teachers about how to monitor whether learning required by state standards is aligned to the learning goals students are actually pursuing.
  - g. Conduct lesson planning conferences with teachers that address how to plan for standards-based instruction and how to monitor student progress toward mastery of those standards. Develop a protocol for enabling teachers to develop standards-based objectives, formative assessments to track progress, and summative assessments to determine student mastery of standards.
  - h. Engage in constructive dialogue with the mentor and growth team on the benefits obtained and obstacles to be overcome.
3. Become proficient in recognition of effective instruction by study and application of contemporary research on effective instructional practices and:
  - a. Deepen capacity to function as an expert observer and diagnostician of teaching and learning issues by gaining familiarity with the *5 Dimensions of Teaching and Learning*



- and the *4 Dimensions of Instructional Leadership*. Completers of the Commissioner's Leadership Academy are a resource.
- b. Develop a core vocabulary on analysis of effective instruction by reviewing the works of Robert Marzano, John Hattie and other nationally recognized experts on effective instruction.
  - c. Consult with the mentor, growth team, and a completer of the Commissioner's Leadership Academy to form a cohort with other school leaders to exchange practice observations and reporting visits.
4. Understand the value of a school-based culture of learning, master, and apply school leader practices that promote team learning and shared mission among a school faculty.
- a. Hold discussions with faculty members that allow expression of their current views on the mission of the school and the role of teachers in student success. Analyze the proportion of the faculty with a belief that teaching quality determines student success and the proportion that believe outside factors beyond the teacher control determine student success. Review national literature to identify examples of schools that overcame outside barriers and generated significant student success and share these examples with faculty members.
  - b. Establish a pattern of frequent classroom walk-throughs and informal observations to note patterns in instructional processes that students receive. Use a range of interpersonal communication skills and tools to provide feedback, coaching, and support to improve teaching.
  - c. Use evidence-based, non-evaluative conversations about teaching and learning to focus teachers on improving use of high effect size instructional strategies.
  - d. Discuss methods to initiate the use of real-time/active coaching skills to improve instruction in the moment with the mentor/growth team, implement the process, and hold constructive, follow-up conversations with faculty to improve your use of this process.
  - e. Manage time and resources to support faculty follow-up on agreed-upon next steps which support their implementation of professional learning and then, identify the next level of work issues related to professional growth. Discuss how this process will be implemented and seek suggestions for improvement with the mentor/growth team.
5. Understand the use of data-based decision making in setting learning goals, monitoring student growth, and making adjustments in supports to student learning. Review professional literature and utilize other resources on the use of data to promote student learning.
- a. Demonstrate effective use of technology to access and examine the various types of student data.
  - b. Meet with a variety of teachers to examine their lesson planning process and discuss what sources of formative data they plan to acquire to track student progress toward meeting lesson goals.

- i. Examine the relationship between the planned data acquisition and the standards of the course;
  - ii. Discuss the methods the teachers plan to use to acquire the data;
  - iii. Discuss how data results will be used to guide further lesson planning actions;
  - iv. Discuss how the data will be shared with students;
  - v. Determine how the data processes that were planned aligned with those that were actually used; and,
  - vi. Prepare and implement faculty presentations to share the most successful data processes observed and invite faculty members to explain these processes to their colleagues.
- c. Review whether teachers involve students in using data to track their own progress on important standards.
- d. Based on analysis of the above activities, use reflective/inquiry coaching skills grounded in student data to debrief an observation and plan next steps for lesson development and determination of student progress.
- e. Determine teachers' understanding and use of a multi-tiered system of supports (MTSS) and discuss with teachers the data processes they use to implement MTSS.
- f. Hold conversations with randomly selected students to gather evidence of their perceptions about the data they receive on their own progress toward mastery of course standards. Discuss with the mentor/growth team what the evidence says about the use of formative evaluation in the students' learning environment.
- 6. Become proficient in two-way communication and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.
  - a. Become familiar with multiple avenues to support effective communication including digital tools and resources and demonstrate effective use of these tools.
  - b. Become skilled at leading conversations that may be difficult.
  - c. Learn about and use a variety of surveys to secure information from all stakeholders about educational issues such as school climate, school environment, faculty satisfaction, educational outcomes, and other issues related to the educational process.
  - d. Create opportunities to engage all stakeholders in constructive conversations about important school issues to promote involvement and maintain records.
  - e. Consult with the mentor and growth team to examine data that reflects progress.
- 7. Understand the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
  - a. Study the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*.
  - b. Engage in dialogue regarding common violations with the mentor and growth team and legal experts.

- c. Create opportunities to provide information and engage faculty members in dialogue about the *Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida*.

Professional Development Delivery, Follow-Up and Evaluation:

NOTE: To earn credit for an objective, participants must complete the activities for that objective in a manner approved by their mentor and growth team. Evaluation of the participant's work will be done by the mentor and growth team. Evaluation of the component's impact on the participant's instructional leadership capacity will be performed by the participant's supervisor.

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

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

### **Learning Methods Database Code: I**

#### **WHAT**

All objectives are preceded by completion of these assignments:

1. Learning Culture Support System:
  - a. Select a peer mentor and growth team to facilitate work on this component. The mentor should have successful experience as a school administrator, be knowledgeable about the focus of the objective(s) under study, and be willing to take part in constructive conversations about the participant's professional growth. The growth team should consist of three to five knowledgeable others with expertise on some aspects of teaching and learning and/or instructional leadership. Agree upon times, methods, and supports that these colleagues will provide during this professional learning experience. NOTE: Mentor/growth team support applies to each objective; however, the mentor/growth team may change for each objective.
  - b. With the mentor/growth team selected, locate and review online descriptions of the methods and purposes of the constructive conversations (See FPLS Standard 9 and other resources provided by FLDOE or PAEC).
2. Florida Principal Leadership Standards:
  - a. To deepen capacity for implementing high quality instructional leadership at the school level, review the indicators in the Florida Principal Leadership Standards with your mentor/growth team, analyze your current capacity to meet the standards, and then, complete the objectives and supporting activities.

#### **HOW:**

Component delivery will employ a variety of learning designs, mentor/growth team collaboration, and use of research and/or other resources and tools. Professional learning may occur via face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or individually.

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

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Commit to working with a mentor/growth team and to receiving and providing constructive feedback.
3. Meet deadlines for completing implementation and follow-up activities which may require educators to:
  - a. Complete appropriate assignments.
  - b. Complete required professional learning design survey and other surveys that may be related to each of the specific objectives.
  - c. Collect and analyze impact data (teacher and/or student).
  - d. Report and discuss results of impact data (teacher or student) with appropriate individuals.
  - e. Reflect on results and use results to inform decisions about professional practice.

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

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Ongoing support will be provided through structured coaching/mentoring or less formal mentoring, involving school, district, or regional leadership personnel, knowledgeable peers, or collegial learning structure such as professional learning community or lesson study group. This process will be contingent on the needs of the participant and may include modeling, practicing, directly observing skill demonstration, conferencing, reflecting orally, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for use.

#### **Monitoring Procedures:**

Educators will be required to develop and submit appropriate supporting products, which may include, but not be limited to a rubric, checklist, summary of analysis, protocol, meeting agenda, classroom walk-through documentation, coaching log or comments, video exemplar, presentation, case study, portfolio, or written reflections on lessons learned. Participants may also be observed demonstrating implementation of the process or product and supporting materials may be requested.

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

### **Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job**

#### **Evaluation Methods for Staff Database Code: A**

Changes in leadership practices will be observed through the district's school leader evaluation system indicators and/or domains and/or deliberate practice or individual leadership development plan growth targets. Student progress measures will also be examined. Evidence used to document implementation of professional learning may be observation checklists that are aligned with the district's school leader evaluation system, anecdotal records, portfolio, self-reflection, mentor/growth team documentation, artifacts, communication records, and/or climate surveys. Each will be used as appropriate to evaluate changes in proficiency of the leader.

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

**Evaluation Methods for Students Database Codes: F**

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

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

District-level Supervisors, Site-Based Administrators, Mentor/Growth Team Members, Florida Department of Education

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

**Describe what will be done with the data obtained through the evaluation processes.**

The supervisor, school leader, mentor/growth team, faculty members, and other stakeholders (such as SIP team members) will analyze student impact data, document results, review results and discuss impact and implications. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which implementation of the high effective size core instructional leadership strategies impact the school’s learning culture focused on continuous improvement of student achievement and college and career readiness.
2. The leader’s proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional coaching, mentoring, or other forms of support may be needed.

What other forms of evaluation data **may** be gathered:

- a. Online “Professional Learning Design” Survey
- b. Data demonstrating improved/increased communication among educators, educators and parents, educators and students, and/or among students. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. School culture and/or climate survey
- d. Surveys that report the frequency and quality of interactions among the participant and mentor/growth team members
- e. Data may be used by district supervisors and instructional teams, mentor/growth teams, site-based administrators, and/or PAEC personnel.

Records of professional learning feedback and completion and will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Council

## INSTRUCTIONAL METHODOLOGY

**Component Identifier Number:** 2-408-002 or 2-100-001 (ESE)

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the ability to use an understanding of teaching and learning to provide a learning environment which supports intellectual development and critical, creative, and evaluative thinking capabilities of students.

### **Specific Objective(s):**

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

1. Recognize the developmental level of each student as indicated by behaviors, writings, drawings, etc., and other responses.
2. Stimulate student reflection on previously acquired knowledge and links new knowledge and ideas to already familiar ideas.
3. Draw upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.
4. Develop instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development.
5. Present concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
6. Analyze student performance standards to identify associated higher-order thinking skills, and 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.
18. Understand methods and materials to differentiate instruction.

**Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## LEADERSHIP EVALUATION TRAINING

**Component Identifier Number:** 7-507-004

**Maximum Inservice Points:** 60

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

The purpose of this component is to provide district leadership staff an overview of the LEA's evaluation model and an in-depth description of how the model and procedures are implemented. Upon completion, staff will be able to describe all components of the LEA's evaluation model and explain how the system and procedures will affect evaluation results.

### **Specific Objective(s):**

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

1. Identify and describe the LEA's Evaluation Model, its components and procedures.
2. Discuss the cause and effect relationship between instruction and student academic growth as it relates to affecting the results of the LEA's evaluation model.
3. List and describe the evaluation model components and how the results, including teacher observations and student learning, are analyzed.
4. Describe, in detail, available supports to enhance individual's inquiry process to support teacher growth during the evaluation period.
5. Using the evaluation model's framework, identify long and short-term instructional goals to enhance student-learning concurrent with professional growth.
6. Describe how leadership, reflecting on the components of the evaluation model, can support and empower teachers to focus on student achievement.
7. Use the evaluation model framework to describe effective tools and strategies to encourage teachers to work with leadership to improve student learning.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, G, I

**Follow-up Methods:** M, N, O, P, Q, R

**Evaluation Methods:** A, C, D, E, F (Student)  
A, B, C, D (Staff)

**FEAP:** B1

**FPLS:** S3, S4, S6, S7



## LESSON STUDY

**Component Identifier Number:** 2-400-002

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the content knowledge necessary to learn the elements and processes involved in collegial learning through Lesson Study.

### **Specific Objective(s):**

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

1. Describe and discuss the elements of a lesson study group
2. Identify the steps for setting up a lesson study group
3. Establish a lesson study group and identify the goals of the group
4. Develop and participate in a lesson study and demonstrate the following tasks:
  - a. Identify the research theme for the group study
  - b. Demonstrate facilitation skills to ensure input from all team members
  - c. Identify the lesson or unit for study
  - d. Describe the desired learning outcomes for students at the conclusion of the lesson implementation
  - e. Demonstrate effective group interactions in review and design of lesson
  - f. Document student response to lesson implementation
  - g. Describe intended and non-intended outcomes and re-design of lesson as appropriate
  - h. Reteach as appropriate and document student responses
5. Reflect on process and submit report of process and results.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

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

**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)

**FEAP:** A1, A3, A5

**FPLS:** S4

## MENTAL HEALTH SERVICES

**Component Identifier Number:** 5-414-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

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

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## MULTICULTURAL SENSITIVITY

**Component Identifier Number:** 2-412-001

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.

### **Specific Objective(s):**

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

1. Accept and value students from diverse cultures, and treat all students equitably.
2. Create a learning environment in which all students are treated equitably.
3. Utilize the cultural diversity and experiences of individual students to enrich instruction for the whole group.
4. Provide a wide range of activities to meet the various students' learning styles.
5. Use appropriate teaching techniques to effectively instruct all students.
6. Use appropriate materials, technology, and resources to assist all students to learn.
7. Use appropriate school, family, and community resources to help meet all students' learning needs.
8. Help students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.
9. Select and use appropriate materials and resources that reflect contributors that are multicultural.
10. Recognize the importance of family situations to support individual learning.
11. Recognize the importance of family and family structure and use this knowledge to support independent learning.
12. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.
13. Provide learning situations that enable the student to practice skills and knowledge of English needed for success in school and as an adult.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## NEW TEACHER INDUCTION

**Component Identifier Number:** 2-404-001

**Maximum Inservice Points:** 120

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

Participants will be oriented to their school district to foster a successful teaching and learning experience.

### **Specific Objective(s):**

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

1. Acquire knowledge of the school district, policies and procedures of state law and DOE rules.
2. Understand the role of the Peer/Mentor Teacher, and learn about other requirements of a teacher new to the district.
3. Demonstrate knowledge and skill in registering in and using the electronic Professional Development Connection (ePDC).
4. Participate in the district induction program.
5. Demonstrate effective classroom management strategies.
6. Demonstrate ability to analyze student assessment data to differentiate instruction.
7. Demonstrate effective communication skills with students, peers and parents.
8. Demonstrate knowledge of subject area standards.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## NEXT GENERATION SUNSHINE STATE STANDARDS and/or COMMON CORE

**Component Identifier Number:** 2-007-001

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement the Next Generation Sunshine State Standards and/or Common Core Standards.

### **Specific Objective(s):**

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

1. Demonstrate knowledge and understanding of the organization, structure, terminology, and contents of the Next Generation Sunshine State Standards and/or Common Core Standards.
2. Demonstrate ability to locate, interpret, explain and apply specific information on strands, standards, and benchmarks contained within one or more of the Next Generation Sunshine State Standards and/or Common Core Standards to their specific teaching situation(s) and assignment(s).
3. Demonstrate ability to plan, coordinate, manage and assess instruction based on the purpose and content of the benchmarks and sample performance indicators identified in the Next Generation Sunshine State Standards and/or Common Core Standards, appropriate to their specific teaching situation(s) and assignment(s).
4. Demonstrate the ability to use knowledge of the Next Generation Sunshine State Standards and/or Common Core 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 Next Generation Sunshine State Standards and/or Common Core Standards.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **NON-INSTRUCTION: CUSTODIAN/MAINTENANCE**

**Component Identifier Number:** 8-510-001

**Maximum Inservice Points:** 120

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

To upgrade and update the quality of custodial/maintenance services provided.

### **Specific Objective(s):**

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

1. Identify the professional custodian/maintenance qualities, characteristics and their role and importance in a school's plant operations.
2. Acquire knowledge of and demonstrate safety procedures in school operations.
3. Demonstrate knowledge of sanitation and school housekeeping.
4. Demonstrate knowledge of floor and carpet care.
5. Gain a working knowledge of broad areas within the custodial field.
6. Demonstrate knowledge of minor and preventive maintenance including climate support and structure and energy conservation.
7. Demonstrate knowledge of grounds care for school.
8. Demonstrate knowledge of the custodial essentials.
9. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district
10. Demonstrate knowledge and skills related to routine maintenance of district facilities and hardware.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

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

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FPLS:** S8

## **NON-INSTRUCTION: EDUCATIONAL PARAPROFESSIONAL/AIDES**

**Component Identifier Number:** 8-506-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Demonstrate knowledge of local student education programs, state and district policies, rules, responsibilities and legal guidelines and instructional practices relevant to the role of paraprofessionals.
2. Demonstrate skills in utilization of behavior management and instructional techniques.
3. Demonstrate skill in recording student behavior and student progress, marking student papers, and other clerical duties associated with classroom, campus and/or school bus.
4. Demonstrate knowledge of emergency first aid procedures to be followed.
5. Demonstrate knowledge of child/adolescent growth and development.
6. Demonstrate skills in assisting in the planning and delivery of effective lessons and instruction.
7. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

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

**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)

**FPLS:** S8

**FPLS:** S4, S5



## **NON-INSTRUCTION: FOOD SERVICE TRAINING**

**Component Identifier Number:** 8-505-001

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide all categories of School Food Service personnel the skills necessary to perform and complete the duties described by their particular job description in order to successfully implement a cost effective School Food Service program that meets the current local, state and federal guidelines and procedures.

### **Specific Objective(s):**

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

1. Demonstrate knowledge of current federal, state and local program guidelines and implement these guidelines in the operation of the program.
2. Demonstrate knowledge and skills in quantity food preparation utilizing quality control standards and meal pattern requirements.
3. Demonstrate knowledge and skills in work simplification techniques and time management and apply these skills to the specific tasks defined in their job.
4. Demonstrate knowledge of appropriate sanitation and safety skills in the workplace.
5. Demonstrate knowledge and skills in the appropriate procedures for the care of equipment and energy conservation techniques.
6. Demonstrate knowledge of and implement appropriate cost control and program accountability procedures.
7. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

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

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FPLS:** S8

## **NON-INSTRUCTION: OFFICE/CLERICAL SUPPORT**

**Component Identifier Number:** 8-509-001

**Maximum Inservice Points:** 120

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

To expand and maintain the high level of knowledge, skill and competency needed to provide quality office/clerical services to students, teachers, administrators and support staff and other members of the school and district educational community.

### **Specific Objective(s):**

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

1. Demonstrate knowledge of the laws, rules, policies and procedures to govern the operation of the schools and district departments within the scope of the participant's assignment.
2. Demonstrate skill in applying knowledge to provide high quality office/clerical support services.
3. Demonstrate competency in the delivery of office/clerical support services related to the participant's work assignment.
4. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the school and district.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

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

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FPLS:** S8

## NON-INSTRUCTION: TRANSPORTATION SERVICE TRAINING

**Component Identifier Number:** 6-515-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Demonstrate knowledge of the role of the bus driver or attendant in a public school transportation setting.
2. Demonstrate knowledge of the various types of buses or other vehicles used in pupil transportation.
3. Demonstrate knowledge of the proper techniques and requirements for vehicle and/or equipment inspections.
4. Demonstrate knowledge of bus operational procedures.
5. Demonstrate improved knowledge of traffic laws and traffic control devices.
6. Demonstrate knowledge of how to properly respond to critical or emergency situations that may occur on a bus (i.e., bus accident, bus fire, etc).
7. Demonstrate knowledge of student loading and unloading procedures.
8. Demonstrate knowledge and skills in other areas as may be required by Federal/State Laws or guidelines, district policies, school identified needs and/or private subcontractors employed by the district.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## PHYSICAL AND MENTAL WELLNESS

**Component Identifier Number:** 6-414-001

**Maximum Inservice Points:** 120

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

The purpose of this component is for staff to gain new information, strategies, and resources appropriate for recognizing and addressing physical and mental wellness concerns occurring in the education environment.

### **Specific Objective(s):**

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

1. Know how to identify and help individuals who have a mental or physical wellness issue, such as mental, diabetes, asthma, anxiety, etc.
2. Identify resources within the school and/or community which can be used to provide assistance.
3. Identify signs of stress that may result from factors, such as bullying, trauma, cyber bullying, etc., which may lead to a crisis situation for individuals.
4. Understand the district's protocols for providing assistance with mental and physical wellness of others.
5. Understand best practices used to provide immediate assistance while following the district's protocol.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **POLICIES AND PROCEDURES**

**Component Identifier Number:** 8-410-002

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Demonstrate awareness and knowledge of one or more of the following related to their job responsibility and/or other area of interest.
  - Programs
  - Policies
  - Procedures
  - Resources
  - Strategies
  - Other appropriate topics
2. Stay abreast of new laws and rules appropriate to the job responsibility.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **PRESCHOOL/CHILD CARE**

**Component Identifier Number:** 2-012-001

**Maximum Inservice Points:** 120

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

All Child Care center personnel, except those specifically exempted, must complete and approved introductory 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 Objective(s):**

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

1. Demonstrate knowledge of state and local rules that govern childcare, health, safety, and nutrition.
2. Demonstrate knowledge of requirements and resources for identification and report of child abuse and neglect.
3. Demonstrate knowledge of child growth and development.
4. Use developmentally appropriate early childhood curricula.
5. Avoid income-based, race-based, and gender-based stereotyping.
6. Demonstrate knowledge of strategies to involve parents in the program, which may include parenting education, home visitor activities, family support services, coordination, and other activities.
7. Demonstrate knowledge of strategies for interagency coordination.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A2, A3, A4, B1
<b>FPLS:</b>	S4, S5

## PROFESSIONAL LEARNING COMMUNITIES

**Component Identifier Number:** 2-400-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities, participants:

1. Describe and discuss professional learning community models appropriate to district and/or school-based projects/programs
2. Identify the different ways that a professional learning community can be developed: school-wide, grade-levels or departments, book studies, other
3. Identify the steps for setting up a professional learning community
4. Contribute to development of an action plan for setting up a professional learning community
5. Critique the action plan to ensure necessary characteristics for having an effective Learning Community within the school or district are included
6. Learn to develop and implement the following tasks within a professional learning community:
  - ensure that every staff member contributes and works interdependently to achieve a goal
  - clarify intended outcomes within the teams
  - demonstrate facilitation skills that provide support during team meetings
  - recognize collaborative efforts that result in student gains and accomplishments of school goals
  - acknowledge and examine collective individual goals related to the alignment between school and district goals
  - apply the skill of reflective practice
  - recognize/celebrate the accomplishments of individuals and groups
7. Participate as a member of a professional learning community

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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



## **READING INSTRUCTION – INTEGRATING A MULTI-SENSORY APPROACH**

**COMPONENT NUMBER: 2-013-002**

**Function: 2**

**Focus Area: 013**

**Local Sequence Number(s): 002**

**POINTS TO BE EARNED: 60 Maximum**

### **2. DESCRIPTION:**

Educators will learn to identify characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills. Participants will also learn how to use predictive and other data to make instructional decisions, related to reading, to address individual student needs. Additionally, educators will learn strategies for integrating the foundational skills of reading into their daily, systematic, explicit and sequential approach to reading instruction. Skills addressed include: 1) phonemic awareness; 2) phonics, word study, and spelling; 3) reading fluency; 4) vocabulary, including academic vocabulary; and 5) text comprehension. Teachers will also understand why and when multisensory intervention strategies should be used to meet the specific needs of students, as well as determine which strategy/ies is/are appropriate for an identified need and implement the strategy effectively.

### **3. LINK(s) TO PRIORITY INITIATIVES:**

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice:
- ☐ Mastery of a specific leadership practice:
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:** Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.3
Learning 3.2.4,3.2.5	<input checked="" type="checkbox"/> 1.2.3,1.2.4, 1.2.5	<input checked="" type="checkbox"/> 2.2.3,2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.3,
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.1	
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.4	<input checked="" type="checkbox"/> 2.4.4	<input checked="" type="checkbox"/> 3.4.4

**5. IMPACT AREA(S):**

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

☒Repetitive practice leading to changes in proficiency of educator or leader on the job

☒Tracking improvements in student learning growth supported by the professional learning

**6. SPECIFIC LEARNER OUTCOMES:**

Professional educators will:

1. Demonstrate understanding of the critical components and differences among phonemic awareness, phonics, and phonology.
2. Identify characteristics struggling readers may present pertaining to one or more of the foundational reading skills 1) phonemic awareness; 2) phonics, word study, and spelling; 3) reading fluency; 4) vocabulary, including academic vocabulary; and 5) text comprehension.
3. Use assessment data to determine areas of strength and areas of need in the foundational reading skills and to establish individual student learning goals.
4. Identify research-evidenced instructional strategies and techniques that include a multisensory approach to explicitly target student deficits in one or more of the foundational reading skills, as indicated by student data and/or teacher observation.
5. Implement research-evidenced instructional strategies and techniques that include a multisensory approach to explicitly target student deficits in one or more of the foundational reading skills, as indicated by student data and/or teacher observation.
6. Use ongoing formative and summative assessment data to monitor student growth in each of the foundational reading skills and guide instruction and adjust in instruction to address individual student needs.

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

**Learning Methods Database Code: I**

Professional learning is job embedded.

**WHAT**

Participants will learn and become proficient in examining student data to identify students' areas of strength and areas of need in the foundational reading skills, selecting and implementing specific research-evidenced reading instructional strategies and techniques that include a multisensory approach to address individual student needs and using ongoing assessment data to monitor student progress and adjust instruction.

**HOW**

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, learning community/lesson study group, or individually.

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

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Participants will develop products related to the learning process that may include instructional plans, written reflections regarding the implementation process and lessons learned, case study findings, anecdotal records, modeling strategies, and samples of student work and assessment data.

#### **Monitoring Procedures:**

Participants will be required to complete an implementation and evaluation activity. The activity will require the participant to describe implementation of the specific skills, techniques and/or strategies, report the outcome of implementation and reflect on the implementation process.

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

### **Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job**

#### **Evaluation Methods for Staff Database Code: A**

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

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

#### **Evaluation Methods for Students Database Codes: A**

Results of national, state or district-developed/standardized student performance measures are used to track improvement in student learning growth.

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

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and Florida Department of Education

Individual teachers will use impact data to gauge the impact of strategy implementation on each students' progress toward proficiency in each of the foundational reading skills and to inform decisions regarding instructional practice.

Florida Department of Education, district coordinators, site-based administrators, instructional coaches and district instructional staff will use progress monitoring and summative assessment impact data to determine how: 1) use of data to identify individual student strengths and needs in each of the foundational reading skills and 2) selection and implementation of research-evidenced strategies and techniques that specifically target each student's needs affects students' progress in each of the foundational reading skills. This information will inform decisions regarding teacher professional learning needs.

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

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, observational data and review results, with the instructional coach, a mentor, site-based administrator or other designated individual.

What other forms of evaluation data will be gathered?

Data may be used by teachers, site-based administrators, school or district instructional support staff such as coaches and mentors, and/or PAEC personnel.

To evaluate the effectiveness of the professional learning design and delivery a PAEC or district-developed evaluation form will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium.

Date approved: April 4, 2019

Department: Instructional Services – Professional Development Center

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

## **READING INSTRUCTION – INTEGRATING A MULTI-SENSORY APPROACH FOR STUDENTS WITH DISABILITIES OR OTHER DIVERSE LEARNING NEEDS**

**COMPONENT NUMBER: 2-100-002**

**Function: 2**

**Focus Area: 100**

**Local Sequence Number(s): 002**

**POINTS TO BE EARNED: 60 Maximum**

### **2. DESCRIPTION:**

Participants will learn effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills. Participants will also learn to incorporate instructional techniques and strategies into the general and/or special education setting, which are proven to improve reading performance for all students and to use predictive and other data to make instructional decisions based on individual student needs. Targeted multi-sensory strategies for students with disabilities will be identified. Teachers will learn strategies for integrating the foundational skills of reading into their daily, systematic, explicit and sequential approach to reading instruction. Skills addressed include: 1) phonemic awareness; 2) phonics, word study, and spelling; 3) reading fluency; 4) vocabulary, including academic vocabulary; and 5) text comprehension. Teachers will understand why, when, what and how multisensory intervention strategies should be used to meet the specific needs of students, including those with disabilities or other diverse learning needs.

### **3. LINK(s) TO PRIORITY INITIATIVES:**

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice:
  - ☐ Mastery of a specific leadership practice:
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:** Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.3
Learning 3.2.4,3.2.5	<input checked="" type="checkbox"/> 1.2.3,1.2.4, 1.2.5	<input checked="" type="checkbox"/> 2.2.3,2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.3,
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.1	
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.4	<input checked="" type="checkbox"/> 2.4.4	<input checked="" type="checkbox"/> 3.4.4

**5. IMPACT AREA(S):**

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

**6. SPECIFIC LEARNER OUTCOMES:**

Professional educators will:

1. Demonstrate understanding of the critical components and differences among phonemic awareness, phonics, and phonology.
2. Identify characteristics struggling readers may present pertaining to one or more of the foundational reading skills 1) phonemic awareness; 2) phonics, word study, and spelling; 3) reading fluency; 4) vocabulary, including academic vocabulary; and 5) text comprehension.
3. Identify other multisensory strategies, based on the assessment data, of students with disabilities or other diverse needs.
4. Use assessment data to determine areas of strength and areas of need in the foundational reading skills and to establish individual student learning goals.
5. Identify research-evidenced instructional strategies and techniques that include a multisensory approach to explicitly target student deficits in one or more of the foundational reading skills, as indicated by student data and/or teacher observation.
6. Implement research-evidenced instructional strategies and techniques that include a multisensory approach to explicitly target student deficits in one or more of the foundational reading skills, as indicated by student data and/or teacher observation.
7. Use ongoing formative and summative assessment data to monitor student growth in each of the foundational reading skills and guide instruction and adjust in instruction to address individual student needs.

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

**Learning Methods Database Code: I**

Professional learning is job embedded.

**WHAT**

Participants will learn and become proficient in examining student data to identify students' areas of strength and areas of need in the foundational reading skills, selecting and implementing specific research-evidenced reading instructional strategies and techniques that include a multisensory approach to address individual student needs and using ongoing assessment data to monitor student progress and adjust instruction, including those with disabilities or other diverse needs.

## **HOW**

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, learning community/lesson study group, or individually.

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

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Participants will develop products related to the learning process that may include instructional plans, written reflections regarding the implementation process and lessons learned, case study findings, anecdotal records, modeling strategies, and samples of student work and assessment data. For student with disabilities, recommendations and/or suggestions for the IEP in relation to accommodations and/or modifications in the classroom and/or assessment will be discussed.

#### **Monitoring Procedures:**

Participants will be required to complete an implementation and evaluation activity. The activity will require the participant to describe implementation of the specific skills, techniques and/or strategies, report the outcome of implementation and reflect on the implementation process.

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

### **Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job**

#### **Evaluation Methods for Staff Database Code: A**

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

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

#### **Evaluation Methods for Students Database Codes: A**

Results of national, state or district-developed/standardized student performance measures are used to track improvement in student learning growth.

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

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and Florida Department of Education

Individual teachers will use impact data to gauge the impact of strategy implementation on each students' progress toward proficiency in each of the foundational reading skills and to inform decisions regarding instructional practice.

Florida Department of Education, district coordinators, site-based administrators, instructional coaches and district instructional staff will use progress monitoring and summative assessment impact data to determine how: 1) use of data to identify individual student strengths and needs in each of the foundational reading skills and 2) selection and implementation of research-evidenced strategies and techniques that specifically target each student's needs affects students' progress in each of the foundational reading skills. This information will inform decisions regarding teacher professional learning needs.

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

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, observational data and review results, with the instructional coach, a mentor, site-based administrator or other designated individual.

What other forms of evaluation data will be gathered?

Data may be used by teachers, site-based administrators, school or district instructional support staff such as coaches and mentors, and/or PAEC personnel.

To evaluate the effectiveness of the professional learning design and delivery a PAEC or district-developed evaluation form will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium.

Date approved: April 4, 2019

Department: Instructional Services – Professional Development Center

Name(s) of Component Author(s): Brenda Crouch, Dr. Jennifer Adams



## **SCHOOL IMPROVEMENT**

**Component Identifier Number:** 7-512-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

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

processes.

12. Demonstrate knowledge and ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the education of students.
13. Demonstrate knowledge and ability to engage in continuous professional quality improvement for self and school.
14. Demonstrate knowledge and 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 learning activity conducted under this component.

**Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A2, A3, A4, B1
<b>FPLS:</b>	S1, S2, S3, S6

## **SCHOOL SAFETY**

**Component Identifier Number:** 6-511-002

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

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 awareness of 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.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A2
<b>FPLS:</b>	S6, S8

**SCHOOLS OF EXCELLENCE- PROFESSIONAL CERTIFICATE RENEWAL CREDIT**  
**COMPONENT NUMBER: 8-506-003 (2017-18 only)**  
**8-521-001 (2018-19 forward)**

**Function:** 8

**Focus Area:** 521

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

**POINTS TO BE EARNED: 60 Maximum**

**2. DESCRIPTION:**

Section 1003.631, FS requires the State Board of Education to designate a school as a School of Excellence if the school's percentage of possible points earned in its school grade calculation is in the 80<sup>th</sup> percentile or higher for schools comprised of the same grade groupings (elementary, middle, high and combination) for at least two of the last three school years.

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

A School of Excellence has administrative flexibilities outlined in the law, one of which directly pertains to professional development inservice points. "Instructional personnel may substitute on school year of employment at a School of Excellence for 20 inservice points, up to 60 inservice points total in a five-year cycle, toward the renewal of a professional certificate."

1. The 2017-2018 school year is the earliest that instructional personnel can substitute credit for one year of employment at a designated School of Excellence.
2. Instructional personnel are eligible for the twenty inservice points if they are employed under written contract for the school year during which the school is designated as a School of Excellence. Instructional personnel must work a minimum of ninety-nine days to earn credit for one year of employment.
3. School administrators at designated Schools of Excellence are not eligible for the twenty inservice points renewal credit for the professional certificate. The administrative flexibility for designated Schools of Excellence grants renewal credit to "instructional personnel," a term defined distinctly separate from administrative personnel, educational support employees, or managers as defined in s.1012.01, F.S.
4. The inservice points are not bankable at a School of Excellence. Statutory authority in s.1012.585(3)(d), F.S., only permits "banking" for required training in the teaching of reading, and teaching students of limited English proficiency or students with disabilities.
5. Instructional personnel employed at a School of Excellence under a temporary certificate are not eligible to earn the inservice points for credit to satisfy renewal of their first professional certificate. School of Excellence points may be earned only for the year(s) during which the school receives the designation during the validity

period of the educator's professional certificate, as per Rule 6A-4.0051(3)(a), Florida Administrative Code.

6. Performance evaluation results are not a statutory factor in determining eligibility for this administrative flexibility.

### 3. LINK(s) TO PRIORITY INITIATIVES:

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice:
- ☐ Mastery of a specific leadership practice:
- ☐ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

### 4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT: Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.3, 3.1.4, 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.2,1.2.3,1.2.4	<input checked="" type="checkbox"/> 2.2.2, 2.2.3,2.2.4	<input checked="" type="checkbox"/> 3.2.2,3.2.3, 3.2.4,3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1		<input checked="" type="checkbox"/> 3.3.1
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.4	<input checked="" type="checkbox"/> 2.4.4	

### 5. IMPACT AREA(S):

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

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

7. Create long-range plans, based on a review of state content standards, data-evidenced student-needs and district/school instructional priorities.

8. Design instruction that demonstrates content knowledge, relationships between important concepts, instructional strategies, appropriate sequencing of activities and use a variety of appropriate traditional and/or digital resources.
9. Revise and/or differentiate instruction based on student needs and student goals.
10. Establish and maintain an effective student-centered learning environment that is positive, safe, organized, equitable, flexible, inclusive, and collaborative.
11. Maintain academic focus and instructional momentum by using a variety of techniques.
12. Demonstrate knowledge and understanding of curriculum content.
13. Develop learning goals with expected outcomes accompanied by scales, exemplars or rubrics that describe levels of performance relative to the learning goal and communicate high expectations for learning for all students.
14. Monitor student learning, including use of formative assessment, provide specific academic feedback, and adjust instruction to meet student needs.
15. Use instructional strategies shown to have a positive impact on student learning and provide modifications and or accommodations as required/needed.
16. Use appropriate strategies to enhance critical and creative thinking or problem solving and complex tasks for all students.
17. Engage students in activities that link prior knowledge to new content, other subject areas, life experiences and/or careers for relevant learning experiences.
18. Act in a professional manner upholding the principles set forth in the *Principles of Professional Conduct for the Education Profession in Florida*.
19. Communicate effectively with stakeholders.
20. Engage in a cycle of continuous improvement to identify areas for professional growth and leadership.

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

### **Learning Methods Database Code: I**

Professional learning is job embedded.

#### **WHAT**

Participants will learn and become proficient in implementing the research-evidenced practice indicators delineated by the district instructional framework/personnel evaluation.

#### **HOW**

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, learning community/lesson study group, or individually.

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

### **Implementation/Monitoring Data Base Code: T**

#### **Implementation Support:**

The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning.

#### **Monitoring Procedures:**

Florida accountability measures, specifically school grade calculations, are used to determine designation as a School of Excellence. School of Excellence designation requires a school to receive a grade of A or B in each of the most recent three school years and rank at the 80<sup>th</sup> percentile or higher for their school type for at least two of the last three years. Qualifying schools shall retain the

designation for up to three years, at which point the designation may be renewed.

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

**Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job**

**Evaluation Methods for Staff Database Code: F**

Changes in observed educator proficiency in implementing targeted state standards or initiatives as delineated in the practice portion of the district personnel evaluation process are used to track proficiency of instructional personnel.

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

**Evaluation Methods for Students Database Codes: A**

Results of national, state or district-developed/standardized student performance measures are used to track improvement in student learning growth.

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

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and Florida Department of Education

Individual teachers will use impact data to determine the impact of strategy implementation on students' mastery of targeted standards and benchmarks and to inform decisions regarding instructional practice.

Site-based administrators, instructional coaches and district instructional staff will use impact data to determine how strategy implementation affects students' mastery of targeted standards and benchmarks and to inform decisions regarding teacher professional learning needs.

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

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, observational data and feedback from the practice portion of the district personnel evaluation, and review results, with the site-based administrator or other designated individual.

What other forms of evaluation data will be gathered:

Data may be used by teachers, site-based administrators, school or district instructional support staff such as coaches and mentors, and/or PAEC personnel.

District record keeping data related to development of this component:

Records of professional learning feedback and completion and will be maintained in the electronic Professional Development Connections at the Panhandle Area Educational Consortium.

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

## **STUDENT SUPPORT SERVICES – ASSESSMENT/STUDENT APPRAISAL**

**Component Identifier Number:** 8-401-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Diagnose students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
2. Use multiple perspectives to diagnose student behavior problems and devise solutions.
3. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
4. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
5. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
6. Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
7. Modify instruction based upon assessed student performance.
8. Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
9. Maintain observational and anecdotal records to monitor students' development.
10. Prepare and uses reports of students' assessment results.
11. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths, and to modify instruction-based assessment.
12. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parents, and colleagues using terms that students and parents understand.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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



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

## **STUDENT SUPPORT SERVICES – BEHAVIORAL INTERVENTIONS**

**Component Identifier Number: 8-403-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional personnel to develop, increase and demonstrate knowledge and skills in assessing and designing behavioral supports; identifying the legal and ethical issues pertaining to behavioral strategies; identifying data collection strategies; identifying and interpreting elements of a functional behavior assessment and functional behavioral plan; and to recognize and use various concepts and models of positive behavior management.

### **Specific Objectives:**

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

1. Describe the legal responsibilities one must address when developing and implementing behavioral programs in Florida.
2. Identify the essential ethical principles to be followed in establishing positive behavior supports and specific laws pertaining to conducting functional assessments.
3. Identify the critical themes of Positive Behavior Support.
4. Identify and describe the components of the Positive Behavior Support System.
5. Describe the historical perspectives of the field of applied behavior analysis.
6. Analyze the basic principles of behavior and discuss the importance of appropriate reinforcements and consequences.
7. Identify the concept of the “function of behavior” and apply this concept to behaviors observed in classroom settings.
8. Identify the five-step process for providing positive behavior supports.
9. Identify and define target/problem behaviors.
10. Determine appropriate goals of intervention, strengths and needs, and specific settings for intervention.
11. Identify the essential team members for creating effective plans.
12. Describe the essential components for effective collaboration between families and schools.
13. Demonstrate how to use the person-centered planning process to identify meaningful goals.
14. To examine, utilize and interpret data collection methods for information gathering from both home and school.
15. Demonstrate the five functional assessment methods in the functional behavioral assessment process.
16. Describe the important role of the family in the development of an effective positive behavior support plan.
17. Using observational and interview data, identify patterns or trends surrounding a targeted behavior.
18. Using observational and interview data, describe the relationship between antecedents, behaviors and consequences.
19. Develop a hypothesis based on data collection.
20. Using observational and interview data, identify correlations between curriculum and behavior.

21. Identify guidelines for selecting appropriate for curriculum models for an individual student.
22. Use an instructional checklist to determine the appropriateness of instructional strategies.
23. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.
24. Identify lifestyle issues that impact target/problem behaviors.
25. Identify the need for and develop a crisis plan.
26. Identify objective measures for documenting progress.
27. Identify changes in target behaviors and determine appropriate interventions.
28. Utilize a self-check process to determine thoroughness of plans.
29. Identify types of evaluation approaches most appropriate for individual case studies.
30. Identify scientifically based effective classroom management strategies.
31. Select effective instructional techniques that support successful classroom management programs.
32. Establish reward system guidelines and plans for implementing a classroom-wide system.

### **Professional Development Delivery, Follow-up and Evaluation:**

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of 80% of the objectives, by the module facilitator.

A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

Participants will demonstrate implementation of knowledge learned from this module via e-mail with facilitator on a periodic basis. E-mails will be designed to gather data regarding the level of knowledge acquired and the skills gained, as well as the application of relevant content by the participant in his or her work setting and the effect on job performance.

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

## STUDENT SUPPORT SERVICES – HUMAN RELATIONS/COMMUNICATION SKILLS

**Component Identifier Number:** 8-406-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Establish positive interaction in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teacher and student that are focused upon learning rather than procedures or behavior.
3. Communicate effectively, in both verbal and nonverbal styles with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.
4. Communicate with and challenge all students in a positive and supportive manner.
5. Communicate to all students high expectations for learning.
6. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
7. Provide all students with opportunities to learn from each other.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage student's desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents' consistently and appropriately.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## STUDENT SUPPORT SERVICES – LAWS, RULES, POLICIES, PROCEDURES

**Component Identifier Number:** 8-410-001 or 8-103-001 (ESE)

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

3. Demonstrate awareness and knowledge of one or more of the following related to their job responsibility and/or other area of interest.
  - Programs
  - Policies
  - Procedures
  - Resources
  - Strategies
  - Other appropriate topics
4. Stay abreast of new laws and rules appropriate to the job responsibility.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

**Follow-up Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)

**FEAP:** B1

**FPLS:** S8

## STUDENT SUPPORT SERVICES: PARENT INVOLVEMENT & COMMUNICATION

**Component Identifier Number:** 8-413-002 or 8-104-001 (ESE)

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively involve parents as active partners in school improvement and student achievement.

### **Specific Objective(s):**

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

1. Utilize effective methods when communicating with parents verbally and in written form.
2. Demonstrate awareness of school and district policies and plans regarding parent involvement.
3. Demonstrate strategies that engage parents in their child's education.
4. Demonstrate awareness of research-based programs and services to assist families in becoming more involved in their child's education.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

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

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** B1

**FPLS:**

S9

## **STUDENT SUPPORT SERVICES: PROBLEM SOLVING TEAMS**

**Component Identifier Number: 8-415-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of problem solving teams; leading and developing problem solving teams; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of step by step problem solving processes.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Describe research based solving process and strategies.
2. Identify situations where the application of a problem solving process would be appropriate.
3. Identify the essential members of a problem solving team.
4. Identify targeted behaviors/targeted needs.
5. Describe academic and behavioral interventions that can be used as part of problem solving process.
6. Identify the skills needed by each team member.
7. Describe the leadership skills needed to lead a problem solving team.
8. Identify data gathering tools needed to carry out the problem solving process.
9. Analyze examples of student data and match possible interventions to the situation.
10. Describe the essential components for effective collaboration between families and schools.
11. Demonstrate how to use the person-centered planning process to identify meaningful goals.
12. Identify guidelines for selecting appropriate curriculum models for an individual student.
13. Using observational data and interview data, develop proactive strategies for developing replacement behaviors in the classroom.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **STUDENT SUPPORT SERVICES: PROGRAM ADMINISTRATION, EVALUATION, AND ACCOUNTABILITY**

**Component Identifier Number: 8-417-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in program administration, evaluation, and accountability; the use and interpretation of student and program data to determine effectiveness; identification of and use of appropriate organizational methods; and the problem solving processes.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Demonstrate understanding of legal and ethical standards
2. Identify and use appropriate organizational techniques
3. Identify and demonstrate appropriate collaboration skills
4. Demonstration of the use of the problem solving process
5. Identify the responsibilities of program oversight
6. Identify the procedures involved in program administration and evaluation

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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



## **STUDENT AND INSTRUCTIONAL SUPPORT: SCHOLARSHIPS, FINANCIAL AID, AND EDUCATIONAL TRANSITIONS**

**Component Identifier Number: 8-418-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components in Educational Planning and Post-Secondary Transition; identifying the developmental stages of career and post-secondary educational planning; identifying useful tools and strategies to aid in post-secondary planning; the use and interpretation of student records and data; educational transitional issues and requirements for students with disabilities; identification of scholarship and financial aid opportunities; navigation of post-secondary admissions; identification of important family issues during educational transitions and the identification of effective strategies to improve student post-secondary outcomes.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Identify the components involved with Educational Planning and Post-Secondary Transition
2. Identify the appropriate strategies for the different stages of Post-Secondary planning
3. Identify the appropriate legal issues that are involved in seeking admission into Post-Secondary educational institutions
4. Demonstrate knowledge of the scholarship and financial aid processes
5. Identify appropriate skills needed to navigate the post-secondary admissions process
6. Demonstrate knowledge of the role and rights of student's families in the post-secondary educational system
7. Identify self-determination skills that help students become successful post-secondary students.
8. Identify post-secondary options for students wishing to move directly into the workforce

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **STUDENT SUPPORT SERVICES: SECTION 504/AMERICANS with DISABILITIES ACT**

**Component Identifier Number:** 8-419-101

**Maximum Inservice Points:** 120

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

To provide educators and staff with opportunities to develop and/or update knowledge necessary to maximize the equity of educational services to students with disabilities

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities delivered in accordance with this component, participants:

1. Demonstrate knowledge of requirements of Section 504 of the Rehabilitation Act as amended.
2. Identify the student characteristics and criteria for review in regards to implementation of Section 504 nondiscrimination requirements.
3. Demonstrate knowledge of legal obligations of the school and district as defined in section 504.
4. Understand how to make a determination as to whether a 504 Plan should be developed for students and the protections afforded to 504 students.
5. Communicate effectively to parents and the school community the determination and compliance with section 504.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

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

**Evaluation Methods:** A, B, C, D, E, F (Student)  
A, B, C, D, Z (Staff)

**FEAP:** A1, A3

**FPLS:** S6, S8

**STUDENT SUPPORT SERVICES:  
SERVICE COORDINATION, COLLABORATION, INTEGRATION**

**Component Identifier Number: 8-420-001**

**Maximum Inservice Points: 120**

**General Objective(s):**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of Service Coordination, Collaboration, Integration; leading and developing collaborative teams; identifying agencies and professional services required to insure student integration; identifying methods of student and instructional integration into the educational environment; identifying data collection methods; the use and interpretation of student data; identification of learning interventions; effectiveness of intervention strategies; and the use of coordinated intervention processes.

**Specific Objectives:**

Upon completion of this component, participants:

1. Identify situations requiring collaboration and coordination
2. Identify required members of collaborative teams
3. Develop effective collaborative teams of professionals
4. Use the collaborative process to design effective student service plans
5. Interpretation and use of relevant student data
6. Make instructional and program adjustments as a result of student data results
7. Identify the skills required to lead effective collaborative teams.

**Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT MOTIVATION**

**Component Identifier Number: 8-421-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of student motivation and student involvement; identifying the legal and ethical issues pertaining to student motivation; research based school wide and classroom structures and strategies; identifying data collection strategies and how design group and individualized motivational process.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Identify appropriate motivational techniques
2. Identify legal and ethical issues that pertain to student motivation
3. Identify essential components of effective student motivational techniques
4. Describe the elements of effective student engagement
5. Identify data collection strategies
6. Describe the process of designing group and individualized motivation
7. Describe the data based decision based instructional as it applies to student motivation

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT RECORDS**

**Component Identifier Number: 8-422-001**

**Maximum Inservice Points: 120**

### **General Objective:**

To enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components of effective student and school record development and maintenance; identifying data collection methods; confidentiality issues involved with record keeping and sharing; state and federal regulations that must be followed; and the use and interpretation of student data contained in student records.

### **Specific Objectives:**

Upon completion of this component, participants:

1. Demonstrate knowledge of the state and federal rules involved in the process of building and maintaining student records.
2. Identify data that should be part of a student record and the proper procedures for gathering that data
3. Demonstrate knowledge of legal issues in the proper use of student record information.
4. Identify sources of information collected in student records.
5. Identify the proper process for storage of student records.
6. Identify how the data collected in student records could be used to aid in the educational process.
7. Demonstrate knowledge of proper methods of record transfer and sharing.
8. Identify the different types of student information included in student records.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **SUBJECT CONTENT: ADULT EDUCATION**

**Component Identifier Number:** 1-301-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Identify the characteristics of an adult learner.
2. Recognize the teaching and learning styles that are effective with adult learners.
3. Develop lesson plans that incorporate higher-order thinking and problem-solving skills appropriate to adult learners.
4. Practice using real-life materials and creative simulations to make the learning relevant to participants' prior experiences and background knowledge.
5. Integrate technology into the classroom.
6. Increase content and context knowledge in selected areas in order to create a curriculum that meets the specific needs of each adult learner enrolled in one or more of the following programs:
  - Adult Basic Education (ABE)
  - Adult ESOL or Adult ESL
  - Adult general education
  - Adult high school credit program
  - Basic literacy; beginning literacy
  - Family literacy; functional literacy
  - Continuing workforce education
  - GED preparation
  - Non-credit/lifelong learning courses of an educational nature

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

**TITLE: Subject: English/Language Arts**

**COMPONENT NUMBER: 1-008-001/1-105-006(ESE)**

**Function: 1**

**Focus Area: 008 or 105**

**Local Sequence Number(s): 001 / 006 (ESE)**

**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** This component will provide teachers with a structured professional learning process coupled with collegially-supported implementation experiences. Purposes are to deepen teachers' subject content knowledge of the *Language Arts Florida Standards (LAFS)* and pedagogical content knowledge regarding the selection and use of high effect size instructional strategies to provide standards-based instruction to assigned students, based on Florida's state-adopted academic standards for the course(s) taught.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☐ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice
- ☐ Mastery of a specific leadership practice
- ☒ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement



**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:** Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/> 2.1.1, 2.2.1	
Learning	<input checked="" type="checkbox"/> 1.2.1,1.2.2,1.2.3,1.2.4,1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.3, 2.2.4	
Implementing	<input checked="" type="checkbox"/> 1.3.1,1.3.2,1.3.3	<input checked="" type="checkbox"/> 2.3.1, 2.3.2, 2.3.3	<input checked="" type="checkbox"/> 3.2.2
Evaluating	<input checked="" type="checkbox"/> 1.4.2,1.4.3,1.4.5		

☐: Check here if not significantly related to any Protocol Standard

**5. IMPACT AREA(S):**

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

**6. SPECIFIC LEARNER OUTCOMES:** Professional educators will:

1. Learning Culture Supports: Identify peer or mentor educators, instructional coach, or administrator who will provide constructive feedback on implementation efforts and agree upon the times, methods, and supports that these colleagues will provide during the professional learning cycle.
2. Standards-based Instruction: Select grade level-specific *Language Arts Florida Standards (LAFS)* from Florida's course description of the course or courses being taught, as the target of professional study and complete these activities:
  - a. Based on reviews of available student assessment data and discussions with teachers in grades below and above, identify the *LAFS* that are most challenging to students.
  - b. Select one or more of these standards for deeper study and discuss the aspects of the standard(s) that are most important for student mastery with mentor colleagues, instructional coach, or content experts.
  - c. Determine if there are test item specifications related to the selected standard. If so, locate and review the Florida Department of Education's Test Item Specifications to analyze what aspects of the standard(s) are assessed on state assessments and how they are assessed.
  - d. Confer with support colleagues and seek resources and/or opportunities to gain a deeper understanding of the targeted content.
3. Research-Based Instructional Processes: Review contemporary research on high effect size instructional strategies and select one or more high effect size instructional strategies as the target(s) of the professional study and:

- a. Identify, review and discuss with a supervisor or instructional coach, a variety of high effect size strategies that may be useful with the standard(s) selected, the targeted students, and that may be linked to indicators in the district's performance evaluation system.
- b. Select a specific high effect size strategy for study and implementation and learn how and when to implement the strategy to meet the needs of all students.
- c. Develop lesson plan(s), with clearly stated learning goals, based on the selected *LAFS*. Incorporate the high effect size instructional strategy(ies), selected for study, and a plan to assess student learning. Review the plan with support colleagues and explain the rationale for the plan with attention to students' learning needs and a multi-tiered system of supports.
- d. Implement the lesson plan(s), assess and track progress on learning goals with selected students, discuss with support colleagues the observed impact on students, and what, if any improvements might be attempted during subsequent implementations.

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

### **Learning Methods Database Code: I**

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

#### **WHAT**

Participants will learn and become proficient in 1) identifying crucial aspects of the most challenging, course-related, *LAFS*; 2) determining the high effect size instructional strategy(ies) most useful with the selected standard(s) and targeted students; and 3) implementing the selected high effect size strategy with the selected standard(s) and targeted students. Participants will review professional literature and other resources related to high effect size strategies and content standards. Modeling may occur and participants will have opportunities to practice using the strategy(ies) individually and/or collaboratively. Constructive feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

#### **HOW**

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or as an individual study with collegial support.

### **KEY ISSUES to be Included in Participant Implementation Agreements**

Participants will agree to:

1. Participate and engage in structured and/or independent learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
  - a. Complete required professional learning design survey.
  - b. Plan and/or discuss implementation with support colleagues.
  - c. Complete appropriate assignments, such as lesson plans.

- d. Collect and analyze student impact data.
- e. Report and discuss results of student impact data with support colleagues and other appropriate individuals.
- f. Reflect on results and use results to inform decisions about instructional practices.

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

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Ongoing support and constructive feedback regarding implementation will be provided through interactions among the educator and pre-determined peer and/or mentor educators or in a formalized coaching process. The process will be contingent on the needs of the participant and may include modeling, practicing, observing a peer directly, reflecting orally, conferencing with actionable feedback, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for support.

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

### **Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.**

#### **Evaluation Methods for Staff Database Code: A**

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice or IPDP growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, peer or mentor educator communication, professional learning community documentation, and/or teacher-provided artifacts such as lesson plans, samples of student work, and assessments.

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

#### **Evaluation Methods for Students Database Code B:**

Results of school/teacher-constructed student growth measure(s) that track student progress.

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

Teachers, support colleagues, instructional coaches, site-based administrators, and district instructional staff

Individual teachers will use impact data to determine the impact of strategy implementation on students' mastery of targeted *LAFS* and to inform decisions regarding instructional practice.

Site-based administrators, instructional coaches and district instructional staff will use impact data to determine how strategy implementation affects students' mastery of targeted *LAFS* and to inform decisions regarding teacher professional learning needs.

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

Describe what will be done with the data obtained through the evaluation processes.

Teachers will analyze student impact data, document results, and review results with support colleagues, instructional coach, and/or site-based administrator or other designated individual. The focus will be on the impact of implementation of the high effect size strategies for standards-based instruction to assigned students based on the *LAFS* for the course(s) taught.

#### **What other forms of evaluation data will be gathered?**

- a. Online "Professional Learning Design" Survey
- b. Results of state or district-developed/standardized student growth measure(s), portfolios of student work, observation of student performance, or other performance assessment(s) that reveal impact on students' mastery of standards-based learning goals and objectives.
- c. Data may be used by teachers, peer groups, site-based administrators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the electronic Professional Development Connections (ePDC) at the Panhandle Area Educational Consortium.

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Professional Development Council

## **SUBJECT CONTENT: FINE ARTS**

**Component Identifier Number:** 1-000-001 or 1-105-008 (ESE)

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Communicate accurate knowledge of subject matter in 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.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **SUBJECT CONTENT: HEALTH AND SAFETY**

**Component Identifier Number:** 1-005-001 or 1-105-003 (ESE)

**Maximum Inservice Points:** 120

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

To provide teachers and staff with the content knowledge necessary to effectively teach health education content.

### **Specific Objective(s):**

Upon completion of one or more of the professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

<b>Delivery Methods:</b>	A, B, C, D, F, G
<b>Implementation Methods:</b>	M, N, O, P, Q, R, S
<b>Evaluation Methods:</b>	A, B, C, D, E, F (Student) A, B, C, D, Z (Staff)
<b>FEAP:</b>	A1, A3
<b>FPLS:</b>	S4, S5, S8

## **SUBJECT CONTENT: MATHEMATICS**

**Component Identifier Number:** 1-009-001 or 1-105-002 (ESE)

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and/or Common Core Math Standards into mathematics content.

### **Specific Objective(s):**

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

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students' to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **SUBJECT CONTENT: MEDIA CONTENT**

**Component Identifier Number:** 1-407-001

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively access rich media materials in a variety of formats.

### **Specific Objective(s):**

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

1. Demonstrate assistance to students in developing habits of independent reference work and accessing references through technology.
2. Demonstrate ability to organize library material, equipment and facilities.
3. Maintain a process for sorting, weeding and purchasing up to date collections.
4. Communicate accurate knowledge of books and authors in the collection and assist students with reading selections.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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



## **SUBJECT CONTENT: OTHER CONTENT AREAS**

**Component Identifier Number:** 1-007-001 or 1-105-009 (ESE)

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **SUBJECT CONTENT: PHYSICAL EDUCATION**

**Component Identifier Number:** 1-011-001 or 1-105-010 (ESE)

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into physical education content.

### **Specific Objective(s):**

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

1. Understand and communicate the knowledge that physical activity promotes health and that students must be given opportunities to gain the knowledge and skills needed to adopt active lifestyles.
2. Demonstrate knowledge of the National Standards for Physical Education.
3. Understand and demonstrate understanding and respect for differences among people in physical activity settings.
4. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **SUBJECT CONTENT: READING**

**Component Identifier Number:** 1-013-001 or 1-105-011 (ESE)

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards and Common Core Standards into reading content.

### **Specific Objective(s):**

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

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field to a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **SUBJECT CONTENT: SCIENCE**

**Component Identifier Number:** 1-015-001 or 1-105-004 (ESE)

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Science Content.

### **Specific Objective(s):**

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

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **SUBJECT CONTENT: SOCIAL STUDIES**

**Component Identifier Number:** 1-016-001 or 1-105-013 (ESE)

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards into Social Studies content.

### **Specific Objective(s):**

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

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on Florida Next Generation Sunshine State Standards, student performance standards and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **SUBJECT CONTENT: FOREIGN (WORLD) LANGUAGE**

**Component Identifier Number:** 1-004-001

**Maximum Inservice Points:** 120

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

To provide Foreign Language teachers with the content knowledge necessary to effectively teach foreign language content

### **Specific Objective(s):**

Upon completion of one or more professional learning activities in this component, participants:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.
6. Develop lesson plans based on the curriculum frameworks, student performance standards, and student needs, abilities and interests.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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

## **SUBSTANCE ABUSE PREVENTION**

**Component Identifier Number:** 6-403-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Acquire knowledge of the signs and symptoms associated with the identification of suspected substance abuse in school age children.
2. Acquire knowledge of the skills and strategies for educating students about the dangers of substance abuse.
3. Demonstrate skills and strategies for educating students about the dangers of substance abuse in school age children.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, F, G

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

**Evaluation Methods:** A, B, C, D, E, F (Student)

A, B, C, D, Z (Staff)

**FEAP:** A1

**FPLS:** S8

## **SUBSTITUTE TEACHER**

**Component Identifier Number:** 8-506-002

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

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

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

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



## TEACHER EVALUATION TRAINING

**Component Identifier Number:** 7-507-003

**Maximum Inservice Points:** 60

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

The purpose of this component is to provide teachers an overview of the LEA's evaluation model and an in-depth description of how the model and procedures are implemented. Upon completion, participants will be able to describe all components of the LEA's evaluation model and how the system and procedures will impact teacher evaluation.

### **Specific Objective(s):**

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

1. Identify and describe the LEA's Evaluation Model, its components and procedures.
2. Discuss the cause and effect relationship between instruction and student academic growth as it relates to affecting the results of the LEA's evaluation model.
3. List and describe the evaluation model components and how the results, including teacher observations and student learning, are analyzed.
4. Describe, in detail, available supports to enhance individual's inquiry process to support teacher growth during the evaluation period.
5. Using the evaluation model's framework, identify long and short-term instructional goals to enhance student-learning concurrent with professional growth.

### **Professional Development Delivery, Follow-Up and Evaluation:**

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

**Delivery Methods:** A, B, C, D, I

**Follow-up Methods:** M, N, O, P, Q, R, S

**Evaluation Methods:** A, C, D, E, F (Student)  
A, B, C, D, Z (Staff)

**FEAP:** B1

**FPLS:** S4, S7

## TECHNOLOGY APPLICATIONS STRATEGIES

**Component Identifier Number:** 3-003-001

**Maximum Inservice Points:** 120

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

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

### **Specific Objective(s):**

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

1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
3. Use technology resources to engage in ongoing professional learning and lifelong learning.
4. Apply technology to increase productivity.
5. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
6. Use a wide variety of instructional technologies including hardware and software such as CD-ROM, interactive video, digital cameras, scanners, electronic libraries and web-based resources.
7. Continually review and evaluate educational software to determine its appropriateness for instruction and management and share findings with others.
8. Teach students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
9. Use appropriate technology to construct teacher materials, e.g. construct assessment exercises, prepares programmed instruction, uses 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 Development Delivery, Follow-Up and Evaluation:**

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

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

**1. IDENTIFICATION:**

**TITLE:** Technology for Educational Leaders

**COMPONENT NUMBER:** 7-507-005 –005

**Function:** 7

**Focus Area:** 507

**Local Sequence Number(s):** 001 or 002, respectively

**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** Educational leaders will gain skills required to model and implement *International Society for Technology in Education Standards- Administrators* as they enrich their professional practice, lead the vision for technology integration throughout the school or district, identify quality digital learning processes in classrooms, use technology to access and analyze student and faculty data for the purpose of instructional planning and improvement at the school or district level, and serve as positive models for students, colleagues, and the community.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice:
- ☒ Mastery of a specific leadership practice: Engages in data analysis for instructional planning and improvement.
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior

☐Regulatory or compliance requirements

☒Other: Parent communication to increase involvement

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

	<u>Educator</u>	<u>School</u>	<u>District</u>
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1	<input checked="" type="checkbox"/> 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6
Learning	<input checked="" type="checkbox"/> 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6	<input checked="" type="checkbox"/> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.1, 3.2.4, 3.2.5 —
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"/> 2.3.3, 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4	<input checked="" type="checkbox"/> 2.4.1, 2.4.2, 2.4.4, 2.4.5	<input checked="" type="checkbox"/> 3.4.3, 3.4.4, 3.4.5

#### 5. IMPACT AREA(S):

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

☒Repetitive practice leading to changes in proficiency of educator or leader on the job

☒Tracking improvements in student learning growth supported by the professional learning

#### 6. SPECIFIC LEARNER OUTCOMES: Educational leaders will:

1. Use appropriate survey(s) or other tools, such as those in the TIM system (TIM, TUPS, TIM-O, ARTI, TIM Administrative Center) to determine the level of technology use in teaching and/or among leaders, levels of experience in using a variety of digital tools and resources, and to identify professional development needs of educators and or leaders, regarding use of technology.
2. Learn to recognize quality digital learning processes in classrooms that support research-evidenced high impact strategies, are based on Florida's content and technology standards and provide learning experiences that meet the needs of all students.
3. Learn how digital tools may be used to implement the principles of Universal Design for Learning (UDL) throughout the design of MTSS, so that all students may have equal opportunities to learn, and to identify quality implementation of these principles in classrooms.
  - a. Learn to use digital tools and resources for curriculum planning: to access information about course benchmarks; create instructional materials; provide individualized instruction; support the assessment cycle; and/or map curricula by grade level and content.

4. Become familiar with state guidelines as they apply to technology integration at the school and/or district level and learn how to access the most current information.
5. Learn and practice using digital tools and resources for individual or collaborative professional learning.
6. Use digital tools and resources to gather feedback and/or access and analyze student and educator data for the purpose of instructional planning and planning for improvement/growth at all levels (SIP, IPDP, and DP).
7. Use a variety of digital tools and formats to communicate information and ideas or to collaborate with other leaders, faculty and staff, parents, students, community partners and other stakeholders to enhance involvement and support educator and student success.
8. Learn, practice, demonstrate and promote exemplary digital citizenship and responsibility.

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

### **Learning Methods Database Code: I**

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

#### **WHAT**

Participants will learn and become proficient in applying technology solutions, skills, and/or strategies to: a) support leadership functions; b) for instruction, assessment, and communication; c) and to recognize high-quality digital integration into instruction. Modeling will occur and participants will have opportunities to discuss and practice using the tools, applications, and/or technology-infused strategies individually and/or collaboratively. Feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

#### **HOW:**

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community, or individually.

### **KEY ISSUES to be included in Participant Implementation Agreements**

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require leaders to:
  - a. Complete appropriate assignments that may include surveys and/or plans.
  - b. Complete required professional learning design survey.
  - c. Collect and analyze impact data.
  - d. Report and discuss results of impact data with appropriate individuals.
  - e. Reflect on results and use results to inform decisions about professional leadership practices and to guide development of plans for educator, student, school, or district-level progress.

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

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Ongoing support will be provided through mentoring that may include school or district technology support personnel, knowledgeable peers, or via collegial learning structure, such as professional learning community. This process will be contingent on the needs of the participant and may include modeling, practicing, observing skill demonstration, conferencing, reflecting orally, reviewing and revising, and repeating the cycle, if necessary. Web-based resources that provide exemplars will be available for use.

#### **Monitoring Procedures:**

Leaders will be required to development and submit a product such as a school or district level action/technology plan, video exemplar, examples of digital-based communication, report, data summary, case study, classroom walkthrough data and/or feedback, or written reflections on the implementation process.

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

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

### **Evaluation Methods for Staff Database Code: B**

Changes in the leader's practices will be observed through the district's evaluation system indicators and/or domains and/or deliberate practice of learning plan growth targets. Faculty and student measures may also be examined. Evidence used to document implementation of professional learning may be observation checklists that are aligned with the school or district leader evaluation system, anecdotal records, self-reflection, professional learning community documentation, artifacts, reports, planning documents, communication records, and/or climate surveys. Each will be used, as appropriate, to evaluate changes in proficiency of the leader.

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

### **Evaluation Methods for Students Database Code: F**

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

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

Site-Based Administrators, District Technology Coordinators, School Improvement Teams, and District Leadership Development Director

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

**Describe what will be done with the data obtained through the evaluation processes.**

Leaders will analyze faculty, staff, and/or impact data, document results, and review results, with the

appropriate individual. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which use of technology solutions impacted faculty development, teacher instructional practices, student learning, engagement, and school and/or classroom environment.
2. The leader's proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional mentoring, or other forms of support may be needed.

**What other forms of evaluation data will be gathered?**

- a. Online "Professional Learning Design" Survey
- b. Data demonstrating improved/increased communication among leaders, school faculty and staff, district leaders. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. Data demonstrating effective planning and/or use of digital tools and/or resources.
- d. Data may be used by site-based administrators, district technology coordinators, other district leaders and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Department: Panhandle Area Educational Consortium Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Center



**1. IDENTIFICATION:****TITLE:** Technology in the Classroom/Digital Curriculum**COMPONENT NUMBER:** 3-408-001 or 3-100-002 (ESE)**Function:** 3**Focus Area:** 408 or 100**Local Sequence Number(s):** 001 or 002, respectively**POINTS TO BE EARNED: 120 Maximum**

**2. DESCRIPTION:** Participants will gain skills required to model and implement *International Society for Technology in Education Standards- Students* as they design, implement, and assess learning experiences which will engage students, support Florida Standards-based instruction, and improve students' learning outcomes. Participants will also refer to and apply *International Society for Technology in Education Standards - Educators* as they enrich their professional practice and serve as positive models for students, colleagues, and the community.

**3. LINK(s) TO PRIORITY INITIATIVES:** identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☐ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Use digital tools to provide students' opportunities to synthesize, analyze, and summarize information.
- ☐ Mastery of a specific leadership practice:
- ☒ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior

- ☐Regulatory or compliance requirements
- ☒Other: Parent communication to increase involvement

**4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:** Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3	<input checked="" type="checkbox"/> 2.1.1	
Learning	<input checked="" type="checkbox"/> 1.2.1,1.2.2,1.2.3,1.2.4,1.2.5,1.2.6		
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.2, 1.3.3		
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3, 1.4.4,		

**5. IMPACT AREA(S):**

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

**6. SPECIFIC LEARNER OUTCOMES:** Professional educators will:

1. Use an appropriate survey(s), to determine how technology is used in teaching, levels of experience in using a variety of digital tools and resources, and to identify professional development needs of educators, regarding use of technology.
2. Integrate academic and pedagogical content knowledge with use of technology to provide learning experiences based on Florida's content and technology standards.
3. Learn about and practice using a wide variety of digital tools and resources and from them, select the most appropriate resources to enhance specific, Florida Standards-based lessons and to provide customized, individualized learning experiences based on students' interests and/or learning needs.
4. Use digital tools and resources to engage students in real-world learning experiences associated with specific subject matter/content standards.
5. Create opportunities for students to use digital tools to access, analyze, synthesize, and summarize information aligned to subject content standards.
6. Use technology to develop and deliver Florida Standards-aligned formative and summative assessments and use results to inform teaching and learning.
7. Learn about and use digital tools to implement the principles of Universal Design for Learning (UDL) in order to remove barriers so that all students may have equal opportunities to learn.
8. Use digital resources to produce products to demonstrate Florida Standards-aligned content learning in multiple fashions.

9. Learn and practice using digital tools and resources for individual or collaborative professional learning.
10. Use a variety of digital tools and formats to communicate information and ideas or to collaborate with school leaders, peers, parents, students and other stakeholders to enhance involvement and support student success.
11. Learn, practice and promote exemplary digital citizenship and responsibility.

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

### **Learning Methods Database Code: I**

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

#### **WHAT**

Participants will learn and become proficient in applying technology solutions, skills, and/or strategies to support classroom instruction, assessment, and communication. Modeling will occur and participants will have opportunities to discuss and practice using the tools, applications, and/or technology-infused strategies individually and/or collaboratively. Feedback will be provided by the facilitator/presenter or via peer-to-peer format and expert coaching and/or mentoring may occur.

#### **HOW**

Component delivery will employ a variety of learning designs including face-to-face, blended, or online and occur in a workshop, learning community/lesson study group, or individually.

## **KEY ISSUES to be included in Participant Implementation Agreements**

Participants will agree to:

1. Participate and engage in structured learning opportunities.
2. Meet deadlines for completing implementation and follow-up activities which may require educators to:
  - a. Complete appropriate assignments.
  - b. Complete required professional learning design survey.
  - c. Collect and analyze impact data (teacher and/or student).
  - d. Report and discuss results of impact data (teacher or student) with appropriate individuals.
  - e. Reflect on results and use results to inform decisions about professional practice.

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

### **Implementation/Monitoring Data Base Code: P**

#### **Implementation Support:**

Ongoing support will be provided through structured coaching/mentoring or less formal mentoring, involving school or district technology support personnel, knowledgeable peers, or collegial learning structure such as professional learning community or lesson study group. This process will be contingent on the needs of the participant and may include modeling, practicing, directly observing skill demonstration, conferencing, reflecting orally, and repeating the cycle, if necessary. Web-based

resources that provide exemplars will be available for use.

#### **Monitoring Procedures:**

Educators will be required to development and submit a product such as a lesson plan, student assessment, rubric, video exemplar, case study, or written reflections on lessons learned. Educators may also be observed demonstrating classroom implementation of the product and supporting materials, such as student artifacts, may be requested.

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

**Impact Area: Impact of repetitive practice leading to changes in proficiency of educator or leader on the job.**

#### **Evaluation Methods for Staff Database Code: A**

Changes in classroom practices will be observed through the district's instructional evaluation system indicators and/or domains and/or deliberate practice of professional learning plan growth targets. Student progress measures will also be examined. Evidence used to document classroom implementation of professional learning may be observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, professional learning community documentation, teacher-produced artifacts, communication records, and/or climate surveys. Each will be used as appropriate to evaluate changes in proficiency of the educator.

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

#### **Evaluation Methods for Students Database Code: F**

Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

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

Teachers, Site-Based Administrators, School and District Technology Coordinators, School Improvement Teams, and District Instructional Staff

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

**Describe what will be done with the data obtained through the evaluation processes.**

Teachers will analyze student impact data, document results, and review results, with the site-based administrator or other designated individual. The focus will be on the impact of implementation of the professional learning. Specific points that will be addressed are:

1. Extent to which use of technology solutions impacted student learning, engagement, and/or classroom environment.
2. The educator's proficiency using the tools, skills, and/or strategies that were targeted by the component and whether or not additional coaching, mentoring, or other forms of support may be needed.

**What other forms of evaluation data will be gathered?**

- a. Online “Professional Learning Design” Survey
- b. Data demonstrating improved/increased communication among educators, educators and parents, educators and students, and/or among students. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
- c. Data may be used by teachers, site-based administrators, school and district technology coordinators, district instructional staff and/or PAEC personnel.

Records of professional learning feedback and completion will be maintained in the *electronic Professional Development Connections* (ePDC) at the Panhandle Area Educational Consortium.

Department: Professional Development Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium Professional Development Council

## **VISUALLY IMPAIRED**

**Component Identifier Number:** 1-105-012 (ESE)

**Maximum Inservice Points:** 120

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

The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct blind/low vision students.

### **Specific Objective(s):**

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

1. List and describe common etiologies/syndromes associated with visual impairments.
2. Demonstrate increased knowledge of Braille contractions, rules, formats, and tactile graphics in reading and writing Braille.
3. Interpret the results of a functional vision evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of low vision aids and equipment.
5. Demonstrate skills in the appropriate use of assistive and adaptive technology for impaired students.
6. Identify and demonstrate basic orientation and mobility skills for visually impaired students.
7. Identify and demonstrate research-based techniques/strategies for teaching visually impaired students.
8. Identify and demonstrate research-based materials/programs for teaching visually impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (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 Development Delivery, Follow-Up and Evaluation:**

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

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

**APPENDIX A:**  
**FLDOE INFORMATION DATABASE REQUIREMENTS**  
**MASTER INSERVICE COMPONENT REPORTING CODES**

**Position One: Function** – a one digit code which identifies the principal focus of the component as identified in F.S. 1012.98(4)(b)2: Analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

For reporting purposes, the following codes are utilized:

1. Subject Content
2. Instructional Methodology
3. Technology
4. Assessment and Data Analysis
5. Classroom Management
6. School Safety/Safe Learning Environment
7. Management/Leadership/Planning
8. General Support

**Positions 2-4: Focus Area** – a three-digit code which identifies the principal subject area on which the component focuses.

For reporting purposes, the following codes are utilized:

- I. INSTRUCTION: Components which focus on activities which deal directly with the teaching of pupils or with pupil-teacher interaction.

- A. Basic Programs: Basic programs include those instructional programs in grades PK-12 which are not part of the district or agency program in Exceptional Student Education, English Language Learners, Vocational Education or Adult/Community Education.

000 Art	010 Music
002 Career Education	011 Physical Education
003 Computer Science/Technology Education	012 Prekindergarten
004 Foreign Languages	013 Reading
005 Health/Nutrition	014 Safety/Driver Education
006 Humanities	015 Science
007 Integrated Curriculum	016 Social Studies
008 Language Arts	017 Writing
009 Mathematics	



- B. Exceptional Student Education Programs: Exceptional student education programs include programs for students with disabilities and students identified as gifted. Component activities are designed to increase the competencies of the participants in generating improved learning environments and improved student outcomes for exceptional students.

- 100 Instructional Strategies
- 101 Classroom Management
- 102 Assessment
- 103 Procedural/Legal Requirements
- 104 Working with Aides, Volunteers, Mentors
- 105 Curriculum

- C. Vocational Education Programs: Vocational education programs are those instruction programs which are provided in order to enable persons to develop and occupational proficiency or to expose them to the world of work.

- 200 Agribusiness and Natural Resource Education
- 201 Business Technology Education
- 202 Diversified Education
- 203 Family and Consumer Sciences
- 204 Health Science Education
- 205 Industrial Education
- 206 Marketing Education
- 207 Middle School Exploratory Vocational Wheel
- 208 Public Service Occupations Education
- 209 Technology Education
- 210 Vocational Education Instructional Support Services
- 211 Vocational/Technical Education, Unclassified

- D. Adult/Community Education Programs: Adult education programs include adult basic and high school programs for adult students, which provide instruction in the basic skills of reading, writing or arithmetic in grades 1-8 or which provide instruction at the high school level or which prepare the student to take the GED Tests. Adult education programs also include community service, noncredit courses of an educational nature.

- 300 Adult Basic Education (ABE)
- 301 Adult Education, Unclassified
- 302 Adult English for Speakers of Other Languages (ESOL)
- 303 Adult General Education for Adults with Disabilities
- 304 Citizenship
- 305 General Education – Promotion (Adult High School)
- 306 General Education Development (GED) Preparatory
- 307 Vocational Preparatory Instruction
- 308 Workspace Readiness Skills

## II. STUDENT AND INSTRUCTIONAL SUPPORT PROCESSES

- 400 Academic Interventions
- 401 Assessment/Student Appraisal
- 402 Attendance
- 403 Behavioral Interventions (e.g., crisis, abuse, social skills)
- 404 Classroom Management and Organization/Learning Environments
- 405 Dropout Retrieval
- 406 Human Relations/Communication Skills

- 407 Instructional Media Services
- 408 Instructional Strategies
- 409 Instructional Support Services, Unclassified
- 410 Laws, Rules, Policies, Procedures
- 411 Learning Styles, Student Differences
- 412 Multicultural Education
- 413 Parent involvement, Parent Support
- 414 Physical and Mental Health Issues
- 415 Problem-Solving Teams
- 416 Professional Standards and Ethics
- 417 Program Administration, Evaluation, Accountability
- 418 Scholarships, Financial Aid, Education Transitions
- 419 Section 504/Americans with Disabilities Act
- 420 Service Coordination, Collaboration, Integration
- 421 Student Motivation
- 422 Students Records
- 423 Supplemental Academic Instruction
- 424 Working With Volunteers, Aides and Mentors

### III. GENERAL SUPPORT

- 500 Board of Education
- 501 Central Services – Planning/Program Evaluation/Continuous Improvement
- 502 District-Level Management
- 503 Diversity/Ethics
- 504 Fiscal Services
- 505 Food Services
- 506 General Support Services, Unclassified
- 507 Leadership Skills/Communication/Critical Thinking
- 508 Management Information Services
- 509 Office/Clerical Services
- 510 Plant Operation and Maintenance
- 511 Safety/Security
- 512 School Improvement
- 513 School-Level Management
- 514 Service on Advisory or Instructional Materials Councils
- 515 Transportation Services

### IV. COMMUNITY SERVICES

- 600 Community Services, Unclassified
- 601 Lay Advisory Councils
- 602 Parent Education

### V. ENGLISH LANGUAGE LEARNERS

- 700 Instructional strategies for ELL students
- 701 Understanding and implementation of assessment of ELL students
- 702 Understanding and implementation of English Language Proficiency (ELP) Standards and academic content standards for ELL students
- 703 Alignment of the curriculum in language instruction educational programs to ELP standards
- 704 Subject matter knowledge for teachers
- 705 Other

Position 5-7: Sequential Number – a three-digit code which assigns a sequential number (001-999) to each component within the same function and focus area. All PROFESSIONAL LEARNING CATALOG components include the following options for purpose, delivery, follow up, and evaluation.

#### **MASTER INSERVICE COMPONENT DATA ELEMENTS**

- I. Professional Development, Learning Method: A one-character code to describe the primary means (50 percent or more) of supporting the delivery of the professional development component's priority learning goals.
  - A Knowledge Acquisition: Workshop – training event or process (limited to knowledge transmission/training focused on understanding the component's content)
  - B Electronic, Interactive (includes facilitation supporting development/application on the job)
  - C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
  - D Learning Community/Lesson Study Group (Use this code where job-embedded collegial support processes are core learning delivery method.)
  - F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
  - G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives.)
  - H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
  - I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
  - J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or individual professional development plans (IPDP), Leadership Development Plans (ILDLP), or School Improvement Plans (SIP)
  
- II. Professional Development, Evaluation Method, Staff: A one-character code to describe the primary means (50 percent or more) of evaluation of the impact and/or fidelity of implementation of the professional development.
  - A Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDLP growth targets, and/or district or school level processes for tracking student progress.)
  - B Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students)
  - C Changes in student services/support practices

- D Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)
  - E Fidelity of Implementation of the professional learning process (where impact on the job is not or cannot be observed or measured, evaluation is on alignment of actual training/development with planned high quality professional learning design and specific learning objective(s))
  - F Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)
  - G Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues)
- III. Professional Development, Evaluation Method, Student: A one-character code to describe the primary means (50 percent or more) of evaluation of the professional development's impact on student growth, achievement, or readiness for college and/or careers.
- A Results of state or district-developed/standardized student growth measure(s)
  - B Results of school/teacher-constructed student growth measure(s) that track student progress
  - C Portfolios of student work
  - D Observation of student performance
  - F Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth
  - G Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component
  - Z Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on student
- IV. Professional Development, Implementation Method: A one-character code to describe the primary means (50 percent or more) prescribed to monitor and provide feedback on implementation of the professional learning targeted with the component.
- M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
  - N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job-embedded implementation of targeted learning)

- O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
- Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- R Electronic - interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- S Electronic - non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation Indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system Indicators/components/and/or domains)

- V. Professional Development, Primary Purpose: A one-character code to describe the primary expected use of the master inservice points that result from the professional development. Where multiple purposes are anticipated, code the one purpose or application which 50% or more of completers are expected to use.

**PRIMARY PURPOSE:**

**Code Definition/Example**

- A Add-on Endorsement
- B Alternative Certification (Professional Development Certification Program)
- C Florida Educators Certificate Renewal
- D Other Professional Certificate/License Renewal
- E Professional Skill Building – Non-Instructional
- G Approved District Leadership Development Program (to include the W. Cecil Golden Professional Development Program for School Leaders)
- H No certification, job acquisition or retention purposes

- VI. Participation Hours: The number of hours of participation in each professional development component. The total includes hours allocated to training/knowledge acquisition processes and hours allocated for job-embedded implementation leading to successful implementation of

targeted practice(s). Participation hours must be greater than zero and must not exceed 120 hours.

**APPENDIX B:**  
**District Implementation Agreement**

Component Title/Number:	
Participant's Name:	
Standard(s) to be studied:	
High Effect-Size Strategy(ies) to be studied and implemented:	

The participant agrees to the following and understands the inservice points are based on actual implementation of the professional learning.

1. I understand that the purpose of this component is to deepen my capacity for highly effective classroom instruction.
2. In support of this I will complete all of the objectives and activities of this component.
3. To further develop my capacity to work collegially with other educators on improving instruction and student success I will select at least one peer/mentor educator with whom I will engage in constructive conversations about my professional learning.
4. I will identify a minimum of 3 standards to be the focus of my conversations with my peer/mentor prior to selecting a standard for deeper study and selection of an appropriate high effect size instructional strategy that corresponds to the district evaluation plan.
5. I will select a high effect size instructional strategy to study and implement that is not at present a strength in my repertoire of strategies,
6. I will share my selections of standard and strategy with a supervisor and a colleague knowledgeable about the subject I teach. I will explain why I consider the standard to be important for students to master and why the strategy selected should be in my teaching repertoire. In those conversations I will solicit suggestions on other areas of importance.
7. When implementing the targeted instructional strategy, I will pay attention to the following:
  - I will begin each lesson by explaining why upcoming content is important.
  - I will have planned specific points in the lesson when I will tell students to get ready for some important information.
  - I will devise and use a set of cues to indicate to student the importance of upcoming information in some indirect fashion.
  - During the lessons I will I check for student recognition of importance by:

- When asked, students can describe the level of importance of the information addressed in class
  - When asked, students can explain why the content is important to pay attention to
  - Students visibly adjust their level of engagement
8. After completion of this component I will share with colleagues at my work site what I have learned about the content and strategy studied and how my practice may have changed as a result of this professional learning process.



## **APPENDIX C:**

### **ALIGNMENT WITH FLORIDA’S, *THE EDUCATOR ACCOMPLISHED PRACTICES***

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

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

The Educator Accomplished Practices are based on three foundational principles. Those principles focus on high expectations, knowledge of subject matter, and the standards of the profession. Each effective educator applies the foundational principles through six Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Excerpt from 6A-5.065-The Educator Accomplished Practices as approved by the State Board of Education on December 17 2010:

#### **A. Quality of Instruction**

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
  - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
  - b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
  - c. Designs instruction for students to achieve mastery;
  - d. Selects appropriate formative assessments to monitor learning;
  - e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
  - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
  - a. Organizes, allocates, and manages the resources of time, space, and attention;
  - b. Manages individual and class behaviors through a well-planned management system;
  - c. Conveys high expectations to all students;
  - d. Respects students’ cultural, linguistic and family background;
  - e. Models clear, acceptable oral and written communication skills;
  - f. Maintains a climate of openness, inquiry, fairness and support;

- g. Integrates current information and communication technologies;
  - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
  - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
- a. Deliver engaging and challenging lessons;
  - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
  - c. Identify gaps in students' subject matter knowledge;
  - d. Modify instruction to respond to preconceptions or misconceptions;
  - e. Relate and integrate the subject matter with other disciplines and life experiences;
  - f. Employ higher-order questioning techniques;
  - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
  - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
  - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
  - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
4. Assessment. The effective educator consistently:
- b. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
  - c. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
  - d. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
  - e. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
  - f. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
  - g. Applies technology to organize and integrate assessment information.

**B. Continuous Improvement, Responsibility and Ethics**

- 1. Continuous Professional Improvement. The effective educator consistently:
  - b. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

- c. Examines and uses data-informed research to improve instruction and student achievement;
  - d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
  - e. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
  - f. Implements knowledge and skills learned in professional development in the teaching and learning process.
2. Professional Responsibility and Ethical Conduct.
- Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the *Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida*, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

## **APPENDIX D:**

### **ALIGNMENT WITH THE FLORIDA PRINCIPAL LEADERSHIP STANDARDS**

The *Florida Principal Leadership Standards* (FPLS) serve as the state’s standards for effective school leadership and are used to define the knowledge and skill sets needed in effective schools. The FPLS are:

#### **Domain 1: Student Achievement:**

##### Standard 1: Student Learning Results.

Effective school leaders achieve results on the school’s student learning goals.

- a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

##### Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

#### **Domain 2: Instructional Leadership:**

##### Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

#### Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

#### Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

### **Domain 3: Organizational Leadership**

#### Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision-making and efficiency throughout the school.

#### Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

#### Standard 8: School Management.

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

#### Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;

- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

#### **Domain 4: Professional and Ethical Behavior:**

##### Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

## **APPENDIX E: SUMMARY OF CURRENT FLORIDA STATUTES**

Pursuant to Sections 1012.22(1) (i) and 1011.62, F.S., each district school board shall develop and maintain a professional learning catalog for all district employees based on state adopted standards for highly qualified professional development as required under Section 1012.98, F.S. The plan shall include all professional development components for all employees from all fund sources including, but not limited to the following areas:

- Implementation of school improvement plans for the current years pursuant to F.S. 1012.98
- Subject content areas as prescribed in Section 1012.98, F.S.,
- School reform and accountability pursuant to Sections 1000.03 and 1008.345, F.S.,
- Approved add-on certification programs pursuant to Section 1012.575, F.S., and
- The WC Golden Professional Development Program for School Leaders, pursuant to 1012.986. F.S.
- SB1108

### **6A-5.071 Professional Learning Catalog Requirements**

Describes the PROFESSIONAL LEARNING CATALOG: its contents; how it is to be updated; what an Inservice component must contain; the points system; how to convert college credit to Inservice points; what constitutes infield and out-of-field; the minimum length of an Inservice component; files which must be kept relative to each component and for each participant; and annual reporting. The Professional learning catalog is reviewed each year by the District Professional Development Council and approved by the School Board.

### **1012.98 School Community Professional Development Act**

The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

#### **1012.98(4) Individual Professional Development Plan**

The school principal is required to establish and maintain an individual professional development plan for each instructional employee assigned to the school. The individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned; define the inservice objectives and specific measurable improvement expected in student performance as a result of the inservice activity; and include an evaluation component that determines the effectiveness of the professional development.

### **1012.986 William Cecil Golden Professional Development Program for School Leaders**

The purpose of the William Cecil Golden Professional Development Program for School Leaders is to provide high standards and sustained support for principals as instructional leaders. The program shall consist of a collaborative network of state and national professional leadership organizations to respond



to instructional leadership needs throughout the state. The network shall support the human resource development needs of principals, principal leadership teams, and candidates for principal leadership positions using the framework for leadership standards adopted by the State Board of Education, the Southern Regional Education Board, and Learning Forward.

#### **1012.98(5) Funding for the Professional Development System**

Each district school board shall provide funding for the professional development system as required by s.1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom. Each district school board shall make available inservice activities to instructional personnel of nonpublic schools in the district and the state certified teachers who are not employed by the district school board on a fee basis not to exceed the cost of the activity per all participants.

#### **1012.98(4) Professional Development Evaluation System Protocol**

The Department of Education shall design methods by which the state and district school boards may evaluate and improve the professional development system. The evaluation must include an annual assessment of data that indicate progress or lack of progress of all students.

#### **1012.34 Assessment Procedures and Criteria**

The district school superintendent shall establish procedures for assessing the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district.

#### **1012.56 Educator Certification Requirements**

Each district school board shall renew state-issued professional certificates for individuals who hold a Florida professional certificate and are employed by that district pursuant to criteria established in subsections (2), (3), and (4) and rules of the State Board of Education.

#### **1012.56(7) Professional Preparation Alternative Certification and Education Competency Program**

Each school district must provide a cohesive competency-based professional preparation alternative certification program by which members of a school district's instructional staff may satisfy the mastery of professional preparation and education competence requirements.

#### **1012.985 Statewide System for Inservice Professional Development**

The statewide system shall consist of a network of professional development academies in each region of the state that are operated in partnership with area business partners to develop and deliver high quality training programs purchased by school districts.