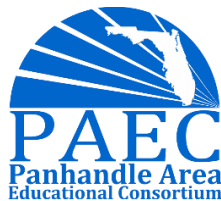




Panhandle Area Educational Consortium

Professional Learning Catalog

2024-2025



Serving the Following:

District	Superintendent
Calhoun	Darryl Taylor, Jr.
FAMU-DRS	Dr. Micheal Johnson
FAU Lab School	Dr. Joel Herbst, Superintendent
Franklin	Steve Lanier
Pembroke Pines-FSUS Broward	Dean Damon Andrew, Superintendent
Gadsden	Elijah Key
Gulf	Jim Norton
Holmes	Buddy Brown
Jackson	Steven Benton
Jefferson	Eydie Tricquet
Liberty	Kyle Peddie
Madison	Shirley Joseph
Taylor	Alicia Beshears
Wakulla	Robert Pearce
Walton	A. Russell Hughes
Washington	Joe Taylor, Chairman, PAEC Board of Directors

Also Serving: Florida Virtual School – Professional Learning Catalog, Driver Education/Traffic Safety Endorsement, Reading Endorsement, ESOL Endorsement, Florida Gifted Endorsement, Autism Spectrum Disorder K-12.

Panhandle Area Educational Consortium

Board of Directors

2023-2024

Joe Taylor, Superintendent
Chairman, PAEC Board of Directors
Darryl Taylor, Jr., Superintendent
Dr. Micheal Johnson, Superintendent
Steve Lanier, Superintendent
Elijah Key, Superintendent
Jim Norton, Superintendent
Buddy Brown, Superintendent
Steven Benton, Superintendent
Kyle Peddie, Superintendent
Shirley Joseph, Superintendent
Alicia Beshears, Superintendent
Robert Pearce, Superintendent
A. Russell Hughes, Superintendent

Washington District Schools

Calhoun District Schools
Florida A & M Developmental Research School
Franklin District Schools
Gadsden District Schools
Gulf District Schools
Holmes District Schools
Jackson 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 member school districts. One program provided as a service to maximize resources is the PAEC Professional Learning Center (PLC). Through the PLC, 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 educators 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 learning system to enable educators and staff to reach their full potential and maximize their effectiveness as teachers, leaders, facilitators and learning, and support team members. To meet this goal, the *PAEC Professional Learning Catalog* is aligned with *Florida's Professional Learning Standards* and *Florida's Professional Development Review Protocol*, which serve as the basis for high-quality professional learning practices across the districts.

PROFESSIONAL LEARNING CATALOG ADVISORY COMMITTEE

TBA, PLC Chairman, District

Susan Saunders, Washington District

Pam Price, Vice Chairman Holmes District

Kris Bray, PAEC

Yvette, Lerner, PAEC

Katrina Roddenberry, PAEC

Nancy Holley, PAEC

MANAGEMENT

The professional Learning catalog contains the approved professional learning components for the *PAEC Professional Learning Catalog* participating districts. The PAEC Professional Learning Center's management system allows the implementation of focused, data-driven professional learning activities, based upon the improvement needs of each educator, school, and district. Educators from each member district serve on the PDC Advisory Council. The PAEC Professional Learning Catalog is reviewed annually, revisions made as necessary, approved by the PDC Council, presented to each respective school board for approval, and board approval letters are returned to PDC and submitted on behalf of the districts to the Florida Department of Education on an annual basis by October 1.

ONLINE MANAGEMENT THROUGH THE ELECTRONIC PROFESSIONAL LEARNING CONNECTIONS (ePDC)

The electronic Professional Learning 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 only 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; identify educator professional learning needs; review and evaluate implementation and follow-up activities that may include action plans, reflection, impact evaluation, coaching summaries, artifacts, etc. ; assign course completion credit; email participants; align course offerings with

educator 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 per F. S. 6A-5. 071. Participating districts have professional learning tracking systems that are approved by their local school boards.

ORGANIZATION

Florida's Professional Learning Standards and *Florida's Professional Development Review Protocol* are the basis for 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 the *PAEC Professional Learning Catalog*. The seven standards are grouped into five domains that are representative of stages in an improvement cycle. Each standard includes title, description, and multiple indicators of what the standard looks like in practice.

Table 1

Florida's Professional Learning Standards

DOMAINS	STANDARDS
Domain 0: Foundation	<p><i>Standard 0.1 Leadership</i></p> <p>Professional learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes.</p>
Domain 1: Needs Assessment and Planning	<p><i>Standard 1.1: Professional Learning Needs</i></p> <p>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.</p> <p><i>Standard 1.2: Professional Learning Resources</i></p> <p>Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.</p>
Domain 2: Learning	<p><i>Standard 2.1: Learning Outcomes</i></p> <p>Professional learning includes outcomes that ensure changes in educator knowledge, skills, dispositions, and practice align with student learning needs.</p> <p><i>Standard 2.2: Learning Designs</i></p> <p>Professional learning includes use of research and evidence-based learning designs to continually improve educator practice and student outcomes.</p>
Domain 3: Implementing	<p><i>Standard 3.1: Implementation of Learning</i></p> <p>Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.</p>

Domain 4: Evaluating	<p><i>Standard 4.1: Evaluation of Professional Learning</i></p> <p>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.</p>
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Needs Assessment and Planning occur at the individual/faculty, school, and district levels. Educators review previous and current student data, personal and 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 the administrator and adjusted based upon performance appraisal data and other grade level or school priorities. Specific learning goals for student achievement and professional practice 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 to establish district priorities for professional learning opportunities. PDC Council members are tasked with reporting ongoing professional learning needs, based on their district data, as a basis for planning the *PAEC Professional Learning Catalog*. PAEC team members review data and expressed needs and will assist in developing professional learning opportunities to meet the expressed needs.

Pursuant to 6A. 5. 071, F.A.C., (05-03-2022), *Professional Learning Catalogs*, and on behalf of the PAEC member and participating districts, PAEC has developed and makes available an annual assessment of professional learning needs. The PAEC *Professional Development Needs Assessment* is made available to district and school instructional and administrative personnel in an electronic format. The needs assessment is reviewed by district professional learning experts and revised, as needed, to address current trends and mandated requirements to better target professional learning needs of educators at the district, school, and educator levels.

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

Implementing newly acquired skills and knowledge in a sustained and supported effort is required for changes in educator practice. Implementation is the very heart of professional learning. Applying new

knowledge and/or skills and strategies and observing the impact on student learning and/or behavior is the primary purpose of professional learning. Selection of methods for follow up and support for implementation of professional learning is included with all learning components in the *PAEC Professional Learning Catalog* and in course information entered into the ePDC. These may include classroom-based feedback, observation, reflection, collegial dialogue, coaching, mentoring, tools, resources, or other means of support.

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 learning design and delivery of the learning component. This is done electronically through the ePDC and/or by means of a tool provided by the professional learning provider. Evaluation data collected through the ePDC is available to personnel at the school, district, Consortium and FLDOE upon request.

Next is the evaluation of participant implementation of knowledge and/or skills and strategies gained through participation in the professional learning activity. The participant is required to provide evidence of implementation, most typically through one or more of the following: student assessment data, student artifact/portfolio, observation of student performance, anecdotal records, changes in classroom practice, documentation of behavioral changes, or other process.

Annually, comprehensive professional learning activity reports are available to each district upon request. Additionally, specific activity reports are provided to districts or schools as requested throughout the year. Reports provide data on specific courses and include registration, attendance, follow-up, and completion of all learning, implementation, and evaluation aspects. Analysis of this data is used along with student, school, and district data to evaluate the effectiveness of the professional learning catalog.

PROFESSIONAL LEARNING CATALOG COMPONENTS

The professional learning catalog contains the approved inservice components for member and participating districts that use the plan. To receive inservice credit, inservice events must meet the criteria and content fall within the objectives of an approved component. If a desired inservice does not align to an existing component, a new component must be written, reviewed by the professional development council, and approved by the school board of each district during the annual professional learning catalog approval process. The *PAEC Professional Learning Catalog* is reviewed, revised as necessary, and approved annually by the school board of each participating district. Approval letters are submitted to PAEC by each school board and PAEC provides the letters of approval to the Florida Department of Education.

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. Description
5. Specific learning objectives
6. Research-based delivery methods and activities
7. Appropriate follow-up methods and support
8. Evaluation process

A professional learning catalog component may address one of the following professional learning areas:

1. Reading, especially as specified in the *Comprehensive K-12 Reading Plan*
2. Florida's Academic Content 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, non-instructional support, and classified personnel.

Professional learning Component Reporting Codes

Inservice records for each employee are reported to the Florida Department of Education at regularly and state-determined intervals, usually in conjunction with established FTE audit timelines. Each professional learning catalog component is assigned a unique seven-digit number according to FLDOE guidelines. See Appendix A for a complete listing of the reporting codes.

PROFESSIONAL LEARNING CATALOG COMPONENTS – ALPHABETICAL

Note Professional Development Alternatives (PDA) are listed in a subsequent section.

Table 2

Professional Learning Catalog Components, Alphabetical

Title of Component	Component Number	Component Number for ESE	Page Number
Action Research	4-400-001		21
Adult Education Subject Content	1-301-001		24
Assessment	4-401-001	4-102-001	27
Assistive Technology in the Classroom		3-100-001	30
Career and Technical Education Including CAPE Industry Certification Courses Instructional Strategies	2-002-001		33
Career and Technical Education Including CAPE Industry Certification Courses Subject Content	1-211-001	1-105-001	37
Career Education Subject Content	1-002-001		41
Child Abuse and Neglect – Identifying and Mandatory Reporting	6-511-001		45
Classroom Management	5-404-001	5-101-001	48
Clinical Educator	7-501-001		51
Computer Science Subject Content	1-003-001		55
Cultural Awareness	2-412-001		60
Data Analysis	4-408-001		64
District Code of Student Conduct	6-404-001		68
Educational Leadership	7-507-001		71
Educational Paraprofessional	8-506-001		75
Effective Communication	2-406-001		78
Emergent Literacy for VPK Instructors - Online	1-408-004		81
English/Language Arts Subject Content	1-008-001	1-105-006	84
English/Language Learners in the VPK Classroom-Online	1-408-006		88
ESE Procedures and Practices		2-103-001	91
ESOL for Administrators	7-704-500		95
ESOL for Category III Teachers	2-704-528		100
ESOL for Guidance Counselors	2-704-525		104
Extended Learning	2-007-003		109
Fine Arts Subject Content	1-000-001	1-105-008	112
Florida's Academic Content Standards	2-007-001		116
Florida Civics Seal of Excellence	1-016-002		120
Florida's Comprehensive Health Education Components Subject Content	1-005-001		123
Florida Literacy Coach Endorsement – Florida Center for Reading Research (FCRR) Program	2-013-007		127

Florida Literacy Coach Endorsement – UF Lastinger Center Program	2-013-004		130
Humanities Subject Content	1-006-001		133
Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten-Online	1-408-007		137
Instructional Leadership: School Principal Level II	7-507-002		140
Instructional Methodology	2-408-002	2-100-001	146
Integrating the Standards: Phonological Awareness-Online	1-408-008		150
Language and Vocabulary in the VPK Classroom	1-408-004		153
Leadership Evaluation Model, Policies and Procedures	7-507-004		156
Lesson Study	2-400-002		159
Mathematics Subject Content	1-009-001	1-105-002	162
Mathematical Thinking for Early Learners-Online	1-408-009		166
Media Specialist and Instructional Materials- Laws, Rules, and Procedures	8-410-002		169
Media Specialist Subject Content	1-407-001		173
Mental Health Services	5-414-001		177
MTSS Problem-Solving Process	8-415-003		180
Music Instruction	2-010-001		183
New Teacher Induction	2-404-001		187
Non-Instruction: Custodian/Maintenance	8-510-001		192
Non-Instruction: Food Service Training	8-505-001		195
Non-Instruction: Office/Clerical support	8-509-001		198
Non-Instruction: Transportation Service Training	6-515-001		201
Office of Early Learning, Language and Vocabulary Training Project Targeted Stand-Coach Track	1-408-001		204
Office of early Learning, Language and Vocabulary Training Project Targeted Strand-Teacher Track	1-408-002		207
Office of Early Learning, Language and Vocabulary Training Project-Coach Track	1-408-003	1-105-009	210
Other Content Areas Subject Content	1-007-001	1-105-009	213
Physical & Mental Wellness	6-414-001		217
Physical Education Instructional Strategies	2-011-001		221
Physical Education Subject Content	1-011-001	1-105-010	224
Policies and Procedures	8-410-002		228
Preschool/Child Care	2-012-001		231
Principles of Professional Conduct – Professional Ethics	8-416-001		235

Professional Conference: District/State/National	2-408-003		238
Professional Learning Communities	2-400-001		241
Reading: Elementary Literacy Micro-Credential	1-013-013		245
Reading: Secondary Literacy Micro-Credential	1-013-014		250
Reading Endorsement Option: Foundational Skills to Support Reading for understand Knowledge Building- Combined Competencies One and Two	1-013-011		255
Reading Instruction-Integrating a Multi-Sensory Approach	2-013-002		261
Reading Instruction-Integrating a Multi-Sensory approach for Students with Disabilities or Other Diverse learning Needs		2-100-002	264
Reading Strategies: General	2-013-001		267
Reading Subject Content	1-013-001	1-105-011	270
School Health and Safety	6-511-002		274
School Improvement	7-512-001		280
Schools of Excellence (2017-18 only)	8-506-003		284
Schools of Excellence (2018-19 forward)	8-521-001		284
Science Subject Content	1-015-001	1-015-004	288
Social Studies Subject Content	1-016-001	1-105-013	292
STEM Instructional Strategies	2-007-002		296
STEM Integrated Content	1-007-002		300
Student and Instructional Support: Scholarships, Financial Aid, and Educational Transitions	8-418-001		304
Student and Instructional Support: Student Motivation	8-421-001		307
Student and Instructional Support: Students Records	8-422-001		310
Student Behavior – Behavioral Assessment and Interventions	8-403-001		313
Student Support Services: Assessment/Student Appraisal	8-401-001		317
Student Support Services: Human Relations/Communication Skills	8-406-001		321
Student Support Services: Laws, Rules, Policies, Procedures	8-410-001	8-103-001	325
Student Support Services: Parent Communication, Engagement, and Involvement	8-413-002	8-104-001	328
Student Support Services: Problem Solving Teams	8-415-003		331

Student Support Services: Program Administration, Evaluation and Accountability	8-417-001		335
Student Support Services: Section 504/American's w/Disabilities Act	8-419-001		338
Student Support Services: Service Coordination, Collaboration, Integration	8-420-001		341
Students With Hearing Loss		1-105-014	344
Substance Abuse Prevention	6-403-001		347
Substitute Teacher	8-506-002		350
Teacher Performance Evaluation Model, Policies, and Procedures	7-507-003		353
Technology Applications Strategies	3-003-001		356
Technology for Educational Leaders	7-003-001		359
Technology in the Classroom/Digital Curriculum	3-408-001	3-100-002	363
Title IX for School Personnel	6-410-001		367
Virtual/Digital Learning Instructional Methodology	2-408-001		370
Visually Impaired		1-105-012	373
World Language Subject Content	1-004-001		376
Writing Instruction	2-017-001		380
Youth Mental Health First Aid	6-414-002		383

PROFESSIONAL LEARNING CATALOG COMPONENTS – NUMERICAL

Component Number: A seven-digit code which identifies each component in the professional learning catalog. The tables that follow are numerical listings of the professional learning components designed for implementation through this professional learning catalog.

Table 3

Professional Learning Catalog Components, Numerical

Title of Component	Component Number
Fine Arts Subject content	1-000-001
Career Education Subject Content	1-002-001
Computer Science Subject Content	1-003-001
Foreign (World) Language Subject Content	1-004-001
Florida's Comprehensive Health Education Components Subject Content	1-005-001
Humanities Subject Content	1-006-001
Other Content Areas	1-007-001
English/Language Arts Subject Content	1-008-001
Mathematics Subject Content	1-009-001
Physical Education Subject content	1-011-001
Reading Endorsement Option: Foundational Skills to Support reading for Understanding: Knowledge Building - Combined Competencies One and Two	1-013-011
Reading Endorsement Option: Foundations of Assessment, Differentiated Instruction and Demonstration of Accomplishment – Combined Competencies Three-Five	1-013-012
Reading: Elementary Literacy Micro-Credential	1-013-013
Reading: Secondary Literacy Micro-Credential	1-013-014

Science Subject Content	1-015-001
Social Studies Subject Content	1-016-001
Florida Civics Seal of Excellence	1-016-002
Subject Content for ESE	1-100-001
Career and Technical Education for ESE	1-105-001
Mathematics Subject Content for ESE	1-105-002
Science Subject content for ESE	1-105-004
English/Language Arts for ESE	1-105-006
Fine Arts Subject Content for ESE	1-105-008
Other Content Areas for ESE	1-105-009
Physical Education Subject Content for ESE	1-105-010
Reading Subject Content for ESE	1-105-011
Visually Impaired	1-105-012
Social Studies Subject Content for ESE	1-105-013
Hearing Impaired	1-105-014
Career and Technical Education	1-211-001
Adult Education Subject Content	1-301-001
Media Subject Content	1-407-001
Office of Early Learning, Language and Vocabulary Training Project-Targeted Strand Coach Track	1-408-001
Office of Early Learning, Language and Vocabulary Training Project-Targeted Strand Teacher Track	1-408-002
Office of Early Learning, Language and Vocabulary Training Project-Universal Strand Coach Track	1-408-003
Learning, Language and Vocabulary in the VPK Classroom	1-408-004
Emergent Literacy for VPK Instructors-Online Professional Learning	1-408-005
English Language Learners in the VPK Classroom-Online Professional Learning	1-408-006
Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten-Online Professional Learning	1-407-007
Mathematical Thinking for Early Learners-Online Professional Learning	1-408-008
Career and Technical Education Including CAPE Industry Certification Courses	2-002-001
Instructional Strategies	
Florida Standards	2-007-001
STEM Instructional Strategies	2-007-002
Extended Learning	2-007-003
Music Instruction	2-010-001
Preschool/Child Care	2-012-001
Reading Strategies-General	2-013-001
Instructional Methodology: Reading Instruction-Integrating a Multi-Sensory approach	2-013-002
Florida Literacy Coach Endorsement UF Lastinger Center Program	2-013-004
Florida Literacy Coach Endorsement Florida Center for Reading Research Program	2-013-007
Writing Instruction	2-017-001
Instructional Methodology-ESE	2-100-001
Instructional Methodology: Reading Instruction-Integrating a Multi-Sensory Approach for Students with Disabilities or other Diverse learning Needs	2-100-002
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
Virtual Instructional Methodology	2-408-001
Instructional Methodology	2-408-002
Professional Conference – District, State, National	2-408-003

Cultural Awareness	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 (ESE)	3-100-002
Technology in the Classroom	3-408-001
Assessment (ESE)	4-102-001
Action Research	4-401-001
Data Analysis	4-408-001
Classroom Management (ESE)	5-101-001
Classroom Management	5-404-001
Mental health Services	5-414-001
Substance Abuse prevention	6-403-001
District Code of Student Conduct	6-404-001
Title IX for School Personnel	6-410-001
Physical & Mental Wellness	6-414-001
Youth Mental Health First Aid	6-414-002
Child Abuse and Neglect – Identifying and Mandatory Reporting	6-511-001
School Health and 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 Performance Evaluation Model, Policies, and Procedures	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 Envolement, Parent Support	8-104-001
Student Support Services: Assessment/Student Appraisal	8-401-001
Student Behavior – Behavioral Assessment and Interventions	8-403-001
Student Support Services: Human Relations/Communication Skills	8-406-001
Student Support services: Laws, Rules, Policies, Procedures	8-410-001
Media Specialist and Instructional Materials– Laws, Rules, Procedures	8-410-002
Student Support Services: Parent Involvement, Parent Support	8-413-001
Student Support Services: Problem-solving Teams	8-415-001
Principles of Professional Conduct – Professional Ethics	8-416-001
Student Support Services: Program Administration, Evaluation, Accountability	8-417-001
Non-Instruction: Food Service Personnel	8-505-001
Educational Paraprofessional	8-506-001
Substitute Teacher	8-506-002
Schools of Excellence (2017-2018 only)	8-506-003
Non-Instruction: Office/Clerical Support	8-509-001
Non-Instruction: Custodian/Maintenance	8-510-001
Schools of Excellence (2018-2019 forward)	8-521-001

ADD-ON ENDORSEMENT PROGRAM COMPONENTS

Table 4

Athletic Coaching/Sports Medicine Add-On Endorsement Program (p. 387)

Title of Component	Component Number	Inservice Points Required
Care and Prevention of Athletic Injuries	1-011-540	60
Coaching Theory	1-001-541	60
Theory and Practice of Coaching a Specific Sport	1-011-542	60

Table 5

Autism Spectrum Disorder K-12 Add-On Endorsement Program (p. 421)

Title of Component	Component Number	Inservice Points Required
Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	2-103-545	80
Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	5-101-546	80
Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience	3-100-547	80

Table 6

Drivers Education/Traffic Safety Add-On Endorsement Program (p. 459)

Title of Component	Component Number	Inservice Points Required
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

Table 7

ESOL Add-On Endorsement Program (p. 482)

Title of Component	Component Number	Inservice Points Required
Methods of Teaching ESOL	2-700-520	60
Applied Linguistics	2-702-521	60
Cross-Cultural Communication and Understanding	2-705-525	60
Testing and Evaluation of ESOL Students	2-701-523	60
Curriculum and Materials Development	2-703-524	60

Table 8

Florida Gifted Add-On Endorsement Program (p. 546)

Title of Component	Component Number	Inservice Points Required
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

Table 9*Reading Add-On Endorsement Program* (p. 584)

Title of Component	Component Number	Inservice Points Required
Competency One: Foundations of Reading Instruction	1-013-501	60
Competency Two: Application of Research-based Instructional Practices	1-013-502	
Competency Three: Foundations of Assessment	1-013-503	60
Competency Four: Foundations & Applications of Differentiated	1-013-504	60
Competency Five: Demonstration of Accomplishment	1-015-505	60

PROFESSIONAL DEVELOPMENT ALTERNATIVES (PDA) COMPONENTS

Professional Development Alternatives are made available by the Florida Department of Education Bureau of Exceptional Education and Student Services. Professional development alternatives are online courses offering professional development, designed to assist educators with responding to instructional needs of each learner to maximize achievement for all students. Many of the PDA courses support the recertification requirement of 20 hours in teaching students with disabilities (Renewal Credit in Teaching Students with Disabilities 1012. 585, F.S.), however, each school district or private school agency determines which modules satisfy the content requirement for their employees. FDLRS reports in-service credits to school districts and private school agencies.

Table 10

Professional Development Alternative Courses and Component Numbers Alphabetical Listing

Component Name	Component Number	Page Number
Assessment and Evaluation	4-102-001	668
Battelle Development Inventory 2nd Edition Training Module	4-102-006	670
Building Inclusive Schools	6-100-001	677
Collaborative Teaching Partnerships	2-408-004	682
Deaf Ed Express	1-100-020	685
Developmentally Appropriate Practices in Inclusive Pre-K Settings	2-100-017	690
Differentiating Mathematics Instruction	2-100-105	694
Differentiating Reading Instruction	1-100-002	704
Differentiating Science Instruction	2-100-006	710
Effective Teaching Practices for Students with Disabilities: Focusing on the Content Areas	2-100-010	718
Emotional/Behavioral Disability: An Introduction	8-403-002	728
Engaging Learners Through Informative Assessment	4-102-003	733
English Language Learners for Therapists	8-700-001	738
Exploring Structured Literacy	2-100-103	742
Formative Assessment for Differentiating Instruction	4-102-001	763
Foundations of Exceptional Education-Facilitated	8-103-002	766
Inclusive Practices for the Developmentally Appropriate Pre-K Classroom	2-100-017	768
Increasing Outcomes for All Pre-K Children in Exceptional Student Education Programs	2-100-019	782
Instructional Practices in ESE	2-100-001	786
Integrating Standards Aligned Instruction Across the tiers	2-415-001	788
Integrating Student Services for Inclusive Schools	7-420-001	793
Interpersonal Interactions and participation	2-100-003	797
Introduction to Assistive Technology	3-100-004	799
Introduction to Differentiating instruction	2-100-003	803
Language Reading Connection	2-409-001	805
Leadership for Inclusion of Students with Disabilities	7-513-002	810
Leading Within an MTSS	7-400-001	815
Math Difficulties, Disabilities and Dyscalculia	2-100-023	820
Matrix of Services	8-103-103	826
Multi-Tiered System of support: An Introduction	8-415-001	828
Paraprofessional Support for Students with Disabilities	8-103-107	832
PBS: Understanding Student Behavior	5-101-003	838
Reading Difficulties, Disabilities and Dyslexia for SWD Inservice Points	2-100-018	841
Reading Difficulties, Disabilities and Dyslexia for Reading Inservice Points	2-013-005	841

Secondary Transition	8-103-108	846
Secondary Transition: Developing and Implementing Effective Programs	9-420-001	850
SIM-content Mastery Routine	2-100-021	855
SIM-EPD Unit Organizer Routine	2-100-022	857
Strategies to Support Pre-K Activities and Routines	5-012-001	859
Structured Literacy through a Multi-Sensory Approach-Online	2-013-006	867
Surrogate Parent	8-103-104	872
Teaching Students with Disabilities in the Fine Arts	2-100-016	877
Teaching Students with Disabilities	2-100-007	881
Technology for Student Success-An Introduction	3-100-004	889
Technology for the Diverse Classroom	3-100-005	895
Technology to Support Reading Comprehension	3-013-001	905
Transition	1-100-001	912
Universal Design for Learning-Lesson Plans	2-404-001	914
Usher Syndrome Screening	4-102-007	918



General Components



ACTION RESEARCH

Component Identifier Number: 4-400-001

Function: 4

Focus Area: 400

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will develop knowledge and skills required to successfully conduct action research in classrooms to improve student academic outcomes.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Learn about action research and evaluation models appropriate to evaluate district or school-based projects/programs.
2. Examine student data, identify problems of practice within the district, school or classroom and develop research and evaluation questions and indicators appropriate for evaluation.
3. Identify data collection techniques (qualitative and/or quantitative) appropriate to the research question.
4. Prepare an action research and evaluation plan.
5. Implement an action research and evaluation plan.
6. Describe and discuss action research presentation and reporting methods.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive and/or job-embedded with modeling and support.

WHAT

Educators will learn about the action research process and how it may be implemented in classrooms to identify the most effective practices for the students they teach.

HOW

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, P

Implementation Support:

Job-embedded coaching/mentoring support may be provided by site-based administrators, instructional coaches, and/or colleagues. Participants will implement an action research and evaluation plan with students and may also develop products related to the learning process such as an action plan, data display and/or analysis, written reflection regarding the implementation process, lessons learned, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings.

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:

Evaluation Methods for Staff Database Code: A, D, F

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/ILDG growth targets, and/or district or school level processes for tracking student progress. Other changes in practices supporting effective implementation of job responsibilities may also be observed.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of school/teacher-constructed student growth measures that track student progress, student portfolios, observation of student performance, and/or results of national, state or district-developed/standardized student performance measures may be used to track improvement in student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

1. Individual teachers will use impact data as identified in action plans to gauge student (individual and/or class) progress toward content proficiency or to meet specific behavioral goals and to determine efficacy of professional learning as it is implemented in the classroom.
2. District coordinators, site-base administrators, and instructional coaches may use data to gauge effectiveness of implementation of the specific strategies as detailed in the action plan.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date modified and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

ADULT EDUCATION SUBJECT CONTENT

Component Identifier Number: 1-301-001

Function: 1

Focus Area: 301

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will develop content knowledge and skills required to enhance the quality of adult education and adult preparatory programs and enable individuals to earn a high school diploma and/or improve basic academic skills.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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. Identify the characteristics of adult learners.
2. Identify research-evidenced strategies to engage adults in learning.
3. Examine content/career and technical education curriculum framework standards specific to job assignment.
4. Identify content-related, research-evidenced teaching and learning strategies shown to be most effective with adult learners.
5. Use or develop relevant materials and creative simulations to make the learning relevant to participant's prior experiences and background knowledge.
6. Identify technology tools appropriate to the subject content and integrate the technology into lesson plans.
7. Develop lesson plans that incorporate higher order thinking and problem-solving skills appropriate to adult learners.
8. Increase content and context knowledge in selected areas to create a curriculum that meets the specific needs of adult learners enrolled in one or more of the following programs.
 - a. Adult Basic Education (ABE)
 - b. Adult ESOL or Adult ESL
 - c. Adult General Education
 - d. Adult High School Credit Program
 - e. Basic Literacy; Beginning Literacy
 - f. Family Literacy; Functional Literacy
 - g. Continuing Workforce Education
 - h. Career and Technical Education
 - i. GED Preparation

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive and/or job embedded.

WHAT

1. Educators will examine research related to characteristics of adult learners.
2. Engage in standards review, discussions and activities centered on assignment-related content.
3. Participate in presentations that describe adult education models related to job assignment.
4. Identify and practice using technology such as simulations that make learning relevant.
5. Explore and/or develop resources to make content learning relevant and at an appropriate level of rigor.
6. Develop lesson/action plans for classroom implementation.

HOW

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P

Implementation Support:

Participants may receive support from coaches, mentors, and/or knowledgeable others, develop products related to the learning process such as resources and lesson plans, conduct action research to implement professional learning with students, provide a written reflection regarding the implementation process, examine lessons learned, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings.

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:

Evaluation Methods for Staff Database Code: A, D

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. Other changes in practices supporting effective implementation of job responsibilities may also be observed.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures that may include industry certification exams, results of school/teacher-constructed student growth measures that track student progress, program completion rates, industry certification exam results, student portfolios, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student (individual and/or class) progress toward content and/or skill proficiency.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

ASSESSMENT

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

Function: 4

Focus Area: 401 OR 102

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to ensure teachers and staff master skills needed to use a variety of assessment strategies (traditional and alternate) and/or tools to measure student outcomes and use the assessment data as a basis for planning to support continuous development of the learner.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional Learning Needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Use a variety of assessment strategies/tools to gauge students' readiness to learn, identify individual learning needs and plan appropriate interventions or acceleration strategies.
2. Align appropriate assessment strategies/tools with the educator's purpose for assessment.
3. Analyze student assessment data and prepare reports detailing assessment results.
4. Analyze individual student assessment data to determine entry-level skills and content knowledge, identify knowledge or skills gaps and/or strengths and use to individualize instruction.
5. Use a variety of data sources to diagnose student behavior problems and devise solutions.
6. Assess individual and group performance to design/differentiate instruction to meet students' current needs.
7. Explore and use performance-based assessment strategies to determine students' progress toward specific outcomes.
8. Learn strategies to assist students in maintaining portfolios of individual work and gauge progress toward performance outcomes.
9. Learn strategies to support student self-assessment and assist students in developing personal plans for reaching performance or behavioral goals.
10. Learn strategies essential to maintaining and interpreting observational and anecdotal records to monitor students' development.
11. Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, parent/guardian, and colleagues using terms that students and parent /guardian understand.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning communities/lesson study groups, independent inquiry, and/or structured coaching or mentoring.

WHAT

Educators may take part in any combination of the following:

1. Participate in presentations that describe assessment tools, protocols, and/or strategies.
2. Examine and learn to use research-evidenced assessment strategies and/or tools and align the strategies or tools with the educator's purpose for assessment.
3. Analyze authentic or sample data and use data to prepare reports.
4. Engage in discussions and activities focused on developing (differentiating) instruction to meet individual student needs as determined by data analysis.
5. Practice using assessment strategies or tools.
6. Develop assessment tools for classroom use.
7. Develop lesson/behavioral plans to meet student needs.
8. Provide a product related to the professional learning activity such as an action plan, lesson, student portfolio, individualized learning or behavioral plan, assessment tool, data summary, parent and student communication, or anecdotal record.

HOW

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R

Implementation Support:

Participants may receive support from coaches, mentors, and/or knowledgeable others on site or via electronic interactive

means, participate in collaborative planning such as a professional learning community, conduct action research to implement professional learning, develop products related to the learning process such as resources, behavioral or lesson plans, data reports, and/or student/parent presentation materials, provide a written reflection regarding the implementation process, examine lessons learned, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings.

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:

Evaluation Methods for Staff Database Code: A, D, F, G

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. Other changes in practices supporting effective implementation of job responsibilities and changes in educator proficiency in practices that occur generally without students present (lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues) may also be observed.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures that may include industry certification exams, results of school/teacher-constructed student growth measures that track student progress, student portfolios, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student progress (individual and/or class) toward content and/or skill proficiency and/or behavioral goals. Data will be used to determine effectiveness of professional learning and additional professional learning needs.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement, identify areas of weakness and strength, and use information in planning professional learning.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

ASSISTIVE TECHNOLOGY IN THE CLASSROOM

Component Identifier Number: 3-100-001

Function: 3

Focus Area: 100

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

This component is to provide classroom teachers and support personnel with the ability to use technologies, tools, adaptive equipment, and strategies for instruction and assessment to deliver instruction, measure learning and assist in planning for the continuous development of all learners including neurodiverse learners and learners with disabilities.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning Not significantly related to any PL 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:

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

1. Gain knowledge of assistive technologies, tools, adaptive equipment, and strategies to promote and enhance student autonomy, learning communication, and real-life problem-solving skills.
2. Identify student needs and the most appropriate assistive technologies, tools, and strategies to meet individual student needs.
3. Gain knowledge of resources useful in supporting instructional use of assistive technologies, tools, and adaptive equipment.
4. Use assistive technologies, tools, and adaptive equipment, teach students to use the assistive technologies, tools, and adaptive equipment, and monitor the effectiveness of use with verbal and written communication.
5. Use assistive technologies, tools, adaptive equipment, and strategies within the curriculum to augment students' verbal and written communication.
6. Plan instruction using assistive technologies, tools, adaptive equipment, and strategies to meet individual student's content, skills, and/or behavioral goals.
7. Use assistive technologies, tools, adaptive equipment, and strategies to assess student progress toward achieving content, skills and behavioral goals.
8. Use universal design for learning to enable all student to access the curriculum.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning communities/lesson study groups, independent inquiry, and/or structured coaching or mentoring.

WHAT

Educators may take part in any combination of the following:

1. Participate in presentations that describe student needs/disabilities and assistive technologies and tools proven to be effective in meeting those needs.
2. Practice using various assistive technologies, tools, and adaptive equipment.
3. Examine and learn strategies to support effective student use of assistive technologies, tools, and adaptive equipment.
4. Discuss resources appropriate for use with a variety of assistive technologies, tools, and adaptive equipment.
5. Engage in discussions and activities focused on developing (differentiating) instruction using assistive technologies, tools, and adaptive equipment.
6. Develop lesson/behavioral plans using assistive technologies, tools, and adaptive equipment to meet individual student needs.
7. Provide a product related to the professional learning activity such as an action plan, lesson plan, individualized learning or behavioral plan, assessment tool, parent and student communication, or anecdotal record.

HOW

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S

Implementation Support:

Participants may receive support from coaches, mentors, and/or knowledgeable others such as consortium or FDOE personnel, on site or via electronic interactive/non-interactive means, participate in collaborative planning such as a professional learning community, conduct action research to implement professional learning, develop products related to the learning process such as resources, behavioral or lesson plans, and/or student/parent presentation materials,

provide a written reflection regarding the implementation process, examine lessons learned, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings.

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:

Evaluation Methods for Staff Database Code: A, D, F

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/ILDG growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, observation of student performance, and/or other performance assessments that reveal impact on student achievement and/or behavioral growth.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student progress toward use of assistive technologies, tools, adaptive equipment, and strategies to reach content and/or skill proficiency and/or behavioral goals.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward meeting content and/or skill proficiency and/or behavioral goals.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

CAREER AND TECHNICAL EDUCATION/CAPE INDUSTRY CERTIFICATION COURSES

INSTRUCTIONAL STRATEGIES

Component Identifier Number: 2-002-001

Function: 2

Focus Area: 002

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

This component will provide career and technical education (CTE) teachers with a structured professional learning process coupled with collegially supported implementation experiences. The purpose is to deepen pedagogical content knowledge regarding the selection and use of high effect size instructional strategies to provide course-aligned Florida CTE standards-based instruction more effectively to assigned students.

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 FEL standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of specific instructional practice
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessment/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FELS)
- ☐ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional learning
	<input type="checkbox"/> Not significantly related to any PL Standard

5. IMPACT AREA(S)

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

6. SPECIFIC LEARNER OUTCOMES:

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

1. 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.
2. 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.
3. Select one or more high effect size strategy(ies) for study and implementation and learn how and when to implement the strategy to meet the needs of all students.
4. 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.
5. 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: A, B, C, D, F, G, H, I, J

Participants may be engaged in knowledge acquisition workshops to further content understanding, electronic interactive or non-interactive workshops, professional learning community or lesson study group, independent inquiry creating teaching resources, structured coaching/mentoring, implementation of "high effect" practices with feedback, job-embedded workshop, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations.
2. Review and discuss professional literature and other resources related to high effect size strategies to teach content standards and skills.
3. Determine the high effect size instructional strategy(ies) most useful with the selected standard(s), benchmarks, and targeted students.
4. 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.
5. Participants may video instructional strategy(ies) implementation, receive feedback and reflect.
6. Develop a product such as, but not limited to, an instructional plan, video depicting assignment-related skills, action plan, parent or student communication, assessment, and/or rubric.
7. Assessments to gauge understanding of content knowledge and/or skills.

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 (if used)

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. Reflection results and use results to inform decisions about instructional practices.

8. IMPLEMENTATION/MONITORING DATA BASE CODE: M, N, O, P, Q, R, S, T

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. The educator may also be a part of a collaborative learning group such as a learning community or lesson study group or participate in electronic interactive or electronic non-interactive with monitoring. Evaluation of practice indicators may also be monitored with feedback. Web-based resources that provide exemplars will be available for support.

9. IMPACT EVALUATIONS PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, D, F, G

Changes in classroom practices will be observed through the districts' instructional evaluation system indicators and/or domains and/or deliberate practice of 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.

Evaluation Methods for Students Database Code: A, B, C, D, F

Results of national, state or district-developed standardized student performance measures that include course-aligned industry certification exams, school/teacher-constructed student growth measure(s) that track student progress, portfolios, observation of student performance or other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

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 to gauge as the basis to determine pass-rates on industry certification examinations, apply for CAPE funding for CTE courses on the funding list, and identify local program strengths and areas of weakness and identify professional learning needs of instructors.

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

Date Approved: February 2023

Department: Panhandle Area Educational Professional Development Council

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

CAREER AND TECHNICAL EDUCATION/CAPE INDUSTRY CERTIFICATION COURSE SUBJECT CONTENT

Component Identifier Number: 1-211-001/1-105-001 (ESE)

Function: 1

Focus Area: 211/105 (ESE)

Local Sequence Number(s): 001

Maximum Inservice Points: 120

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 Florida's CTE Curriculum Frameworks, course-appropriate CTE standards and benchmarks, associated Industry or National Standards, aligned Florida Standards for Technical subjects and aligned Florida academic standards for Math, English 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:

- ☒ 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 FEL standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of specific instructional practice
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessment/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FELS)
- ☐ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional learning
	<input type="checkbox"/> Not significantly related to any PL 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 leaders of the job
- ☒ Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate knowledge of Florida CTE courses that are on the CAPE Industry Certification course list.
2. Select specific standards/benchmarks from Florida's Career and Technical Education Course Frameworks for 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 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 and skills, responsiveness to business and industry, positively impact CTE standards-based instruction and enhance student learning.
 - c. Select job-aligned standard(s)/benchmarks for deeper study and discuss the aspects of the standard(s) required for student mastery with mentor colleagues, instructional coach, or content experts.
 - d. Identify assignment-aligned CTE standards and benchmarks, as well as standards tested on related industry certification exam(s) and determine how they will be assessed.
 - e. Confer with support colleagues and seek resources and/or opportunities to gain a deeper understand of the targeted content and skills.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Participants may be engaged in knowledge acquisition workshops to further content understanding, electronic interactive or non-interactive workshops, professional learning community or lesson study group, independent inquiry creating teaching resources, structured coaching/mentoring, implementation of "high effect" practices with feedback, job-embedded workshop, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Participate in expert presentations.
2. Collaborate with other educators to identify and discuss crucial aspects of the most challenging, course-related, standards and benchmarks.
3. Examine the CAPE funding list and determine the CTE courses that are aligned to CAPE funding.
4. Review and discussion of professional literature and other resources related to content standards, skills, and methods associated with the standard/benchmark.
5. Review and discuss information about course-aligned assessments.
6. Participate in a professional learning community focused on the teaching assignment.
7. Participants may video classroom content and/or skills instruction, receive feedback and reflect.
8. Develop a product such as, but not limited to, an instructional plan, video depicting assignment-related skills, action plan, parent or student communication, assessment, and/or rubric.

9. Modeling may occur and participants will have opportunities to practice delivering content 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.
10. Complete assessment(s) to gauge understanding of content knowledge and/or skills.

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 (if used)

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. Reflection results and use results to inform decisions about instructional practices.

8. IMPLEMENTATION/MONITORING DATA BASE CODE: M, N, O, P, Q, R, S, T

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. The educator may also be a part of a collaborative learning group such as a learning community or lesson study group or participate in electronic interactive or electronic non-interactive with monitoring. Evaluation of practice indicators may also be monitored with feedback. Web-based resources that provide exemplars will be available for support.

9. IMPACT EVALUATIONS PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, D, F, G

Changes in classroom practices will be observed through the districts' instructional evaluation system indicators and/or domains and/or deliberate practice of 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.

Evaluation Methods for Students Database Code: A, B, C, D, F

Results of national, state or district-developed standardized student performance measures that include course-aligned industry certification exams, school/teacher-constructed student growth measure(s) that track student progress, portfolios, observation of student performance or other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

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 Learning Connections ePDC) at the Panhandle Area Educational Consortium.

Date Updated: February 2023

Department: Panhandle Area Educational Professional Development Council

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

CAREER EDUCATION SUBJECT CONTENT

COMPONENT NUMBER 1-002-001

Function: 1

Focus Area: 002

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will gain content knowledge needed to effectively engage students in career education. They may also review and evaluate instructional resources to improve the instructional process.

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 PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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 leaders of the job
- ☒ Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate knowledge of the philosophy of Career Education including federal and state legislation and state and local policies and procedures.
2. Demonstrate proficiency in using techniques and tools, including inventories and software to help students identify personal skills, interests and abilities and relate them to career choices.
3. Demonstrate proficiency in locating, evaluating, and interpreting current career information.
4. Demonstrate knowledge of careers and career pathways, including educational preparatory requirements.
5. Demonstrate knowledge of student organizations related to career education.
6. Understand and explain how economic and societal needs influence employment trends.
7. Demonstrate knowledge of the legal rights and responsibilities of employers and employees.
8. Demonstrate knowledge of employability skills such as collaborative work, problem solving and organizational skills.
9. Demonstrate knowledge of individual characteristics such as the responsibility, dependability, punctuality, integrity, and effort in the workplace.
10. Demonstrate knowledge of time management skills.
11. Explore and identify opportunities through which students may gain employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.
12. Develop field and career shadowing experiences for students.
13. Develop curriculum resource materials and use them in the classroom to teach current career and employability trends and promote career awareness, selection, and planning for diverse learners.
14. Develop curriculum resources to promote knowledge and development of employability skills for diverse learners
15. Identify special needs of students and implement teaching and counseling strategies to promote learning and career selection and planning.

7. LEARNING PROCEDURES (Methods):

Learning Methods Data Base Code: A, B, C, D, G, I

Professional learning methods are knowledge acquisition workshop, electronic interactive or non-interactive, or job embedded.

WHAT

Educators will:

1. Participate in presentations and engage in discussions and activities centered on career education.
2. Examine professional literature focused on research-evidenced strategies to engage students in career education.
3. Network with other career educators to share tools and resources related to career education.
4. Engage in dialogue with other educators including post-secondary, business leaders and agencies to learn current career trends and preparatory pathways.
5. Explore resources and tools for use in helping students identify personal skills, interest and abilities and relate them to career choices.
6. Participate in a professional learning community.
7. Examine, evaluate, and identify resources and materials may be used to teach employability skills.
8. Develop a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), planning tool, student artifact(s), anecdotal evidence, assessment data, or written reflection.
9. Participate in mentoring/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.

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, study group, structured coaching/mentoring or individually.

8. IMPLEMENTATION/MONITORING DATA BASE CODE: M, N, O, P, Q, R, S, T

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. The educator may also be a part of a collaborative learning group such as a learning community or lesson study group or participate in electronic interactive or electronic non-interactive with monitoring. Evaluation of practice indicators may also be monitored with feedback. Web-based resources that provide exemplars will be available for support.

9. IMPACT EVALUATIONS PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, D, F, G

Changes in classroom practices will be observed through the districts' instructional evaluation system indicators and/or domains and/or deliberate practice of 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.

Evaluation Methods for Students Database Code: A, B, C, D, F

Results of national, state or district-developed standardized student performance measures that include course-aligned industry certification exams, school/teacher-constructed student growth measure(s) that track student progress, portfolios, observation of student performance or other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth.

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?

- Online "Professional learning Design" Survey
- 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.
- 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 Learning Connections ePDC) at the Panhandle Area Educational Consortium.

Date Updated: February 2023

Department: Panhandle Area Educational Professional Development Council

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

CHILD ABUSE AND NEGLECT – IDENTIFYING AND MANDATORY REPORTING

Component Identifier Number: 3-100-001

Function: 3

Focus Area: 100

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

This component is to provide classroom teachers and other support personnel with knowledge of signs of physical and sexual abuse, neglect and/or abandonment, what to do if a child shares details of abuse, neglect or abandonment, mandatory reporting requirement, and how to report.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input type="checkbox"/> 2. 1: Learning Outcomes
	<input type="checkbox"/> 2. 2: Learning Designs
Implementing	<input type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Acquire knowledge of the signs of physical and sexual abuse, neglect and/or abandonment of a child.
2. Acquire knowledge of laws and regulations as detailed in 39.201, F.S., regarding the requirements and legal responsibilities of reporting known or suspected cases of child abuse, abandonment, or neglect, sexual abuse of a child, and juvenile sexual abuse.
3. Demonstrate understanding of the application of the laws and regulations for reporting suspected child physical abuse, sexual abuse, and/or neglect.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C

Professional learning methods are knowledge acquisition workshop, electronic interactive, and/or electronic non-interactive.

WHAT

Educators and other personnel may take part in any combination of the following:

1. Participate in presentations or online courses that detail the signs of child abuse, abandonment, or neglect, sexual abuse of a child, and juvenile sexual abuse.
2. Examine and discuss case studies or scenarios that describe child abuse, abandonment, sexual abuse, and/or neglect.
3. Review and discuss the mandatory reporting requirements as established in 39.201, F.S and the legal process for reporting abuse in Florida.
4. Examine legal case studies that describe penalties for failure to comply with the mandatory reporting requirement and penalties for those who fail to report or who knowingly and willfully make a false report or advises another to make a false report.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, group and independent practice and/or online and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, P, R, S

Implementation Support:

Participants may receive support from coaches, mentors, and/or knowledgeable others such as consortium, FDOE, DCF or law enforcement personnel on site or via electronic interactive /non-interactive means, develop products related to the learning process such as findings from a case study or scenario.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity to gauge knowledge and understanding. Oral or written discussion, post-test or analysis of scenarios or case studies may be used. Schools and districts will also monitor situations requiring mandatory reporting and determine whether legal reporting requirements were met.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, D

Changes in 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 changes in practices supporting effective implementation of job responsibilities/requirements.

Evaluation Methods for Students Database Codes: Z

Student outcomes are not evaluated due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students. Schools and districts will monitor situations requiring mandatory reporting and determine whether legal reporting requirements were met to ensure student safety.

Who will use the evaluation impact data gathered?

District and site-based administrators

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

1. District and site-based administrators will monitor situations requiring mandatory reporting and determine whether legal reporting requirements were met to ensure student safety.
2. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

CLASSROOM MANAGEMENT

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

Function: 5

Focus Area: 404 OR 101

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

This component is to provide classroom teachers and staff with knowledge, research-evidenced strategies, and skills necessary to effectively organize the classroom and manage students to maximize instructional time.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Identify and develop research-evidenced, high-impact, proactive strategies to establish and maintain a safe, respectful, and student-centered learning environment.
2. Identify characteristics of and develop effective classroom rules and procedures.
3. Identify characteristics of an effective classroom environment.
4. Establish appropriate steps/levels in a negative hierarchy of consequences to address student misconduct in a positive, fair, and unbiased manner and positive hierarchy of consequences to address positive behavior or students.
5. Examine case studies as a basis to identify problems in classroom management technical and physical arrangement of the classroom.
6. Become knowledgeable in developing behavioral plans for students.
7. Become knowledgeable of strategies to implement both control and caring with classroom management.
8. Integrate research-evidenced, high-impact classroom management strategies into the teaching practice.
9. Determine the correlation between effective classroom management and student learning and behavioral goals.
10. Integrate research-evidenced, high-impact strategies to organize a classroom learning environment that supports student learning.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community participation, independent inquiry such as action research, structured coaching/mentoring, implementation of "high effect" practices, job-embedded learning opportunity where modeling and supporting practices are demonstrated in the classroom, and deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on research-evidenced, high-impact strategies for establishing and maintaining effective classroom management, organizing the learning environment, effective classroom rules and procedures, and/or appropriate consequences for misbehavior.
2. Read and discuss professional literature and/or watch video clips focused on highly effective classroom management and organizational strategies.
3. Examine and discuss data or case studies to identify problems in classroom management or organization of the learning environment.
4. Develop a product related to the professional learning such as sample classroom management plan, hierarchy of consequences, parent communication, or depiction of the learning environment.
5. Implement classroom rules and procedures, appropriate negative and positive hierarchy of consequences for behavior, or design depicting an effective physical classroom layout/organization, assess and reflect on impact.
6. Engage in a professional learning community focused on classroom management and an effective learning environment.
7. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
8. Learn and practice incorporating classroom management technology tools into the instructional process with monitoring and feedback.
9. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a classroom management-related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, group and independent practice and/or online and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, and/or knowledgeable others such as consortium personnel or via electronic interactive/non-interactive means, develop products related to the learning process, engage in collaborative planning and dialogue. Research-evidenced, high impact strategies and materials may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity to gauge knowledge and understanding. Products such as a classroom management plan, depiction of the learning environment, behavioral data may be provided. Classroom observations with feedback on related evaluation indicators/components/domains may be used.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

Changes in instructional 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), changes in instructional leadership or faculty development practices, and observations to gauge changes in practices supporting effective implementation of job responsibilities/requirements, and/or observations to determine educator proficiency in implementing professional learning.

Evaluation Methods for Students Database Codes: A, B, D, F

Results of national, state or district-developed/standardized, or school/teacher-constructed student growth/performance measures may be used to correlate academic performance with effective classroom management. Student behavioral data may be used to determine progress toward meeting behavioral goals and to indicate impact of management strategies.

Who will use the evaluation impact data gathered?

Classroom teachers, coaches, mentors, district and site-based administrators

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

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

1. Classroom teachers will examine academic and behavioral data of their students to determine trends, identify areas for improvement and strengths, and determine impact of implementing professional learning.
2. Site-based administrators, coaches, and district personnel may use academic and behavioral data to identify problems of practice, as the basis of planning for targeted professional learning and/or to evaluate current professional learning.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:
PAEC PDC

CLINICAL EDUCATOR

Component Identifier Number: 7-501-001

Function: 2

Focus Area: 011

Local Sequence Number(s): 001 Points to be Earned: 30 Maximum

2. DESCRIPTION:

The Clinical Educator Program is designed to assist experienced educators as they support and mentor developing educators and/or peers. During workshops, opportunities are provided for direct instruction, modeling, guided practice, review of research, large and small group activities, and reflection. Program skills are divided into four content modules: 1) Resiliency Principles; 2) Content Planning; 3) Becoming Observers and Diagnosticians; and 4) Targeted Feedback. (12 hours) Additionally, participants will implement the strategies with one developing professional at their school base to apply skills presented in the workshop. This includes conducting all three aspects of the formative process with a classroom teacher with a resiliency and growth perspective. The clinical educator skills are identification of a performance goal from the district's instructional framework and/or the college/university-used framework and collaboration on the selection of appropriate observation tools. This is followed by a classroom observation in a core instructional area using agreed upon observational tools to collect data. The concluding phase will demonstrate the ability to provide effective, targeted feedback focused on noticing's to analyze the data, brainstorming to generate effective strategies and reflection on the meaning gained from the experience. (5 hours) During this phase workshop facilitators will be available to provide support via phone, e-mail, or interactive video conferencing. Participants complete rigorous reflective evidence of insights gained during independent practice of the Clinical Educator Process. This is evidenced in the implementation and evaluation exercises. (3 hours) Successful completion of all program requirements will result in participant eligibility, as determined by the district, to receive 20 hours of inservice credit.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs Implementing
	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will develop skills in the four skill areas identified by the Florida Department of Education. Skills and goals are described below.

Skill One:

Clinical educators develop a resiliency orientation and apply it to their work with developing educators.

Goals: Clinical educators

1. define resiliency and articulate impact of having a fixed or resiliency orientation in their work with developing educators.
2. identify orientation through observations and discussions with developing educators.
3. provide feedback and professional learning experiences to foster resiliency among developing educators.
4. provide coaching strategies and resources necessary to assist in the development of resiliency in developing educators.

Skill Two:

Clinical educators conduct effective content planning conferences with developing educators. Goals: Clinical educators

1. build an understanding of the effective elements of content planning conferences, which include developing alignment of standards, objectives, content, activities/tasks, and assessments to ensure student mastery.
2. provide practice and feedback to developing educators on the nine steps used to conduct content planning conferences effectively.
3. provide coaching strategies and necessary when conducting content planning conferences with developing educators.
4. provide coaching strategies and necessary when conducting content planning conferences with developing educators.

1. provide coaching strategies and necessary when conducting content planning conferences with developing educators.

Skill Three:

Clinical educators are expert observers and diagnosticians of teaching and learning. Goals: Clinical educators

1. identify key components in planning for effective observation.
2. use evidence-based data collection techniques to observe developing educators.
3. analyze data collected during observation to prepare for feedback conversations with developing educators.

Skill Four:

Clinical educators provide targeted feedback to developing educators about their teaching practices Goals: Clinical educators

1. identify the tools and resources for providing effective targeted feedback to developing educators.
2. conduct effective targeted feedback conversations with developing educators about their teaching practice.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, G, I

Professional learning methods are knowledge acquisition workshop, electronic interactive or non-interactive, or job embedded.

WHAT

Educators will:

1. Participate in presentations, discussions and activities that include research articles and artifacts, focused on opportunities to practice each of the skills.
2. Work collaboratively with other educators to review, critique, and discuss artifacts.
3. Examine scenarios that may include student data, teacher non-evaluative observation data.
4. Develop a product related to the professional learning activity.
5. Participate in mentor/coaching activities that may include, but not be limited to direct observation, discussion, modeling or coaching as directed.

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, study group, structured coaching/mentoring or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base code: N, O, P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to implement action research related to the professional learning and may take part in a professional learning community and/or experience coaching or mentoring. Additionally, research-evidenced materials and/or resources to support clinical educators may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity during which they will work with a colleague or developing educator and implement the clinical educator/mentoring cycle. The participant will be required to submit a product related to the professional learning activity that includes a detailed reflection including anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B

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. (observed or measured impact on leader proficiency, faculty, or students).

Evaluation Methods for Students Database Codes: A, B, C, D, F

During the mentoring process, results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance and other performance assessments may be used to gauge progress.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and district Coordinators, School Improvement Teams, and in some cases PAEC personnel.

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

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

1. Individual teachers and mentors will review impact data based on classroom observations of teacher and student behaviors, student progress toward achieving academic and/or behavioral goals. Results will be discussed as a part of the mentoring/coaching cycle and plans developed or revised based on these results.
2. District coordinators, site-based administrators, instructional staff, and consortia personnel will use data to gauge progress (non-evaluatively) of developing educator.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery of an evaluation tool developed by PAEC, the district or other professional learning provider 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 Learning Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date Approved: February 2023

Department: Instructional Services – Professional Learning Center Name(s) of component Author(s): Brenda Crouch, PAEC PDC

COMPUTER SCIENCE SUBJECT CONTENT

Component Identifier Number: 1-003-002

Function: 1

Focus Area: 003

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will earn key content, skills and instructional strategies needed to effectively teach Computer Science.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Professional Learning Standards supported by this component:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

Competency 1:

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

Competency 2:

1. Distinguish between constants and variables and between local and global identifiers.
2. Distinguish between integer, real number, character, string, Boolean, and object data types.
3. Recognize and convert between binary, decimal, hexadecimal number systems.
4. Identify characteristics and uses of data structures, including arrays, linked lists, stacks, queues, and sets.
5. Distinguish between instance, class and local variables in an object-oriented design.
6. Identify components of class declarations for an object-oriented program and distinguish between public and private

Competency 3:

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

Competency 4:

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

Competency 5:

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

Competency 6:

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

Competency 7:

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

Note: Competencies are from the *Florida Teacher Certification Examinations (FTCE) Computer Science K-12 Competencies and Skills Blueprint*.

7. LEARNING PROCEDURES (Methods):**Learning methods Database Code: A, B, D, I**

Professional learning methods are knowledge acquisition workshop, electronic interactive, learning community/lesson study groups, and/or job embedded.

WHAT

Educators will learn and gain proficiency in selecting and implementing appropriate algorithms for problem solving, apply knowledge of computing systems, model networks and the Internet, use analyze and store data, develop programs and interpret algorithms, and analyze impacts of computing. Additionally, educators will analyze the impacts of computing and apply principles of equity, inclusion, and ethics as they design instruction that will engage students in problem-solving and creative expression through Computer Science. Instructors may video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base code: P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice. They may participate in a network or professional learning community of other computer science educators, receive structured coaching or mentoring, and/or receive electronic monitoring and feedback. Additionally, software, tools, and curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. They may develop products related to the learning process such as an action plan, computer-based application of learning, instructional plans, written reflections regarding the implementation process and lessons learned, case study findings, anecdotal record, modeling strategies, and samples of student work and assessment data. The activity will require the participant to describe implementation of the specific skill, techniques and/or strategies, report the outcome of implementation and reflect on the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, F

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. Changes in observed educator proficiency in implementing targeted state standards or initiative.

Evaluation Methods for Students Database Codes: A, B, C, D

Results of national, state or district-developed/standardized student performance measures such as CAPE digital certification exam outcomes are used to track student achievement. Results of school/teacher constructed growth measures, portfolios and/or observation of student performance may be used to evaluate student growth.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases Florida Department of Educational and/or PAEC personnel.

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

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

1. Individual teachers will use impact data based on classroom assessments, products, and CAPE/CTE industry certification exams, as appropriate to gauge students' progress toward proficiency in applying computer science principles and practices and review results, with, a mentor, site-based administrator, or other designated individual. Data will also be used to gauge effectiveness of professional learning and identify professional learning needs.
2. Florida Department of Education, PAEC personnel, district coordinators, site-based administrators, instructional coaches and/or district staff will use progress monitoring and summative assessment impact data to determine educator and student progress toward mastery of computer science principles and practices and student data focused on enrollment and successful completion of computer science-related courses to identify trends and progress in meeting achievement goals. Data will also be used to gauge effectiveness of professional learning and identify professional learning needs.

CULTURAL AWARENESS

Component Identifier Number: 2-412-001

Function: 2

Focus Area: 412

Local Sequence Number(s):

001Maximum Inservice Points:

120

2. DESCRIPTION:

The purpose of this component is to provide staff with new information and strategies that reflect each student's culture, special needs, and socio-economic background.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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. Accept and value contributions of students from diverse cultures.
2. Establish a learning environment in which all students feel safe.
3. Establish a classroom environment where students are able to demonstrate resiliency through adversity.
4. Recognize and utilize the cultural diversity and experiences of individual students to enrich instruction for all students.
5. Use research-evidenced dynamic teaching strategies to engage all learners.
6. Use appropriate materials, technology, and resources to assist all students in learning.
7. Use appropriate school, family, and community resources to help meet all students' learning needs.
8. Assist students in developing personal characteristics that lead to a classroom/school climate of openness, mutual respect, support, and inquiry.
9. Select and use appropriate materials and resources that reflect contributions from a variety of cultural groups.
10. Recognize the importance of family and family structure and use the knowledge to support individual learning.
11. Foster student responsibility, resiliency, appropriate social behavior, integrity, value of diversity and honesty through role modeling and learning activities.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, E, F, G, H, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring by a knowledgeable other, implementation of "high-effect" practices with feedback from a knowledgeable other, job embedded event focused on modeling and supporting new/improved practices being successfully demonstrated on the job.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations.
2. Collaborate with knowledgeable experts, district personnel and others.
3. Explore different cultures, learn how cultural views impact attitudes about schooling and identify research-evidenced strategies to use this knowledge to benefit all students.
4. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
5. Read and discuss professional literature and/or watch video clips depicting research-evidenced dynamic engagement techniques/strategies.
6. Practice implementing research-evidenced dynamic instructional strategies and obtain feedback from a knowledgeable other.
7. Explore and identify school, community and family resources that may be used to promote student learning.
8. Analyze and discuss scenarios or case studies to identify learning gaps, strengths, or problems/areas of weakness/concern and propose solutions.
9. Develop a product related to the professional learning such as (but not limited to) instructional plan, student resource, assessment, survey, learning activity, classroom procedures that lead to a nurturing and respectful classroom environment where students are able to demonstrate resiliency through adversity, parent communication, and/or list of parental and community resources.
10. Collaborate with a mentor, administrator, or knowledgeable other to identify and discuss a problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring by a knowledgeable other, implementation of high-effect practices, job-embedded, and occur in a workshop, small group, or

individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S, T

Implementation Support:

Participants may receive support from administrators, mentors, colleagues and/or knowledgeable others, engage in independent learning/action research, plan collaboratively as in a professional learning community or lesson study group, develop products related to the learning process. Educators may participate in electronic interactive or non-interactive learning, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

Impact may be evidenced by changes in instructional or learning environment practices implemented 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 academic and/or behavioral progress. Changes in instructional leadership and student support services practices, other observed changes in practices supporting effective implementation of job responsibilities, other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing targeted state standards or initiatives, and changes in observed educator proficiency in practices that occur generally without students present such as collegial team learning, problem solving process, and/or data analysis may also be used as evidence.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress toward standards mastery or behavioral goals, portfolios of student work, observation of student performance, other performance assessments that reveal impact on student achievement or behavioral growth, and other assessments such as surveys that used to gauge student and parent perceptions of the school environment/climate.

Who will use the evaluation impact data gathered?

Educators, mental health personnel, site-based and district administrators.

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

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

1. Educators will use impact data to gauge student (individual and/or class) progress toward standards mastery—content, skill proficiency, behavioral goals, and/or student/parent perceptions of the school climate/environment.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement of content and skills, behavioral goals, perception of school environment/climate and use data to determine professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved

database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:
PAEC PDC

DATA ANALYSIS

Component Identifier Number: 4-408-001

Function: 4

Focus Area: 008

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

Professional learning under this component will be to enhance the ability of educators and staff to analyze data from a variety of assessments (traditional and alternate) to measure learning and use in planning for the continuous development of the learner.

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 FELS)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Data analysis and use of data
- ☒ Mastery of a specific leadership practice: Data analysis and use of data
- ☒ 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 FELS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Professional Learning Standards supported by this component:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL Standard

5. IMPACT AREA(s):

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

- x Repetitive practice leading to changes in proficiency of educator or leader on the job
- x Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

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

1. Analyze student data (individual, classroom, school, district) from a variety of sources, and recognize data trends to identify strengths and areas of weakness at each level.
2. Become knowledgeable in triangulating data from multiple assessment sources, such as progress monitoring, formative and summative to provide a balanced reality of student achievement.
3. Analyze assessment data of individual students to determine entry-level skills and/or content understanding, areas of weakness and strength, individualize and/or differentiate instruction, and gauge academic progress over time.
4. Use data sources to diagnose student behavior problems, plan appropriate intervention strategies, and gauge progress toward meeting behavioral goals over time.
5. Use student data as the basis for planning appropriate intervention strategies to meet learning and/or behavioral needs.
6. Examine individual and group performance data to more effectively design instruction that meets students' current curriculum and content needs.
7. Communicate results of individual and/or group data analyses in written and oral formats using terminology appropriate to the audience (student, parent, educational professionals, community members) and with accuracy.

7. LEARNING PROCEDURES (Methods):

Learning methods Database Code: A, B, D, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, learning community/lesson study groups, independent inquiry, structured coaching/mentoring, implementation of "high effect" practices, job embedded, and/or addressing deliberate practice growth targets.

WHAT

Educators may take part in any combination of the following professional learning activities below:

1. Participate in expert presentations focused on various types of student data, analysis and use of data, research-evidenced, high-impact interventions/enrichment strategies, individualizing and/or differentiating instruction to meet the academic needs of students, or behavioral strategies to meet student behavioral needs.
2. Read, identify key points, and discuss professional literature related to analysis and use of student data.
3. Read and discuss professional literature describing high-impact interventions and appropriate alignment of interventions to meet needs of students as identified by analysis of data.
4. Identify purpose-appropriate sources of data and learn how to access the data for analysis.
5. Analyze and triangulate data from multiple assessment sources to identify areas of weakness and strength.
6. Analyze student academic data, identify areas of weakness and strength, devise solutions that use research-evidenced, high-impact interventions or enrichment strategies, and develop an action plan to provide high-quality tier one instruction and tier-two and/or tier three interventions to meet identified student needs collaboratively and individually.
7. Analyze and use behavioral data to diagnose behavior problems, plan research-evidenced high-impact interventions, and develop an action plan to implement the interventions, monitor progress over time, and adapt interventions based on data.
8. Participate in a professional learning community for the purpose of analyzing and using student data as the basis for planning instruction.

9. Conduct action research in the classroom using student data as the basis for individualizing or differentiating instruction or to implement a plan to modify behavior.
10. Examine case studies or anecdotal evidence to identify trends and summarize results.
11. Develop a product that communicates results of analysis of student data at the student, classroom, school, or district level and for a specific audience.
12. Work with other school personnel such as an instructional coach, mentor, or administrator to analyze data, identify problem(s) of practice and take steps to address the problem of practice.

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, study group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice. They may participate in a network or professional learning community of other educators and use data to plan collaboratively, receive structured coaching or mentoring, receive electronic monitoring and feedback focused on course work and/or receive monitoring and feedback based on evaluation of practice indicators. Additionally, software, technology tools, and data resources may be provided.

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 skill, techniques and/or strategies, report the outcome of implementation and reflect on the implementation process. Products related to the learning process may be developed such as (but not limited to) an action plan, findings from analysis of student achievement and/or behavioral data, communications related to analysis of student data (academic or behavioral), instructional plans, case study findings, anecdotal records, notes detailing the coaching/mentoring process, and written reflections regarding the implementation process and lessons learned.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, E, F, G

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). Changes in observed educator proficiency in implementing targeted state standards or initiative. Changes in student services/support practices, other changes in practices supporting effective implementation of job responsibilities, fidelity of implementation of professional learning, changes in observed educator proficiency in implementing state standards or initiatives, and changes in observed practice such as lesson design, collegial learning process, problem solving process, data analysis, and sharing practices.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures used to track improvement in student achievement. Results of school/teacher constructed growth measures, portfolios and/or observation of student performance may be used to evaluate student academic growth and/or progress toward behavioral goals.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases Florida Department of Educational and/or PAEC personnel.

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

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

1. Individual teachers will use impact data based on classroom assessments, progress-monitoring assessments/tools, products, and standardized exams as appropriate to gauge students' progress toward achieving academic proficiency or meeting behavioral goals and review results, with, a mentor, collegial group, site-based administrator, or other designated individual. This data will be used as a basis for identifying professional learning needs.
2. Florida Department of Education, PAEC personnel, district coordinators, site-based administrators, instructional coaches and/or district staff will use progress monitoring and summative assessment impact data to determine educator and student progress toward meeting academic/behavioral goals, identify trends and progress in meeting student, classroom, school or district goals, and as the basis for determining professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider 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 Learning Connections at the Panhandles Area Educational Consortium or a district-approved database for participating non-member districts.

Date modified and approved: February 2023

Department: Instructional Services – Professional Learning Center

Name(s) of Component Author(s): PAEC PDC

DISTRICT CODE OF STUDENT CONDUCT

Component Identifier Number: 6-404-001

Function: 6

Focus Area: 404

Local Sequence Number(s): 001

Maximum Inservice Points: 20

2. DESCRIPTION:

This component is to provide school system employees with knowledge of the district's code of student conduct.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Identify laws, regulations, and school rules related to the district Code of Student Conduct.
2. Express knowledge of the organization of the district's Code of Student Conduct.
3. Express knowledge of the policies as stated in the district's Code of Student Conduct.
4. Express knowledge of reasons for disciplining students.
5. Identify student's rights and responsibilities.
6. Identify the types of disciplinary interventions ranging from least to most punitive and align types of misconduct with appropriate disciplinary interventions.
7. Identify zero-tolerance behaviors.
8. Express knowledge of types and offenses designated as School environmental Safety Incident Reporting (SESIR) offenses.
9. Demonstrate knowledge of the due process procedures for suspension and expulsion.
10. Demonstrate knowledge of athletic eligibility standards.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C

Professional learning methods are knowledge acquisition workshop, electronic interactive, and/or electronic non-interactive.

WHAT

Educators and other personnel may take part in any combination of the following:

1. Participate in presentations that detail information stated in the district Code of Student Conduct.
2. Review and discuss the relationship between behaviors and the type of disciplinary intervention.
3. Examine and discuss case studies or scenarios.
4. Complete an assessment of knowledge of the district Code of Student Conduct.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, group and independent practice and/or online and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, P, R, S

Implementation Support:

Participants may receive structured coaching/mentoring, develop a product related to the training, or engage in electronic interactive with feedback via online or electronic-non-interactive with comprehension checks.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity to gauge knowledge and understanding. Oral or written discussion, post-test or analysis of scenarios or case studies may be used to gauge understanding.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, C, D, F

Changes in 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), changes in student services/support practices, other changes in practices supporting effective implementation of job responsibilities, and changes in educator proficiency in implementing the district Code of Student Conduct may be noted. Student discipline and SESIR data may be examined, as well as school climate/learning environment survey data.

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

Evaluation Methods for Students Database Codes: A, B, D, F

Student outcomes may be determined by results of national, state or district-developed/standardized student performance measures – particularly behavioral measures, results of school/teacher-constructed student growth

measures, observation of student performance, other performance assessments that reveal impact on students, especially behavioral growth. Student discipline and SESIR data may be examined, as well as school climate/learning environment survey data.

Who will use the evaluation impact data gathered?

District and site-based administrators

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

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

1. Classroom teachers and site-based administrators will monitor discipline data with attention to patterns with students and in specific classrooms. SESIR data will also be monitored. Teachers will use classroom data to effectiveness of professional learning and identify additional professional learning needs.
2. District administrators will review discipline, SESIR and school learning environment/climate data to identify effectiveness of professional learning and identify needs for additional professional learning related to the topic.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

EDUCATIONAL LEADERSHIP

Component Identifier Number: 7-507-001

Function: 7

Focus Area: 507

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

Professional learning under this component is designed 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 education community.

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 FEL Standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Data analysis and use of data
- ☒ Mastery of a specific leadership practice: Data analysis and use of data
- ☒ 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 FEL Standards)
- ☒ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Professional Learning Standards supported by this component:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Demonstrate knowledge of Florida's academic content standards, standards organization, and resources to support professional learning of teachers.
2. Demonstrate knowledge of professionalism and ethical norms as stated in Florida Statutes and enacted in Florida Administrative Code and act ethically and according to professional norms to promote the academic success and well-being of all students.
3. Maintain currency with Florida Statutes, Florida Administrative Code, and state education initiatives.
4. Demonstrate knowledge of the coaching process and research-evidenced strategies/principles related to effective coaching and mentoring to support high-quality instruction.
5. Demonstrate knowledge of research-evidenced strategies for establishing a climate and culture that supports a collaborative work environment.
6. Demonstrate competency in observational skills when evaluating teachers and other personnel.
7. Demonstrate knowledge of research-evidenced strategies for developing and implementing a team of leaders within the school or district.
8. Demonstrate competency in the MTSS process and systems that support effective implementation.
9. Become knowledgeable about the importance of vision and mission and the process of collaboration with parents, students, and other stakeholders to develop, promote and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.
10. Demonstrate competency in managing school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.
11. Become knowledgeable about the continuous school improvement process and enable the process to promote the academic success and well-being of all students.
12. Cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.
13. Demonstrate competency in building the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.
14. Demonstrate competency in cultivating, supporting and developing other school leaders to promote the academic success and well-being of all students.
15. Become skillful in utilizing multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well-being of all students.

7. LEARNING PROCEDURES (Methods):

Learning methods Database Code: A, B, D, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, learning community/lesson study groups, independent inquiry, structured coaching/mentoring, implementation of "high effect" practices, job embedded, and/or addressing deliberate practice growth targets.

WHAT

Educators may take part in any combination of the following professional learning activities below:

1. Participate in expert presentations focused on topics detailed in *Florida's Educational Leadership Standards*.

2. Participate in presentations related to ongoing legislative changes and local impact, laws and potential legal issues.
3. Read, identify key points, and discuss professional literature focused on topics detailed in *Florida's Educational Leadership Standards*.
4. Identify purpose-appropriate sources of data and learn how to access the data for analysis as a part of the continuous school improvement process.
5. Analyze and triangulate data from multiple assessment sources to identify areas of weakness and strength as a part of the continuous school improvement process.
6. Participate in a professional learning community focused on topics detailed in *Florida's Educational Leadership Standards*.
7. Conduct action research at the district, school, or classroom level focused on one of more topics detailed in *Florida's Educational Leadership Standards*.
8. Examine case studies, scenarios or anecdotal evidence to identify academic, management and/or safety trends or ethical concerns and summarize results.
9. Participate in leadership-related simulations that may be virtual or in person.
10. Practice developing and monitoring a district or school budget.
11. Learn and practice using district, school or classroom walkthroughs for a specific leadership-related purpose and debrief with knowledgeable others.
12. Confer with knowledgeable others about a specific problem of the leadership practice.
13. Work with other school personnel such as an instructional coach, mentor, or administrator to analyze data, identify problem(s) of practice and take steps to address the problem of practice.

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, study group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice. They may participate in a network or professional learning community of other leaders and/or knowledgeable others and use data in the continuous process, receive structured coaching or mentoring, receive electronic monitoring and feedback focused on course work and/or receive monitoring and feedback based on evaluation of practice indicators. Additionally, software, technology tools, and data resources may be provided.

Monitoring Procedures:

1. Participants will be required to complete an implementation and evaluation activity. The activity will require the participant to describe implementation of the specific skill, techniques and/or strategies, report the outcome of implementation and reflect on the implementation process. Products related to the learning process may be developed such as, but not limited to, a budget, case study, anecdotal evidence, data summary, vision statement, mission, safety plan, summary of walkthrough findings (and feedback if it is a classroom walkthrough), document, media or presentation that may be used to share school improvement data, budgetary information, school safety information, describe and support professional learning opportunities, cultivate leadership expertise, support effective relationships and collaborate with parents, families and other stakeholders. Additionally, an evaluation activity that demonstrates knowledge of indicators that exemplify effective and student engagement may be required. Written reflections regarding the implementation process and lessons learned may also be developed.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, E, F, G

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). Changes in observed educator proficiency in implementing *Florida's Educational Leadership Standards*. Changes in student services/support practices, other changes in practices supporting effective implementation of job responsibilities, fidelity of implementation of professional learning, changes in observed educator proficiency in implementing state standards or initiatives, and changes in observed practice such as collegial learning process, problem solving process, data analysis, and sharing practices.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures used to track improvement in student achievement. Results of school/teacher constructed growth measures, portfolios and/or observation of student performance may be used to evaluate student academic growth and/or progress toward behavioral goals. Other data such as school environment, parental or student satisfaction, climate, and/or safety survey, and/or audit information may be used.

Who will use the evaluation impact data gathered?

Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases Florida Department of Educational and/or PAEC personnel.

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

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

1. District and school leaders will use impact data based on classroom assessments, progress-monitoring assessments/tools, products, standardized exams and/or surveys as appropriate to gauge students' progress toward achieving academic proficiency, meeting behavioral goals, maintaining students' well-being, and/or personnel evaluation data and review results, with appropriate others. This data will be used as a basis for identifying areas of strength and weakness and to identify professional learning needs.
2. Florida Department of Education, PAEC personnel, district coordinators, site-based administrators, instructional coaches and/or district staff will use progress monitoring and summative assessment impact data to determine educator and student progress toward meeting academic/behavioral/school climate/safety goals, identify trends and progress in meeting student, classroom, school, or district goals, and as the basis for determining professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider 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 Learning Connections at the Panhandles Area Educational Consortium or a district-approved database for participating non-member districts.

Date modified and approved: February 2023

Department: Instructional Services – Professional Learning Center

Name(s) of Component Author(s): PAEC PDC

EDUCATIONAL PARAPROFESSIONAL/AIDE

Component Identifier Number: 8-506-001

Function: 8

Focus Area: 506

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide opportunities for educational paraprofessionals to develop and/or update attitudes, skills, and knowledge that will enable them to function effectively and efficiently as an educational paraprofessional.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning Not significantly related to any PL 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:

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

1. Demonstrate knowledge of local student education programs, state and district policies, rules, responsibilities, and legal guidelines.
2. Demonstrate knowledge of instructional practices relevant to the role of paraprofessionals.
3. Demonstrate skills in implementing behavior management and instructional strategies/techniques.
4. Demonstrate skill in recording student behavior and student progress, grading student assignments, and other clerical duties associated with the job responsibilities in the classroom or on the campus and/or school bus.
5. Demonstrate knowledge of emergency first aid procedures to be followed.
6. Demonstrate knowledge of mandatory reporting requirements.
7. Demonstrate knowledge of child/adolescent growth and development.
8. Demonstrate skills in assisting in the planning and delivery of effective lessons.
9. Demonstrate skills in working with individual or small groups of students to support student learning.
10. Demonstrate skills related to interpersonal and instructional age-appropriate behaviors for students and adults.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community participation, structured coaching/mentoring with specific learning objectives, implementation of "research-evidenced" practice(s) with structured feedback from coach, mentor, or supervising teacher, job embedded workshop focused on modeling and supporting new-improved practices being successfully demonstrated on the job, and/or learning processes embedded in deliberate practice, growth targets or school improvement plans.

WHAT

Participants may take part in any combination of the following:

1. Expert presentations related to job responsibilities.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature and/or watch video clips related to content and/or skills or strategies related to job responsibilities.
4. Collaborate with knowledgeable others, district, and site-based personnel to learn job-related responsibilities, federal and state legal requirements, district and school policies, appropriate processes, procedures, and safety requirements.
5. Collaborate with a coach, mentor, or knowledgeable other to identify and discuss a problem of practice, develop and practice strategies to address the problem of practice, assess, and reflect on impact.
6. Participate in a professional learning community focused on content and/or skills or strategies related to job responsibilities.
7. Develop a product related to the professional learning such as (but not limited to) an instructional plan, action plan, student assessment, student resource, report, and/or parent communication.
8. Practice implementing new skills or processes while obtaining feedback and support from a knowledgeable other.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S, T

Implementation Support:

Participants may receive support from administrators, mentors, colleagues and/or knowledgeable others, engage in

independent learning/action research, collaborative planning with monitoring and feedback related to targeted professional learning, and/or develop products related to the learning process. Participants may also participate in electronic interactive or non-interactive learning, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database

Code:

A, B, C, D, F, G

Impact may be evidenced by changes in instructional or learning environment practices implemented in the classroom or directly with students, changes in student support services, practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing targeted state standards or initiatives, and/or changes in observed proficiency in practices that occur generally without students present. Student and teacher survey data may also be used.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement or behavioral growth.

Who will use the evaluation impact data gathered?

Paraprofessionals, classroom teachers, site-based and district administrators.

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

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

1. Paraprofessionals will use feedback from classroom teachers, mentors, instructional coaches and/or administrators and personnel observation evaluation data to determine progress toward meeting intended learning goals. Student and teacher survey data may also be used to gauge learning environment and effectiveness.
2. District coordinators and site-base administrators will use student data and personnel observation/evaluation data to determine professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

EFFECTIVE COMMUNICATION

Component Identifier Number: 2-406-001

Function: 2

Focus Area: 406

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

This component is to provide proven communication techniques and strategies to enhance the effectiveness of educator and staff communication with students and all other stakeholders within the school community.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Communicate effectively to delivery standards-based instruction, in verbal and nonverbal formats with all students.
2. Use tools and technology as a means of effective communication.
3. Demonstrate effective listening skills.
4. Establish positive interactions between teacher and student that are focused on learning rather than procedures or behavior.
5. Establish positive interactions in the learning environment to build positive, productive teacher-student relationships and reduce classroom management issues.
6. Communicate high expectations for learning and behavior for all students.
7. Maintain standards of mutually respectful interaction during individual work, collaborative work, and whole group activities.
8. Provide and effectively scaffold opportunities for students to learn collaboratively from each other.
9. Motivate, encourage, and support individual and group inquiry.
10. Communicate effectively, in verbal and nonverbal formats with colleagues, school support personnel, experts, administrators, parents, and members of the community.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community participation, independent inquiry such as action research, structured coaching/mentoring, implementation of “high effect” practices, job-embedded learning opportunities where modeling and supporting practices are demonstrated in the classroom, and deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on skills and proven strategies needed for effective verbal or nonverbal communication with students, all others in the workplace, parents and/or community members for a variety of purposes.
2. Read and discuss professional literature and/or watch video clips that detail the benefits of effective communication. Examples may describe or depict (but are not limited to) positive and productive teacher-student relationships, delivery of clear verbal and/or written instruction and academic feedback, establishing high expectations, productive student collaboration, and effective questioning.
3. Read and discuss professional literature and/or watch video clips describing or demonstrating effective communication strategies for a variety of purposes.
4. Examine data or case studies and communicate findings in written or verbal formats and using terminology appropriate to the audience.
5. Engage in effective communication simulations and role play.
6. Develop a product related to the professional learning.
7. Identify resources that may include technology and tools used to enhance communication.
8. Implement effective communication strategies and reflect on impact.
9. Engage in a professional learning community focused on effective communication for a variety of purposes.
10. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, group and independent practice and/or online and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive face-to-face support from administrators, coaches, mentors, and/or knowledgeable others such as consortium personnel or via electronic interactive/non-interactive means, develop products related to the professional learning for a variety of audiences, engage in collaborative planning and dialogue, and/or participate in lesson study.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity to gauge knowledge and understanding. Products may be developed, reviewed and feedback provided. Classroom observations with feedback on related evaluation indicators/components/domains may be used.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

Changes in instructional 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), changes in instructional leadership or faculty development practices, and observations to gauge changes in practices supporting effective implementation of job responsibilities/requirements, and/or observations to determine educator proficiency in implementing professional learning. School/classroom climate learning environment surveys may also provide information.

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

Evaluation Methods for Students Database Codes: A, B, D, F

Results of national, state or district-developed/standardized, or school/teacher-constructed student growth/performance measures may be used to correlate academic performance with effective classroom communication. Student behavioral data may be used to determine progress toward meeting behavioral goals and school climate/learning environment data may be used.

Who will use the evaluation impact data gathered?

Classroom teachers, coaches, mentors, district and site-based administrators

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

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

1. Classroom teachers will examine academic and behavioral data and/or data from surveys of students, parents, or other stakeholders to determine trends, identify areas for improvement and strengths, and determine impact of implementing professional learning.
2. Site-based administrators, coaches, and district personnel may use academic and behavioral data and/or data from surveys of students, parents, or other stakeholders to identify professional learning needs as the basis of planning for targeted professional learning and/or to evaluate current professional learning.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

EMERGENT LITERACY FOR VPK INSTRUCTORS – ONLINE PROFESSIONAL LEARNING

Component Identifier Number: 1-408-004

Function: 1

Focus Area: 408

Local Sequence Number(s): 004

Maximum Inservice Points: 5

2. DESCRIPTION:

The Office of Early Learning offers online professional learning opportunities through the Department of Children and Families (DCF) Training Management System. The *Emergent Literacy for VPK Instructors Course* is recommended for all VPK Instructors and directors and is required for all VPK instructors with a Child Development Associate (CDA) or Florida Child Care Professional Certificate (FCCPC). The goal of the 5-hour course is to provide participants with background information on emergent literacy and demonstrate instructional practices that can be used in VPK classrooms.

Participants will receive explicit instruction on the components of emergent literacy via the 5-hour online course.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

1. Participants will gain an understanding that emergent literacy prepares young learners for formal reading and writing instruction.
2. Participants will gain knowledge of presented content, research, best practices, and instructional strategies specific to emergent literacy instruction for young learners.
3. Participants will gain knowledge of learning goals and expectations of young learners.
4. Participants will gain knowledge of the components of emergent literacy and emergent writing.

7. LEARNER PROCEDURES (Methods):

WHAT will occur during this professional learning opportunity?

During the online professional learning opportunity, participants will receive specific mathematical research and instructional content, view content driven videos, and photos, explore resources and reflect on current instructional practice via a self-paced module. Participants will demonstrate mastery of content by completing an end-of-course assessment.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will access the 5-hour course via the DCF training system at <https://training01-dcf.myflorida.com/studentsite/admin/signin>. Participants will work at their own pace to complete the course and receive in-depth knowledge of mathematical thinking. Upon completion of the course and the end-of-course assessment, continuing education units (CEU) will be reflected on the participant's DCF training transcript. The transcript will provide evidence of completion to the school district to award in-service points.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to read provided content, listen to recording, view videos, and complete task associated with the online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEUs which will be noted on the participant's transcript.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a network or professional learning community of role-alike educators.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

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

All participants are expected to successfully complete the online end-of-course assessment.

Who will use the evaluation impact data gathered?

The Florida Office of Early Learning and the Florida Department of Education will use end-of-course assessment data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the end-of-course assessment data to determine participant success and course effectiveness.

It is the goal and purpose of this training to change instructional practices and strategies to increase student success. An increase in student performance in grades pre-k – 3 as measured by the Florida Early Learning and Developmental Standards and Florida's academic content standards will be evidence towards the impact of this professional learning opportunity.

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 Learning Connections at the Panhandles Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2021

Department: Instructional Services – Professional Learning Center

Name(s) of Component Author(s): Office of Early Learning

ENGLISH LANGUAGE ARTS SUBJECT CONTENT

Component Identifier Number: 1-008-001/1-105-006 (ESE)

Function: 1

Focus Area: 008 or 105

Local Sequence Number(s): 001 or 005

Maximum Inservice Points: 120

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 Florida's *B. E. S. T. Standards: English Language Arts* 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 FEL 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 FELs)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Demonstrate knowledge of *Florida's B.E.S.T. Standards: English Language Arts K-12* to include, nomenclature, connecting benchmarks/horizontal alignment, vertical alignment, and the *K-12 ELA Expectations* for students.
2. Demonstrate knowledge of how the *K-12 ELA Expectations* for students are implemented in other content areas.
3. Examine standards/benchmarks, identify student learning targets, success criteria, possible misconceptions, scaffold instruction and plan ongoing "checks" for understanding.
4. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
5. Demonstrate a breadth of subject matter knowledge that enables students to approach, evaluate and interrelate topics from a variety of perspectives, interests, and points of view.
6. Become knowledgeable in how to access resources (teacher, student, and/or parent) aligned to *Florida's B.E.S.T. Standards: English Language Arts*.
7. Locate and incorporate high-quality, state-approved resources that increase learner engagement, relevant and content understanding.
8. Develop lesson plans based on *Florida's B.E.S.T. Standards: English Language Arts* and learner needs, abilities, and interests.
9. Demonstrate knowledge in ways to modify or adapt content and/or activities to meet the needs of all learners.
10. Develop age/developmentally appropriate standards-based assessments at an appropriate level of rigor and criteria for scoring the assessments.
11. Demonstrate knowledge of Florida's standardized ELA assessments and use that information to prepare students to be successful.
12. Demonstrate knowledge of how to use progress monitoring assessment data to plan instruction to meet the needs of all learners.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

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

WHAT

Educators may take part in any combination of the following:

1. Expert presentations focused on ELA content, skills, and literacy.
2. Read and discuss research-evidenced professional literature and/or view video clips or lessons focused on ELA content and skills.
3. Engage in discussions with other educators with a focus on vertical alignment, knowledge gaps, and strengths.
4. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
5. Engage in a professional learning community or lesson study group focused on content standards, skills, and content.
6. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a content-related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.
7. Develop a product related to the professional learning such as (but not limited to) an instructional plan, curriculum map or pacing guide, student resource, media, plan for center activities, or other presentation for use in instruction, assessment, and/or rubric for grading a performance assessment.

8. Examine, discuss, and use progress monitoring data to plan instruction designed to meet the needs of all learners with coaching and mentoring.

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 (if used)

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. Reflection results and use results to inform decisions about instructional practices.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as, but not limited to, resources, lesson plans, assessments, or presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators.

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, D, F, G

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. Other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues. Progress monitoring data will be used to gauge teacher impact on student learning over time.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement. Progress monitoring data will indicate student learning over time.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based administrators, and district instructional staff.

10. PROCEDURES FOR USE OF THE COMPONT'S EVALUTION FINDINGS:

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

1. 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 *Florida's B.E.S.T. Standards: English Language Arts* for the course(s) taught.
2. District and site-based administrators, FDOE personnel, and consortium personnel will analyze student achievement data and use data as the basis to determine ongoing professional learning needs.

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' master 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 evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Professional Learning Center

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

ENGLISH LANGUAGE LEARNERS IN THE VPK CLASSROOM – ONLINE PROFESSIONAL LEARNING

Component Identifier Number: 1-408-006

Function: 1

Focus Area: 408

Local Sequence Numbers: 006

Maximum Inservice Points: 5 (Number or range of points to be earned for component)

2. DESCRIPTION:

The Office of Early Learning offers online professional learning opportunities through the Department of Children and Families (DCF) Training Management System. The *English Language Learners in the VPK classroom course* is for VPK instructors, directors, and preschool staff to use as they develop culturally sensitive learning environments for children and build relationships with families. Although this course is designed with English language learners in mind, there are numerous best practices to be used with prekindergarten and kindergarten children. Participants will find this course highly engaging and receive many opportunities to reflect on their own instructional practices. The course is presented in multiple modules and frequent knowledge checks. Participants must successfully complete the end of course assessment in order to receive credit or in-service points.

Participants will receive explicit instruction on the components of English Language Learners via the 5-hour online course.

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 PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning

- Evaluating _ 4. 1: Evaluation of Professional Learning
 _ Not significantly related to any PL 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:

1. Participants will gain knowledge of who English language learners are.
2. Participants will gain knowledge of how to adapt and provide a supportive classroom environment.
3. Participants will gain knowledge of how to increase vocabulary for English language learners.
4. Participants will gain knowledge of how to utilize instructional strategies, purposeful planning and use of the *Florida Early Learning and Developmental Standards* with English language learners.

7. LEARNING PROCEDURES (Methods):

WHAT will occur during this professional learning opportunity?

During the online professional learning opportunity, participants will receive research and instructional content, view content driven videos, explore resources and reflect on current instructional practices via a self-paced module. Participants will demonstrate mastery of content by completing mini assessments and/or an end-of-course assessment(s).

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will access the 5-hour course via the DCF training system at <https://training01-dcf.myflorida.com/studentsite/admin/signin>. Participants will work at their own pace to complete the course and receive in-depth knowledge of instructional strategies for English language learners. Upon completion of the course and the end-of-course assessment, continuing education units (CEU) will be reflected on the participant's DCF training transcript. The transcript will provide evidence of completion to the school district to award in-service points.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to read provided content, listen to recording, view videos, and complete task associated with the online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEUs which will be noted on the participant's transcript.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a network or professional learning community of role-alike educators.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

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

All participants are expected to successfully complete the online end-of-course assessment.

Who will use the evaluation impact data gathered?

The Florida Office of Early Learning and the Florida Department of Education will use end-of-course assessment data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the end-of-course assessment data to determine participant success and course effectiveness. It is the goal and purpose of this training to change instructional practices and strategies in order to increase student success. An increase in student performance in grades pre-k – 3 as measured by the Florida Early Learning and Developmental Standards and the Florida B. E. S. T. Standards will be evidence towards the impact of this professional learning opportunity.

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 Learning Connections at the Panhandles Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2021

Department: Panhandle Area Educational Consortium, Professional Learning Center Name(s) of

Component Author(s): Office of Early Learning

ESE PROCEDURES AND PRACTICES

Component Identifier Number: 2-103-001

Function: 2

Focus Area: 103

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

Professional learning under this component will provide educators and staff with the opportunity to develop and/or update knowledge and skills necessary to provide programs and services to effectively instruct exceptional education students while maintaining federal and state requirements.

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 FEL Standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice:
- ☐ Mastery of a specific leadership practice: Data analysis and use of data
- ☒ 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 FEL Standards)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Professional Learning Standards supported by this component:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL Standard

5. IMPACT AREA(s):

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

6. SPECIFIC LEARNER OUTCOMES:

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

1. Identify the student characteristics and criteria for eligibility in ESE special programs.
2. Describe the models of support and placement options for students with disabilities.
3. Identify and demonstrate research-evidenced, high-impact strategies/techniques for teaching students with disabilities.
4. Identify and demonstrate research-evidenced, high-quality 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. Demonstrate skill in communicating with the parent liaison/advocate.
9. Demonstrate knowledge of the MTSS process and research-evidenced interventions.
10. Develop appropriate Individual Education Plan (IEP) goals and objectives for students with disabilities.
11. Develop appropriate Transition IEP goals and objectives for students with disabilities.
12. Recognize the importance of family and family structure to the individual learner and use, knowledge of the student's family situation to support individual learning.

7. LEARNING PROCEDURES (Methods):

Learning methods Database Code: A, B, D, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, learning community/lesson study groups, independent inquiry, structured coaching/mentoring, implementation of "high effect" practices, job embedded, and/or addressing deliberate practice growth targets.

WHAT

Educators may take part in any combination of the following professional learning activities below:

1. Participate in expert presentations.
2. Read, identify key points, and discuss professional literature.
3. Identify purpose-appropriate sources of data and learn how to access the data for analysis to monitor student progress toward achieving academic and/or behavioral goals.
4. Analyze and triangulate data from multiple assessment sources to use in planning instruction and monitoring progress toward goals.
5. Participate in a professional learning community.
6. Conduct action research as a means of implementing and evaluating professional learning.
7. Examine case studies, scenarios, or anecdotal evidence to identify academic or behavioral trends to identify needed accommodations and/or modifications and to establish goals – academic or behavioral.
8. Work with a coach, mentor or knowledgeable other to practice using appropriate accommodations and/or modifications with feedback and support provided.
9. Learn and practice using student data in the MTSS problem-solving process with support.
10. Practice IEP and/or transition IEP development.
11. Work with a coach, mentor or knowledgeable other for modeling and practice using instructional or classroom management strategies to support success of ESE students.

12. Learn how to use and practice using assistive and adaptive technology, software programs and other technology-related resources.
13. Participate in simulations that may be virtual or in person.
14. Confer with knowledgeable others about a problem of practice that impacts a student or the classroom.

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, study group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice. They may participate in a network or professional learning community of other leaders and/or knowledgeable others, receive structured coaching or mentoring, receive electronic monitoring and feedback focused on course work and/or receive monitoring and feedback based on evaluation of practice indicators. Additionally, software, technology tools, and data resources may be provided.

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 skill, techniques and/or strategies, report the outcome of implementation and reflect on the implementation process. Products related to the learning process may be developed such as (but not limited to) an instructional plan, data analysis and summary, IEP, transitional IEP, behavior management plan or log, classroom assessments and/or assignments that are adapted to meet modifications or accommodations, parent communications, and/or support resources. Written reflections regarding the implementation process and lessons learned may be developed.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, E, F, G

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). Changes in observed educator proficiency in implementing targeted state standards or initiatives. Changes in student services/support practices, other changes in practices supporting effective implementation of job responsibilities, fidelity of implementation of professional learning, changes in observed educator proficiency in implementing state standards or initiatives, and changes in observed practice such as collegial learning process, problem solving process, data analysis, and sharing practices.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures used to track improvement in student achievement. Results of school/teacher constructed growth measures, portfolios and/or observation of student performance may be used to evaluate student academic growth and/or progress toward behavioral goals.

Who will use the evaluation impact data gathered?

Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases Florida Department of Educational and/or PAEC personnel.

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

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

1. Classroom teachers, administrators and district personnel will use impact data based on classroom assessments, progress-monitoring assessments/tools, products, standardized exams, behavioral logs to

gauge student progress toward achieving academic proficiency and meeting behavioral goals. This data will be used as a basis to determine if current IEP/MTSS goals are being met and to modify IEP goals as needed.

2. Administrators and district personnel will monitor appropriate use and documentation supporting appropriate use of accommodations and/or modifications as stated in each student's IEP or transition IEP.
3. Florida Department of Education, PAEC personnel, district coordinators, site-based administrators, instructional coaches and/or district staff will use progress monitoring and summative assessment impact data to determine educator and student progress toward meeting academic and behavioral goals, identify trends and progress in meeting student, classroom, school or district goals, and as the basis for determining professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider 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 Learning Connections at the Panhandles Area Educational Consortium or a district-approved database for participating non-member districts.

Date modified and approved: February 2023

Department: Instructional Services – Professional Learning Center

Name(s) of Component Author(s): PAEC PDC

ESOL FOR ADMINISTRATORS

Component Identifier Number: 7-704-500

Function: 7

Focus Area: 704

Local Sequence Number(s): 500

Maximum Inservice Points: 60

2. DESCRIPTION:

The purpose of the English Speakers for Speakers of Other Languages (ESOL) for Administrators 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 responsibilities as the instructional leader, recognize appropriate ESOL instructional strategies, techniques, and approaches for meeting Florida's Academic Content Standards; and apply new knowledge and strategies.

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 FEL Standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice:
- ☐ Mastery of a specific leadership practice: Data analysis and use of data
- ☒ 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 FEL Standards)
- ☐ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Professional Learning Standards supported by this component:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

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 English Language Learners (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.
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 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 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 on 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 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.

7. LEARNING PROCEDURES (Methods):

Learning methods Database Code: A, B, D, C, D, F, G

Professional learning methods are knowledge acquisition workshop, electronic interactive, learning community/lesson study groups, independent inquiry, structured coaching/mentoring, implementation of "high effect" practices, job embedded, and/or addressing deliberate practice growth targets.

WHAT

Educators may take part in any combination of the following professional learning activities below:

1. Participate in expert presentations.
2. Read, identify key points, and discuss professional literature to determine procedures and best practices for students who are English Language Learners (ELLs).
3. Examine Florida's Modified Consent Decree and other historical legal documents to understand legal history and current state laws and federal requirements for personnel professional learning, procedures regarding ELLs, providing instruction and assessing ELLs.
4. Review the district student ELL Plan and develop a plan for implementing it at the school site.
5. Complete an online course in which participants read content presented in various modules and view video segments pertaining to the content of the module, respond to specific questions pertaining to each module, complete quizzes, and complete individual assignments.
6. Participate in a professional learning community.
7. Conduct action research as a means of implementing and evaluating professional learning.
8. Examine longitudinal data, case studies, scenarios, or anecdotal evidence to aid in determining if an ELL has a learning disability or is gifted.
9. Conduct classroom walkthrough of classrooms where there are ESOL students to look for strategies and methodologies that make instructional comprehensible for ESOL students.
10. Work with a coach, mentor or knowledgeable other to ensure the district ELL plan is implemented with fidelity at the school site.
11. Examine ACCESS and other achievement data to gauge academic and language acquisition progress of ELLs and to adjust each student's Limited English Proficient (LEP) plan.
12. Confer with knowledgeable others about a problem of practice that impacts a student or the classroom.

13. Review and practice using communication tools and resources that may assist in effective communication with ELLs, their families, and the community.
14. Examine and practice using resources available through the WIDA Consortium.

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, study group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base code: M, N, O, P, Q, R, S

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice. They may participate in a network or professional learning community of other leaders and/or knowledgeable others, receive structured coaching or mentoring, receive electronic monitoring and feedback focused on course work and/or receive monitoring and feedback based on evaluation of practice indicators. Additionally, software, technology tools, and data resources may be provided.

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 skill, techniques and/or strategies, report the outcome of implementation and reflect on the implementation process. Products related to the learning process may be developed such as (but not limited to) action plan, parent communication, student communication, summary and interpretation of ELL achievement data, professional learning presentation for school staff, and/or LEP plan. Written reflections regarding the implementation process and lessons learned may be developed.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, E, F, G

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). Changes in observed educator proficiency in implementing targeted state standards or initiatives. Changes in student services/support practices, other changes in practices supporting effective implementation of job responsibilities, fidelity of implementation of professional learning, changes in observed educator proficiency in implementing state standards or initiatives, and changes in observed practice such as collegial learning process, problem solving process, data analysis, and sharing practices.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures used to track improvement in student achievement. Results of school/teacher constructed growth measures, portfolios and/or observation of student performance may be used to evaluate student academic growth.

Who will use the evaluation impact data gathered?

Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases Florida Department of Educational and/or PAEC personnel.

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

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

1. Classroom teachers, administrators and district personnel will use impact data based on classroom assessments, progress-monitoring assessments/tools, products, standardized exams, to gauge student progress toward achieving academic proficiency and meeting LEP Plan goals.
2. Florida Department of Education, PAEC personnel, district coordinators, site-based administrators, instructional coaches and/or district staff will use progress monitoring and summative assessment impact data to determine educator and student progress toward meeting academic goals, identify trends and

progress in meeting student, classroom, school or district goals, and as the basis for determining professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider 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 Learning Connections at the Panhandles Area Educational Consortium or a district-approved database for participating non-member districts.

Date modified and approved: February 2023

Department: Instructional Services – Professional Learning Center

Name(s) of Component Author(s): PAEC PDC

ESOL FOR CATEGORY III TEACHERS

Component Identifier Number: 2-704-528

Function: 2

Focus Area: 704

Local Sequence Number(s): 528

Maximum Inservice Points: 18

2. DESCRIPTION:

The purpose of English for Speakers of Other Languages (ESOL) for Category III teachers is to meet the requirements of 6A-6.097, F.A.C. and Florida's Modified Consent Decree (2003) for Category III teachers. The course is to provide Category III teachers with knowledge about characteristics of English for Speakers of Other Languages (ESOL) students, instructional strategies, and approaches teachers may use to assist ESOL students in understanding the curriculum and mastering requirements of Florida's academic content standards.

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 FEL Standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice:
- ☐ Mastery of a specific leadership practice: Data analysis and use of data
- ☐ 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 FEL Standards)
- ☐ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Professional Learning Standards supported by this component:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Demonstrate knowledge of the 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.).
2. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of English Language Learners (ELLS).
3. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its September 2003 Modification; and the necessary procedures to ensure that all school site personnel are in compliance with the requirements.
4. Analyze and adapt instruction to be comprehensible to ESOL students.
5. Create a classroom environment supportive of ESOL students' adjustment to a new culture.
6. Become knowledgeable of cultural perspectives and how the perspectives may influence behavior of the ESOL student.
7. Explore issues that affect the validity and reliability of classroom assessments for ESOL students.
8. Utilize alternative strategies to assess ELLs.
9. Encourage communication with ELLs using collaborative groups.
10. Design lessons with no less rigor, but with increased support for ELLs.
11. Assess ELLs appropriately so that assessments measure what they are intended to measure.

7. LEARNING PROCEDURES (Methods):

Learning methods Database Code: A, B

Professional learning methods are knowledge acquisition workshop and/or electronic interactive.

WHAT

Educators may take part in any combination of the following professional learning activities below:

1. Participate in expert presentations.
2. Read, identify key points, and discuss professional literature to determine procedures and best practices for students who are English Language Learners (ELLs).
3. Examine Florida's Modified Consent Decree and other historical legal documents to understand legal history and current state laws and federal requirements for personnel professional learning, procedures regarding ELLs, providing instruction and assessing ELLs.
4. Develop products such as lesson plans and/or adapted assessments.
5. View and summarize video clips.
6. Complete an online course in which participants read content presented in various modules and view video segments pertaining to the content of the module, respond to specific questions pertaining to each module, complete quizzes, and complete individual assignments.

HOW

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base code: M, P, Q, R, S

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice. They may receive structured coaching/mentoring by coaches, mentors or knowledgeable others, electronic interactive monitoring and feedback focused on course work and/or electronic, non-interactive with learning through online comprehension checks.

Monitoring Procedures:

The participant will respond to online prompts and quizzes and develop products related to the learning process such as (but not limited to) a lesson plan, summary of video observations, modified assessment, examples of alternative assessments, descriptions of appropriate supports for ELLs.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, D, E, F, G

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). Changes in observed educator proficiency in implementing targeted state standards or initiatives. Other changes in practices supporting effective implementation of job responsibilities, fidelity of implementation of professional learning, changes in observed educator proficiency in implementing state standards or initiatives, and changes in observed practice such as collegial learning process, problem solving process, data analysis, and sharing practices.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures used to track improvement in student achievement. Results of school/teacher constructed growth measures, portfolios, observation of student performance, and/or other performance assessments may be used to evaluate student academic growth.

Who will use the evaluation impact data gathered?

Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases Florida Department of Educational and/or PAEC personnel.

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

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

- Classroom teachers, administrators and district personnel will use impact data based on classroom assessments, progress-monitoring assessments/tools, products, standardized exams, to gauge student progress toward achieving academic proficiency and meeting LEP Plan goals.
- Florida Department of Education, PAEC personnel, district coordinators, site-based administrators, instructional coaches and/or district staff will use progress monitoring and summative assessment impact data to determine educator and student progress toward meeting academic goals, identify trends and progress in meeting student, classroom, school or district goals, and as the basis for determining professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider 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 Learning Connections at the Panhandles Area Educational Consortium or a district-approved database for participating non-member districts.

Date modified and approved: February 2023

Department: Instructional Services – Professional Learning Center

Name(s) of Component Author(s): PAEC PDC

ESOL FOR GUIDANCE COUNSELORS

Component Identifier Number: 2-704-525

Function: 2

Focus Area: 704

Local Sequence Number(s): 525

Maximum Inservice Points: 60

2. DESCRIPTION:

The purpose of this course is to meet the modified Florida Consent Decree (2003) professional learning requirements for school guidance counselors. In this course, participants develop and implement a case study of an English Language Learner (ELL), including strategies to address academic needs. the case study must contain evidence to support mastery of the Standards and Competencies.

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 FEL Standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice:
- ☐ Mastery of a specific leadership practice: Data analysis and use of data
- ☐ 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 FEL Standards)
- ☐ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Florida Professional Learning Standards supported by this component:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL Standard

5. IMPACT AREA(s):

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

6. SPECIFIC LEARNER OUTCOMES:

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

1. Possess individual and group counseling and communication skills to implement a balanced approach to assist ELLs and their families.
2. Recognize unique differences among ELLs, including their language proficiency (both native and English), aptitudes, intelligence, interest, and achievements, and incorporate an understanding of this information into the delivery of services.
3. Assist ELLs and their families in dealing with adjustment concerns and problems that may hinder their educational development.
4. Collaborate with teachers, student service specialists (e.g., psychologist, social workers), other educators, and related community representative in addressing the challenges facing ELLs and their families.
5. Demonstrate ability to counsel ELLs regarding their individual rights as afforded to them under state and 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.
6. Demonstrate knowledge of the federal and 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.
7. 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.
8. Demonstrate knowledge and ability to provide training, orientation and consultative assistance to teachers, school administrators, and other school-level personnel to support ELLs.
9. 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.
10. 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.
11. 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.
12. Demonstrate an understanding of the proper administration and 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 assessment of academic content.
13. 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.
14. 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.
15. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper and equitable credit accrual, and appropriate grade/course placement of ELLs

16. 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.
17. Demonstrate an understand of the difference between language proficiency and content-based academic knowledge.
18. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
19. Collaborate with 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.
20. Demonstrate the ability to provide information appropriate to the educational transition of ELLs from middle to high school and help students understand the relationship their curricular experiences and academic achievement have on their future educational and employment opportunities.
21. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities and career/vocational institutions, and the ability to effectively counsel ELLs in the pursuit of their post-secondary desires.
22. Demonstrate ability to assist ELLs in evaluating and interpreting information about post-secondary educational and career alternatives so appropriate options are considered and included in the decision-making process.
23. Demonstrate knowledge and ability to understand and interpret forms and data-driven documents that are a part of the post-secondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.
24. Demonstrate a familiarity with available technology and the ways in which it may support the post-secondary guidance and counseling process, including guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and internet services.
25. Demonstrate ability to use historical admission patterns and trends to assist ELLs in determining the appropriateness of their applications to colleges, universities, or career/vocational institutions.

7. LEARNING PROCEDURES (Methods):

Learning methods Database Code: A, B

Professional learning methods are knowledge acquisition workshop and/or electronic interactive.

WHAT

Educators may take part in any combination of the following professional learning activities below:

1. Participate in expert presentations focused on learning objectives.
2. Read, identify key points, and discuss professional literature to recognize cultural characteristics of various populations and to determine procedures and best educational practices for students who are English Language Learners (ELLs).
3. Examine Florida's Modified Consent Decree and other historical legal documents to understand legal history and current state laws and federal requirements for personnel professional learning, procedures regarding ELLs, providing instruction and assessing ELLs.
4. Collaboratively discuss case studies and scenarios and establish plans tailored to provide appropriate guidance support.
5. Review and discussion of the district ELL plan.
6. Learn the legal requirements and protocol for LEP Plan development and communicating plan information to parents and teachers.
7. Collaborate with others to examine Florida assessment requirements for ELLs and know rules regarding exemption from assessments and allowable accommodations for ELLs.
8. Become knowledgeable in administering and using assessment tools such as English language proficiency assessments; annual progress assessments, diagnostic assessments; and statewide assessments of academic content.
9. Examine ELL assessment results of various types and practice interpreting, communicating, and making recommendations based on scores.

10. Interact with knowledgeable others, such as those from postsecondary institutions to understand admission requirements, the admission process, financial aid process, available curricula, and resources available to help ELLs navigate the process.
11. Practice using technology tools for career exploration, student information systems, accessing data, financial aid application submission, and record keeping.
12. Learn how to request, review, and award credit using transcripts of students who have attended foreign schools.
13. Complete an online course in which participants read content presented in various modules and view video segments pertaining to the content of the module, respond to specific questions pertaining to each module, complete quizzes, and complete individual assignments.

HOW

The component will employ a variety of learning designs such as face-to-face, blended, coaching and modeling, and/or online.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base code: M, P, Q, R

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice. They may receive structured coaching/mentoring by coaches, mentors, or knowledgeable others and/or electronic interactive monitoring and feedback focused on course work. Additionally, software, technology tools, and data resources may be provided.

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 skill, techniques and/or strategies, report the outcome of implementation and reflect on the implementation process. Products related to the learning process may be developed. A case study of an English language Learner, including strategies to address the student's academic needs is a required product. Additional products such as, but not limited to, may include parent communication, student communication, summary and interpretation of ELL achievement data, professional learning presentation for school staff and/or parent group, and/or LEP plan. Written reflections regarding the implementation process and lessons learned may also be developed.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, C, D, E, F, G

Changes in learning environment practices 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). Changes in student services/support practices. Changes in observed educator proficiency in implementing targeted state standards or initiatives. Other changes in practices supporting effective implementation of job responsibilities, fidelity of implementation of professional learning, changes in observed educator proficiency in implementing state standards or initiatives, and changes in observed practice such as collegial learning process, problem solving process, data analysis, and sharing practices.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures used to track improvement in student achievement. Results of school/teacher constructed growth measures, portfolios, observation of student performance, and/or other performance assessments may be used to evaluate student academic growth.

Who will use the evaluation impact data gathered?

Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases Florida Department of Educational and/or PAEC personnel.

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

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

1. Classroom teachers, administrators and district personnel will use impact data based on classroom assessments, progress-monitoring assessments/tools, products, standardized exams, to gauge student progress toward achieving academic proficiency and meeting LEP Plan goals.
2. Florida Department of Education, PAEC personnel, district coordinators, site-based administrators, instructional coaches and/or district staff will use progress monitoring and summative assessment impact data to determine educator and student progress toward meeting academic goals that include acceptance into post-secondary programs, identify trends and progress in meeting student, classroom, school, or district goals, and as the basis for determining professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider 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 Learning Connections at the Panhandles Area Educational Consortium or a district-approved database for participating non-member districts.

Date modified and approved: February 2023

Department: Instructional Services – Professional Learning Center

Name(s) of Component Author(s): PAEC PDC

EXTENDED LEARNING

Component Identifier Number: 2-007-003

Function: 2

Focus Area: 007

Local Sequence Number(s): 003

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to enable instructional personnel to develop, increase and demonstrate knowledge and skills in developing and planning high-quality extended learning opportunities for students.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate knowledge of a variety of extended learning opportunity models.
2. Demonstrate knowledge of steps involved in organizing and implementing an extended learning opportunities program.
3. Demonstrate knowledge of research-evidenced characteristics of high-quality extended learning programs.
4. Demonstrate knowledge of competency-based instruction and programs.
5. Demonstrate knowledge of research-evidenced strategies for student engagement in extended learning.
6. Demonstrate knowledge of the benefits of extended learning programs for students.
7. Demonstrate knowledge of federal, state, and district legal requirements and policies related to extended learning programs.
8. Describe multiple ways student may demonstrate competence in understanding and applying concepts, Florida's academic content standards, and processes through an extended learning program.
9. Demonstrate knowledge of research-evidenced strategies for expanding extended learning opportunities for students into the community.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss research-evidenced professional literature and/or view video exemplars on topics related to high-quality extended learning opportunities for students.
4. Collaborate with others to participate in activities such as, but not limited to, identifying community partners, problem-solving, determining program goals and objectives, examining, evaluating, and selecting high-quality curricula, analyzing student assessment data, and gauging progress.
5. Engage in a professional learning community.
6. Develop a product related to the professional learning such as, but not limited to, an action plan, instructional plan, student or parent resource, policies and procedures for the program or for a classroom, performance assessment and grading criteria, list of community partners, presentation, parent communication, and/or checklist.
7. Collaborate with a mentor, administrator, or knowledgeable other to identify and discuss a problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students or with a community partner, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as, but not limited to, resources, lesson plans, assessments, or presentations, audio/video exemplars,

anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

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. Changes in instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues may also be used. Parent/student perception surveys may also be used to gather evaluation data.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures to track student progress toward meeting academic and/or behavioral objectives, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers and/or school-based teams will use impact data to gauge student (individual and/or class) progress toward mastery of academic standards and/or achieving behavioral goals as well as to determine the effectiveness of the extended learning program. Professional learning needs as well as potential modifications in the extended learning program will be identified.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward meeting academic/behavioral goals, evaluate impact of the program, identify professional learning needs and make changes as indicated by data.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

FINE ARTS SUBJECT CONTENT

Component Identifier Number: 1-000-001 OR 1-105-008

Function: 1

Focus Area: 000 OR 105

Local Sequence Number(s): 001 OR 008

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will develop content knowledge necessary to effectively teach the appropriate Florida academic content standards in the Fine Arts subject areas.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Understand Florida's academic content standards related to the fine arts teaching assignment to include, nomenclature, connecting benchmarks/horizontal alignment, and vertical alignment.
2. Maintain currency regarding changes in Florida's academic content standards related to the fine arts teaching assignment.
3. Analyze content standards/benchmarks, identify student learning targets, success criteria, possible misconceptions, scaffold instruction and plan "checks" for understanding.
4. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
5. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and points of view.
6. Become knowledgeable in how to access resources (teacher, student, and/or parent) aligned to Florida's academic content standards in the fine arts area teaching assignment.
7. Use the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
8. Maintain currency regarding changes in the subject field.
9. Demonstrate breadth of subject matter knowledge that enables the educator to collaborate with colleagues from other content subjects in the integration of instruction.
10. Develop lesson plans based on Florida's academic content standards, student performance standards, and student needs, abilities, and interests.
11. Demonstrate knowledge about ways to modify or adapt content and/or learning activities to meet the needs of all learners.
12. Develop age/developmentally appropriate standards-based assessments at an appropriate level of rigor and criteria for scoring the assessments.
13. Demonstrate knowledge of the MTSS problem-solving process and interventions to support the learner.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on fine arts content.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature and/or watch video clips focused on fine arts content.
4. Collaborate with others who teach the same content.
5. Participate in a lesson-study group with those who teach like content or those from other content areas.
6. Develop a product related to the professional learning such as (but not limited to) an instructional plan that includes accommodations to meet learner-specific needs, curriculum map or pacing guide, student resource, media, or other presentation for use in instruction, assessment, and/or rubric for grading a performance assessment.
7. Engage in discussions with other educators with a focus on vertical alignment, knowledge gaps, and strengths.
8. Engage in a professional learning community focused on content standards and content.
9. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
10. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a content-related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as resources, lesson plans, assessments, or presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database Code: A, D, F, G

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. Other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student (individual and/or class) progress toward standards mastery—content and/or skill proficiency.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement and to identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

FLORIDA ACADEMIC CONTENT STANDARDS

Component Identifier Number: 2-007-001

Function: 2

Focus Area: 007

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide teachers with the knowledge, skills and dispositions necessary to effectively implement Florida's Academic Content Standards.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Understand Florida's academic content standards related to teaching assignment to include, nomenclature, connecting benchmarks/horizontal alignment, vertical alignment, and content and/or skills.
2. Examine content standards/benchmarks, identify student learning targets, success criteria, possible misconceptions, scaffold instruction and plan "checks" for understanding.
3. Maintain currency regarding changes in Florida's academic content standards related to the teaching assignment.
4. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
5. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and points of view.
6. Become knowledgeable in how to access resources (teacher, student, and/or parent) aligned to Florida academic content standards of the teaching assignment.
7. Use the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
8. Demonstrate of breadth of subject matter knowledge that enables the educator to collaborate with colleagues from other content subjects in the integration of instruction.
9. Develop lesson plans based on Florida's academic content standards, student performance standards, and student needs, abilities, and interests.
10. Develop age/developmentally appropriate standards-based assessments at an appropriate level of rigor and criteria for scoring the assessments.
11. Demonstrate the MTSS problem-solving process and interventions that support the learner.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on Florida's academic content standards.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature and/or watch video clips focused on Florida's academic content standards related to job assignment.
4. Collaborate with others who teach the same content.
5. Participate in a lesson-study group with those who teach like content or those from other content areas.
6. Develop a product related to the professional learning such as (but not limited to) an instructional plan, curriculum map or pacing guide, student resource, media, or other presentation for use in instruction, assessment, and/or rubric for grading a performance assessment.
7. Engage in discussions with other educators with a focus on vertical alignment, knowledge gaps, and strengths.
8. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
9. Engage in a professional learning community focused on content standards and content.
10. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a content-related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.
11. Develop lesson/action plans for classroom implementation.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic

non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as resources, lesson plans, assessments, or presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database Code: A, D, F, G

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. Other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student (individual and/or class) progress toward standards mastery—content and/or skill proficiency.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement and to identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

FLORIDA CIVICS SEAL OF EXCELLENCE

Component Identifier Number: 1-016-002

Function: 1

Focus Area: 016

Local Sequence Number(s): 002

Maximum Inservice Points: 55

2. DESCRIPTION:

This course is a core part of Governor Ron DeSantis' Civic Literacy Initiative. The course is aligned with Florida's revised civics and government academic standards. In each lesson participants will study video-based lessons created and delivered by 53 expert scholars and practitioners in history, government, and political science from Florida and around the country. In most lessons, participants will submit responses to reflection activities and complete interactive assessments.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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 complete the following modules:

1. Course Introduction
2. Module One – Ideas and Events that Led to America’s Independence
 - a. Identify the most significant historical and intellectual influences on the American Founders as they debated and adopted the Declaration of Independence, the Articles of Confederation, and the Constitution of the United States of America. Influences include Greece, Rome, the Judeo-Christian tradition, the Middle Ages, British constitutionalism, the Protestant Reformation, and the various European Enlightenments.
3. Module Two – Debates and Events to Create a More Perfect Union
 - a. Describe the major debates and events from the signing of the Declaration of Independence to the ratification of the Constitution of the United States of America, such as the adoption and ratification of the Articles of Confederation, the writing of constitutions by the new state governments, and the events and debates surrounding the Constitutional Convention, including the issue of slavery, and the views of the Federalists and the Anti-Federalists.
4. Module Three – The Constitution
 - a. Describe the importance, meaning and how to think about the United States Constitution, and examine the Congress, the President, the Courts, Articles IV through VII, federalism, and modern government, and identify misconceptions.
 - b. Describe the history and development of Florida and examine the Florida Constitution.
5. Module Four – Protecting Liberty and Securing Equal Rights for All Americans
 - a. Describe human rights and the Constitution, amending the Constitution, substantive rights, procedural rights, other rights and individual and state powers, the Civil War and Reconstruction amendments, Black Codes, Jim Crow laws and the modern Civil Rights movement, all other constitutional amendments, and how government secures rights.
6. Module Five – The Self-Governing American Citizen
 - a. Describe the meaning and importance of American citizenship, the importance of civil discourse, the relationship between free speech, media and civic education, political knowledge and civic involvement, civic obligations and responsibilities, the citizen as a public servant, and political ideologies and totalitarian regimes.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B

WHAT

During the online professional learning opportunity, participants will engage in the following:

1. Complete five online course modules during which they will:
 - a. Study video-based lessons created and delivered by expert scholars and practitioners in history, government, and political science from Florida and around the country
 - b. Submit responses to reflection activities
 - c. Complete interactive assessments

HOW

Professional learning methods are electronic interactive.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: R

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice by engaging in electronic interactive learning with monitoring and feedback.

Monitoring Procedures:

The participant will be required to complete self-study assignments as a part of each online module, to demonstrate knowledge. Participants will become eligible for inservice credit upon successful completion of all six modules.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, F

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

Participant's work will be reviewed, as appropriate, by course facilitators and local staff will observe changes in instructional or learning environment practices implemented in the classroom and or changes in observed educator proficiency in implementing targeted state standards.

Evaluation Methods for Students Database Code: A, B, C, D

Results of national , state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures, portfolios of student work and/or observation of student performance may be used.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School, and District Coordinators, Just Read, Florida! Personnel, School Improvement Teams, and in some cases PAEC personnel.

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

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

1. Individual teachers will use impact data based on state or district-developed standardized student performance measures, classroom assessments, school, or district assessments to gauge each students' progress toward proficiency in mastering civics content. Data may be used to evaluate efficacy of the professional learning and/or to identify additional professional learning needs.
2. District coordinators, site-based administrators, instructional staff, and consortia personnel, will us local and state and summative assessment impact data to gauge progress toward student achievement in the area of civics. Data may be used to evaluate efficacy of the professional learning and/or to identify additional professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Name(s)

of Component Author(s): PAEC PDC using FDOE information

FLORIDA COMPREHENSIVE HEALTH EDUCATION COMPONENTS SUBJECT CONTENT

Component Identifier Number: 1-005-001

Function: 1

Focus Area: 005

Local Sequence Number(s): 001

Maximum Inservice Points: 60

2. DESCRIPTION:

Educators will gain content knowledge needed to effectively teach comprehensive age-appropriate and developmentally appropriate K-12 health education components addressed under *Florida State Statute 1003.42(2)(n)*. They may also access, review, evaluate and plan lessons that incorporate instructional resources aligned to the Florida health components addressed in the Florida's Academic Content Standards they teach, including those that are technology-driven, to improve the instructional process and learner outcomes.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Understand the requirements and content knowledge established in Florida State Statute 1003. 42(2)(n) and listed below.

Comprehensive age-appropriate and developmentally appropriate K-12 instruction

- Community health
- Consumer health
- Environmental health
- Family life, including:
 - Injury prevention and safety
 - Internet safety
 - Nutrition
 - Personal health
 - Prevention and control of disease
 - Substance use and abuse
 - Prevention of child sexual abuse, exploitation, and human trafficking

For students in grades 7-12

- Teen dating violence and abuse that must include, but not be limited to the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

For students in grades 6-12

- Awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

Life skills that build confidence, support mental and emotional health and enable students to overcome challenges, including:

- Self-awareness and self-management
 - Responsible decision making
 - Resiliency
 - Relationship skills and conflict resolution
 - Understanding and respecting other viewpoints and backgrounds
 - For grades 9-12 – developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.
2. Examine content standards/benchmarks, identify student learning targets, success criteria, possible misconceptions, scaffold instruction and plan “checks” for understanding.
 3. Demonstrate the ability to access valid health information, products, and services to support instruction related to Florida’s comprehensive health components and teach students to access and evaluate the validity and usefulness of information, products, and services to enhance health.
 4. Select and evaluate instructional resources and materials that enable students to recognize internal and external influences and evaluate their impact on healthy behaviors/choices, plan lessons and incorporate these into instruction.
 5. Plan student-centered instruction that promotes use of students’ interpersonal-communication skills to enhance health and avoid or reduce health risks.
 6. Select and evaluate instructional resources and materials that promote positive decision making, goal setting, and self-management in students to enhance their physical and emotional health and well-being, plan lessons, and incorporate these materials into instruction.
 7. Select and evaluate instructional resources and materials that will help students examine character and the positive impact of good choices and ethical behavior, plan lessons, and incorporate these into instruction.

8. Access, examine and evaluate print and digital media that may be used to effectively add relevance to grade-appropriate comprehensive health instruction, plan lessons, and incorporate these into instruction.
9. Identify and evaluate grade and standards-aligned assessments that may be used to assess any combination of student content knowledge, attitudes, behaviors, changes in behaviors and incorporate these assessments into instruction.
10. Identify and/or develop grade-appropriate curriculum resource materials, aligned to Florida's comprehensive health content components and content standards, and use them to promote creative/critical thinking and problem-solving of students.
11. Identify and/or develop grade-appropriate curriculum resource materials, aligned to Florida's comprehensive health components and content standards, and use them in the classroom to meet the needs of diverse learners.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, G, I

Professional learning methods are knowledge acquisition workshop, electronic interactive or non-interactive, learning community/lesson study group, structured coaching/mentoring, or job embedded.

WHAT

Educators may engage in any of the following:

1. Participate in presentations and engage in discussions and activities centered on grade appropriate health components address by Florida's content standards.
2. Access, evaluate and plan to use materials and resources including assessments to effectively teach and engage students in meaningful instruction focused on grade appropriate health components addressed by Florida's Academic Content Standards and measure outcomes.
3. Take part in dialogue focused on how diverse resources and materials may be used to engage learners in creative thinking and problem-solving.
4. Develop a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), or provide evidence such as student artifact(s), anecdotal evidence, assessment data, or written reflection.
5. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
6. Participate in mentor/coaching activities that may include, but not limited to, direct observation, discussion, modeling or coaching as directed.

HOW

The component will employ a variety of learning designs such as face-to-face instruction, synchronous or asynchronous virtual and occur in a workshop, study group, structured coaching/mentoring activity or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a professional learning community or lesson study group, and/or experience coaching or mentoring. Additionally, research-evidenced materials and/or curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

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).

Evaluation Methods for Students Database Codes: B, D, F

Determine the degree to which educator's professional learning contributed to student performance gains as measured by student growth measures, observation of student performance, and instruments used to evaluate student choices and behaviors related to health.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, Grant Coordinators, and in some cases PAEC personnel

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

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

1. Individual teachers will use impact data based on classroom assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering Florida's Academic Content Standards and will review results with a mentor, site-base administrator, or other designated individual.
2. District coordinators, site-based administrators, instructional staff, and consortia personnel will use data from surveys, student health measures and nationally or locally developed assessments to gauge progress toward positive student impact and to identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an, evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or a district- approved database for Participating non-member districts.

Date updated: February 2023

Department: Instructional Services-Professional Learning Center

FLORIDA LITERACY COACH ENDORSEMENT – FLORIDA CENTER FOR READING RESEARCH PROGRAM

Component Identifier Number: 2-013-003

Function: 2

Focus Area: 013

Local Sequence Number(s): 003

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this course is to prepare individuals to carry out the role of a literacy coach as defined by the [Florida Department of Education Literacy Coach Definition, Domains and Standards](#). The course consists of 5 modules (15 sessions, for a total of 120 hours) and provides an opportunity for coaches to improve their coaching knowledge and skills by engaging in reading, analyzing videos, collaboratively participating in activities related to the literacy coach standards, and developing culminating projects for each module to demonstrate their growing knowledge and abilities. Upon successful completion, participants will meet requirements for the Florida Department of Education Literacy Coach Endorsement. Current expectations of Florida Literacy Coaches is delineated in 6A-6.053, F.A. C. as stated below:

1. Work with school principals and the literacy leadership team to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes as defined in 20 U.S.C. § 7801921)(A)(i).
2. Model effective instructional strategies for teachers and facilitate study groups.
3. Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
4. Coach and mentor teachers daily.
5. Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
6. Increase instructional density to meet the needs of all students.
7. Increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
8. Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
9. Work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs <input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes <input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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. Apply principles and practices that foster a positive culture.
2. Apply effective pedagogy and andragogy.
3. Collect data to inform professional learning.
4. Plan, implement and analyze literacy instruction.
5. Demonstrate professional growth.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, C, F, H, I

WHAT

During the professional learning opportunity, participants will engage in the following:

1. Complete more than 36 hours of seat time in face-to-face sessions.
2. Read at least 15 research articles on various aspects of coaching related to the domains and standards of the coaching program.
3. View and analyze more than 20 videos of coaching conversations, interviews, and strategies for coaching.
4. Collaborate with other participants during face-to-face sessions.
5. Complete self-study assignments to enhance their knowledge of the domains and standards of the coaching program.
6. Complete a culminating project after each face-to-face module, for a total of five projects, to demonstrate knowledge of the domains and standards of the coaching program and their ability to apply that knowledge.

HOW

Professional learning methods may be any combination of the following: knowledge acquisition workshop, electronic non-interactive, independent inquiry, implementation of "high effective" practices, and/or job embedded.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: N, O, P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and will engage in independent learning, collaborate with other course participants in a learning community, and develop participant products.

Monitoring Procedures:

The participant will be required to complete self-study assignments and a culminating project after each face-to-face module, for a total of five projects, to demonstrate knowledge. Participants will become eligible for inservice credit upon successful completion of all five modules.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, F

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

Participant's work will be reviewed by course facilitators. Site-based instructional coaches and/or administrators will use classroom walkthrough tools as a means to determine changes in instructional practices or implementation of targeted state standards as measures of the effectiveness of the professional development on changing knowledge and/or instructional behaviors.

Evaluation Methods for Students Database Code: A, B, C, D

Results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures, portfolios of student work and/or observation of student performance may be used.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School, and District Coordinators, Just Read, Florida! Personnel, School Improvement Teams, and in some cases PAEC personnel.

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

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

1. Individual teachers will use impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering skills in the major components of reading and may review results with a course instructor, mentor, site-based administrator, or other designated individual. Classroom walkthrough data may also be used to determine impact on classroom practices. Data may be used to evaluate efficacy of the professional learning and/or to identify additional professional learning needs.
2. District coordinators, site-based administrators, instructional staff, and consortia personnel, will use progress monitoring and local and state and summative assessment impact data to gauge progress toward student achievement in the area of reading. Data may be used to evaluate efficacy of the professional learning and/or to identify additional professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Name(s)
of Component Author(s): FCRR, PAEC PDC

FLORIDA LITERACY COACH ENDORSEMENT – UF LASTINGER CENTER PROTRAM

Component Identifier Number: 2-013-003

Function: 2

Focus Area: 013

Local Sequence Number(s): 004

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this course is to prepare individuals to carry out the role of a literacy coach as defined by the [Florida Department of Education Literacy Coach Definition, Domains and Standards](#). The course consists of 5 modules (15 sessions, for a total of 120 hours) and provides an opportunity for coaches to improve their coaching knowledge and skills by engaging in reading, analyzing videos, collaboratively participating in activities related to the literacy coach standards, and developing culminating projects for each module to demonstrate their growing knowledge and abilities. Upon successful completion, participants will meet requirements for the Florida Department of Education Literacy Coach Endorsement. Current expectations of Florida Literacy Coaches is delineated in 6A-6.053, F.A. C. as stated below:

1. Work with school principals and the literacy leadership team to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes as defined in 20 U.S.C. § 7801921)(A)(i).
2. Model effective instructional strategies for teachers and facilitate study groups.
3. Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
4. Coach and mentor teachers daily.
5. Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
6. Increase instructional density to meet the needs of all students.
7. Increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
8. Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
9. Work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs <input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes <input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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 complete the following modules:

1. Module One – Knowledge Building of Coaches – Introduces literacy coaching, summarizes research on how coaching can transform student literacy outcomes, and describes what coaches need to know to implement standards-based literacy instruction grounded in the science of reading.
2. Module Two – Use of Data to Inform Coaching – Describes the principles of data-driven coaching, includes steps for planning and facilitating data-informed conversations, and offers strategies for collecting and using data to inform and implement professional learning opportunities.
3. Module Three – Application of Pedagogy and Andragogy – Explains foundational concepts of pedagogy and andragogy, describes proven methods of coaching support, details the features of effective professional learning, and explains how to support teachers as they plan for differentiated instruction.
4. Module Four – Building Relationships to Establish a Culture of Coaching – Describes principles of effective coaching partnerships, structures that promote collective responsibility for student and professional learning, including PLCs, collaborative planning, and lesson study; addresses common coaching dilemmas with practical, actionable strategies.
5. Module Five – Continuous Improvement and Professional Growth – Concentrates on a coach's ability to grow professionally including using individual performance data to engage in professional learning strategies, on how to continually seek out and evaluate evidence-based instructional practices to share with colleagues.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B, I
WHAT

During the online professional learning opportunity, participants will engage in the following:

1. Complete five online course modules during which they will:
 - a. View videos
 - b. Participate in interactive activities
 - c. Receive and review handouts
 - d. Complete reflective assignments
 - e. Complete self-evaluations
 - f. Complete relevant, job-embedded performance tasks

HOW

Professional learning methods are electronic interactive and job-embedded.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: N, P, R

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice by engaging in independent learning, electronic interactive learning with monitoring and feedback, and develop participant products.

Monitoring Procedures:

The participant will be required to complete self-study assignments and benchmark assignments as a part of each online module, to demonstrate knowledge. Participants will become eligible for inservice credit upon successful completion of all five modules.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A

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

Participant's work will be reviewed by course facilitators. Site-based instructional coaches and/or administrators will use classroom walkthrough tools as a means to determine changes in instructional practices or implementation of targeted state standards as measures of the effectiveness of the professional learning on changing knowledge and/or instructional behaviors.

Evaluation Methods for Students Database Code: A, B, C, D

Results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures, portfolios of student work and/or observation of student performance may be used.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School, and District Coordinators, Just Read, Florida! Personnel, School Improvement Teams, and in some cases PAEC personnel.

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

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

1. Individual teachers will use impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering skills in the major components of reading and may review results with a course instructor, mentor, site-based administrator, or other designated individual. Classroom walkthrough data may also be used to determine impact on classroom practices. Data may be used to evaluate efficacy of the professional learning and/or to identify additional professional learning needs.
2. District coordinators, site-based administrators, instructional staff, and consortia personnel, will use progress monitoring and local and state and summative assessment impact data to gauge progress toward student achievement in the area of reading. Data may be used to evaluate efficacy of the professional learning and/or to identify additional professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Name(s)

of Component Author(s): PAEC PDC and UF Lastinger Center

HUMANITIES SUBJECT CONTENT

Component Identifier Number: 1-006-001

Function: 1

Focus Area: 006

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will gain content knowledge needed to effectively teach humanities. They may also review and evaluate humanities instructional resources to improve the instructional process.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Demonstrate knowledge of Florida's Humanities content standards related to the teaching assignment to include, nomenclature, connecting benchmarks/horizontal alignment, and vertical alignment.
2. Examine content standards/benchmarks, identify student learning targets, success criteria, possible misconceptions, scaffold instruction and plan ongoing "checks" for understanding.
3. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
4. Demonstrate breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interest, and diverse points of view.
5. Examine, evaluate, and incorporate examples from history, culture, philosophy, art history, literature, religion, and politics to enrich instruction.
6. Examine and evaluate print and digital collections and identify primary source materials to support instruction.
7. Examine, evaluate, and incorporate media, including print, broadcast, and digital forms to support instruction.
8. Appreciate, understand, and use creative works to promote creative/critical thinking and problem-solving of students.
9. Develop lesson plans based on Florida's Humanities content standards and student needs, abilities, and interests.
10. Demonstrate knowledge about ways to modify or adapt content and/or learning activities to meet the needs of all learners.
11. Develop curriculum resource materials, aligned to Florida's Humanities content standards, and use them to promote creative/critical thinking and problem-solving of students.
12. Develop curriculum resource materials, aligned to Florida's Humanities content standards, and use them in the classroom to meet the needs of all learners.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Codes: A, B, C, D, F, G, H, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may be required to do any combination of the following:

1. Participate in presentations and engage in discussions and activities centered on Florida's Humanities content standards.
2. Examine examples from history, culture, philosophy, art history, literature, religion, and politics and align them with content benchmarks for use in supporting humanities instruction.
3. Identify print, broadcast, and digital media to support instruction.
4. Take part in dialogue focused on how diverse resources and materials may be used to engage learners in creative thinking and problem-solving.
5. Engage in a professional learning community or lesson study with other educators who teach the same course or from other content areas.
6. Develop a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), student artifact(s), anecdotal evidence, assessment, rubric for a performance assessment, or written reflection.
7. Participate in mentor/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.
8. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.

HOW

This 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, study group, structured coaching/mentoring or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

2. Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as resources, lesson plans, assessments, or presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators. Additionally, research-evidence materials and/or curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, D, F, G

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. Other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases PAEC personnel.

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

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

1. Individual teachers will use impact data based on classroom assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering Florida's Humanities content standards and will review results with a mentor, site-base administrator, or other designated individual.
2. District coordinators, site-based administrators, instructional staff, and consortia personnel will use data from nationally or locally developed assessments, demonstrations, and performances to gauge progress toward positive student impact and use information as a basis for identifying future professional learning needs.

What other forms of evaluation data will be gathered?

1. To evaluate the effectiveness of the professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or a district- approved database for Participating non-member districts.

Date updated: February 2023

Department: Instructional Services-Professional Learning Center

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

IMPLEMENTING THE FLORIDA STANDARDS IN PRESCHOOL CLASSROOMS: 3 YEARS OLD TO KINDERGARTEN – ONLINE PROFESSIONAL LEARNING

Component Identifier Number: 1-408-007

Function: 1

Focus Area: 408

Local Sequence Number(s): 007

Maximum Inservice Points: 5

2. DESCRIPTION:

The Office of Early Learning offers online professional learning opportunities through the Department of Children and Families (DCF) Training Management System. The *Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten* course. This training meets the lead VPK instructors, training requirements and incorporates the standards approved for use in VPK programs. Examples of developmentally appropriate instructional strategies for preschool age children are provided throughout the training along with information about purposeful planning, reflective practice, and qualities of an effective educator. Through an interactive presentation, video clips and hands-on activities, participants will become familiar with the Standards and understand the elements of quality instruction in preschool classrooms. Participants will receive explicit instruction on the implementation of the Florida Early Learning and Developmental Standards via the 5-hour online course.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning

_ Not significantly related to any PL 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 learn key content and strategies from the competencies listed below:

1. Participants will gain the ability to navigate and use the *Educator's Guide to Understanding the Florida Early Learning and Developmental Standards*.
2. Participants will gain an understanding of the eight developmental domains, including components, standards and where appropriate, benchmarks for each domain as well as know how to address and plan for each domain in order to connect the standards across age groups.
3. Participants will be able to explain the key elements of quality instruction that support effective educators in providing the best possible learning experience for children through reflective practice.

7. LEARNING PROCEDURES (Methods):

WHAT will occur during this professional learning opportunity?

During the online professional learning opportunity, participants will receive specific standards research and instructional content, view content driven videos and photos, explore resources and reflect on current instructional practice via a self-paced module. Participants will demonstrate mastery of content by completing an end-of-course assessment(s).

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will access the 5-hour course via the DCF training system at <https://training01-dcf.myflorida.com/studentsite/admin/signin>. Participants will work at their own pace to complete the course and receive in-depth knowledge the Florida Early Learning and Developmental Standards. Upon completion of the course and the end-of-course assessment, continuing education units (CEU) will be reflected on the participant's DCF training transcript. The transcript will provide evidence of completion to the school district to award in-service points.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to read provided content, listen to recording, view videos, and complete task associated with the online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEUs which will be noted on the participant's transcript.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a network or professional learning community of role-alike educators.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

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

All participants are expected to successfully complete the online end-of-course assessment.

Who will use the evaluation impact data gathered?

The Florida Office of Early Learning and the Florida Department of Education will use end-of-course assessment data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the end-of-course assessment data to determine participant success and course effectiveness. It is the goal and purpose of this training to change instructional practices and strategies in order to increase student success. An increase in student performance in grades pre-k – 3 as measured by the Florida Early Learning and Developmental Standards and the Florida B. E. S. T. Standards will be evidence towards the impact of this professional learning opportunity.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections at the Panhandles Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2021

Department: Panhandle Area Educational Consortium, Professional Learning Center Name(s) of
Component Author(s): Office of Early Learning

INSTRUCTIONAL LEADERSHIP – SCHOOL PRINCIPAL LEVEL II

Component Identifier Number: 7-507-002

Function: 7

Focus Area: 507

Local Sequence Number(s): 002

Maximum Inservice Points: 120

2. DESCRIPTION:

This component supports an in-depth, two to three-year program of professional learning based on *The Florida Educational Leadership Standards*, (6A-5. 080, F. A. C.) which are Florida's evidence-based standards that form the foundation for school leadership preparation programs, educator certification requirements, professional learning for school administrators, and school administrator evaluation systems. The purpose is to provide a deeper understanding, including repetitive implementation experience, regarding core instructional leadership strategies 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:

- ☐ 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 PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will become knowledgeable and demonstrate mastery of the eight standards as described below.

1. Standard 1: Professional and Ethical Norms – Effective educational leaders act ethically and according to the professional norms to promote the academic success and well-being of all students.
 - a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A010.081., F.A.C., and adhere to guidelines for student welfare, pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school and governing board policies.
 - b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S.
 - c. Accept accountabilities for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community.
 - d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership set forth in this rule.
2. Standard 2: Vision and Mission – Effective educational leaders collaborate with parents, students and other stakeholders to develop, communicate and enact a shared vision, mission and core values to promote the academic success and well-being of all students.
 - a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.
 - b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.
 - c. Collaborate to develop, implement and model a shared educational vision, mission and core values within the school community to promote the academic success and well-being of all students.
 - d. Strategically develop and implement systems to achieve the vision and mission of the school-reflecting and adjusting when applicable.
 - e. Recognize individuals for contributions toward the school vision and mission.
3. Standard 3: School Operations, Management and Safety
 - a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.
 - b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.
 - c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.
 - d. Utilize data, technology and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate and student learning.
 - e. Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs and communicate outcomes with school and district leaders.
 - f. Inform the school community of current local, state and federal laws, regulations, and best practices to promote the safety, success and well-being of all students and adults.
 - g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
 - h. Develop and maintain effective relationships with the district office and governing board.

- i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.
 - j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, G.S., and Rule 6A-1.0017, F.A.C.
 - k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment.
 - l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.
4. Standard 4: Student Learning and Continuous School Improvement – Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.
- a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students.
 - b. Ensure alignment of the school’s learning goals and classroom instruction to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan.
 - c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student academic needs.
 - d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps.
 - e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide and other applicable assessments as stipulated in Section 1008.22, F.S.
 - f. Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.
 - g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C, by all instructional personnel.
5. Standard 5: Learning Environment – Effective educational leaders cultivate a caring, rigorous and supportive school community that promotes the academic success and well-being of all students.
- a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment.
 - b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.
 - c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills.
 - d. Provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.
6. Standard 6: Recruitment and Professional Learning – Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.
- a. Recruit, hire, develop, support and retain diverse, effective and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.
 - b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.
 - c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.
 - d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.
 - e. Develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.

- f. Monitor and evaluate professional learning linked to district-and School-level goals to foster continuous improvement.
 - g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement.
 - h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission and core values of the school with mutual accountability.
 - i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice and evaluating impact on student outcomes.
7. Standard 7: Building Leadership Expertise – Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students.
- a. Develop and support open, productive, caring and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.
 - b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders.
 - c. Develop capacity by delegating tasks to other school leaders and holding them accountable.
 - d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.
8. Standard 8: Meaningful Parent, Family and Community Engagement – Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well-being of all students.
- a. Understand, value, and employ the community’s cultural, social and intellectual context and resources.
 - b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders.
 - c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.
 - d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.
 - e. Utilize appropriate technologies and other forms of communication to partner with parents, students and families on student expectations and academic performance.

Professional Learning Delivery, Follow-Up, and Evaluation:

NOTE: to earn credit for an objective, the participant must complete the activities for the 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 FELS Standard 3 and other resources provided by FLDOE or PAEC).
2. Florida Educational Leadership Standards:
 - a. To deepen capacity for implementing high quality instructional leadership at the school level, review the indicators in the Florida Educational Leadership Standards with your mentor/growth team, and analyze your progress toward meeting requirements.

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/lessons study group, or individually.

KEY ISSUES to be included in participant implementation agreements (if used):

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 practices.
 - f. Participate in leadership simulations.
 - g. Develop school action project.
 - h. Presentation of action school project to his/her superintendent.
 - i. Participate in leadership simulations.

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 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:

Evaluation Methods for Staff Database Code: A, B, F

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: A, B

A variety of student measures may be selected for use including student national, state, or district-developed/standardized student performance measures and progress measures.

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 leaders, 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 additional coaching, mentoring, or other forms of support may be needed.

What other forms of evaluation data will be gathered?

1. Online "Professional Learning Design" Survey
2. Data demonstrating improved/increased communication among educators, educators and parents, educators, and students, and/or among students
3. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants
4. School culture and/or climate survey
5. Survey that reports the frequency and quality of interactions among the participant and mentor/growth team members
6. Data may be used by district supervisor and instructional teams, mentor/growth teams, site-based administrators, and/or PAEC personnel.

District record keeping data related to development of this component:

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

Updated: February 2023

Department: Professional Learning Center

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

INSTRUCTIONAL METHODOLOGY

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

Function: 2

Focus Area: 408 OR 100

Local Sequence Number(s): 002 OR 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide teachers and staff with the ability to use knowledge of research-evidenced, high-impact practices to support the intellectual development and critical, creative, and evaluative thinking capabilities of students.

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 FEL standards) ☒
- Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Increasing rigor and thinking demands.
- ☐ 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 FELs)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Recognize the developmental level of each student as indicated by behaviors, writings, drawings and/or other student-generated artifacts, and other responses.
2. Stimulate student reflection on previously acquired knowledge and link new knowledge and ideas to already familiar ideas.
3. Draw upon an extensive repertoire of research-evidenced strategies/activities proven to be successful in engaging and motivating students at appropriate developmental levels.
4. Develop instructional curriculum with attention to learning theory, Florida academic content standards and subject matter structure, curriculum development, and student development.
5. Present concepts and principles at various levels of complexity so that they are meaningful to students at varying levels of development.
6. Analyze student performance standards to identify the associated rigor and incorporate content and task-appropriate strategies to evoke high-order thinking and help students meet or exceed the rigor of the standard.
7. Choose varied teaching strategies, materials, and technologies to expand students' thinking and establish relevance.
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 engage students in analytical and 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. Guide students in evaluating the credibility of resources used as evidence to support claims.
13. Create approaches to learning that are interdisciplinary and that integrate multiple subject content areas.
14. Represent concepts using multiple methodologies such as analogies, metaphors, graphics, models, and concrete materials.
15. Vary the teacher's role in the instruction process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' need.
16. Monitor students' work, formative, and summative assessment data and adjust strategies in response to learner's needs and successes in creative thinking activities.
17. Develop and implement open-ended projects and other activities in which creative products and innovative solutions are the ultimate object.
18. Use technology and other appropriate tools and resources to extend the learning environment for students.
19. Demonstrate knowledge of tiered instruction and the multi-tiered system of supports (MTSS).
20. Understand strategies to differentiate instruction.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning communities/lesson study groups, independent inquiry, structured coaching or mentoring, implementation of "high-effect" practices with structured feedback, job embedded with modeling and support of new/improved practices, and/or learning processes embedded in deliberate practice growth targets.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on Florida's academic content standards, rigor of the standards and/or research-evidenced, high-effect practices and strategies to engage students in learning content at the appropriate level of rigor.
2. Read and discuss professional literature and/or watch video clips focused on implementing research-

evidenced, high-effect teaching and learning strategies that foster the critical, collaborative, and autonomous application of content by students.

3. Participate in a professional learning community or lesson-study group focused on topics such high-effect strategies, critical and/or creative thinking, increasing academic rigor, problem-based learning, project-based learning, use of technology for research and evaluation, differentiated instruction.
4. Participate in a book study focused on topics such high-effect strategies, critical thinking, increasing academic rigor, problem-based learning, project-based learning, use of technology for research and evaluation, differentiated instruction.
5. Develop a product related to the professional learning such as (but not limited to) an instructional plan, student resource, media, or other presentation for use in instruction, assessment, and/or rubric for grading a performance assessment.
6. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
7. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
8. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a content-related problem of practice, develop and practice strategies to address the problem of practice, obtain feedback, and reflect on impact.

HOW

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R

Implementation Support:

Participants may receive support from coaches, mentors, and/or knowledgeable others on site or via electronic interactive means, participate in collaborative planning such as a professional learning community, conduct action research to implement professional learning, develop products related to the learning process such as resources, behavioral or lesson plans, data reports, and/or student/parent presentation materials, provide a written reflection regarding the implementation process, examine lessons learned, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings.

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:

Evaluation Methods for Staff Database Code: A, D, F, G

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). Other changes in practices supporting effective implementation of job responsibilities and changes in educator proficiency in practices that occur generally without students present (lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues) may also be observed.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures that may include industry certification exams, results of school/teacher-constructed student growth measures that track student progress, student portfolios, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

1. Individual teachers will use impact data to gauge student progress (individual and/or class) toward content and/or skill proficiency.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement, identify areas of weakness and strength, and use information in planning professional learning.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

INTEGRATING THE STANDARDS: PHONOLOGICAL AWARENESS – ONLINE PROFESSIONAL LEARNING

Component Identifier Number: 1-408-008

Function: 1

Focus Area: 408

Local Sequence Number(s): 008

Maximum Inservice Points: 2

2. DESCRIPTION:

The Office of Early Learning offers online Professional learning opportunities through the Department of Children and Families (DCF). Training Management System. The *Integrating the Standards: Phonological Awareness Course* is recommended for all preschool teachers, assistants, and directors. Participants will have an opportunity to expand their knowledge and understanding of the phonological awareness components and how they can be implemented in the classroom. During the training an emphasis on instructional planning, implementation and teacher self-reflection will be presented. Participants will receive explicit instruction on the components of phonological awareness via the 2-hour online course.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

1. Participants will be able to identify the key elements of early language and literacy development.
2. Participants will be able to identify the stages of phonological awareness development and understand the connections to emergent reading and writing.
3. Participants will be able to recognize the phonological awareness standards and benchmarks for 4-year-olds.
4. Participants will be able to plan and implement phonological awareness instruction using developmentally appropriate activities.

7. LEARNING PROCEDURES (Methods):

WHAT will occur during this professional learning opportunity?

During the online professional learning opportunity, participants will receive specific phonological research and instructional content, view content driven videos, and photos, explore resources and reflect on current instructional practice via a self-paced module. Participants will demonstrate mastery of content by completing an end-of-course assessment.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will access the 2-hour course via the DCF training system at <https://training01-dcf.myflorida.com/student/site/admin/signin>. Participants will work at their own pace to complete the course and receive in-depth knowledge the Florida Early Learning and Developmental Standards. Upon completion of the course and the end-of-course assessment, continuing education units (CEU) will be reflected on the participant's DCF training transcript. The transcript will provide evidence of completion to the school district to award in-service points.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to read provided content, listen to recording, view videos, and complete task associated with the online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .2 CEU's which will be noted on the participant's transcript.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and make take part in a professional learning community of role-alike educators.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes" section. This description should include specific evaluation of impact decisions for each impact area identified for this component and the priority Specific Learner Outcomes. Text here should include procedures consistent with the code choice for staff development data base element 215246. (Evaluation Method Staff) and, if relevant, data base element 215248 (Evaluation Method Student).

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

All participants are expected to successfully complete the online end-of course assessment.

Who will use the evaluation impact data gathered?

The Florida Office of Early Learning and the Florida Department of Education will use end-of-course assessment data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the end-of-course assessment data to determine participant success and course effectiveness. It is the goal and purpose of this training to change instructional practices and strategies in order to increase student success. An increase in student performance in grades pre-K – 3 as measured by the Florida Early Learning and Developmental Standards and the Florida B. E. S. T. Standards will be evidence towards the impact of this professional learning opportunity.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or a district- approved database for Participating non-member districts.

Date approved: August 2021

Department: Panhandle Area Educational Consortium Professional Learning Council Name(s) of
Component Author(s): The Office of Early Learning

LANGUAGE AND VOCABULARY IN THE VPK CLASSROOM

Component Identifier Number: 1-408-004

Function: 1

Focus Area: 408

Local Sequence Number(s): 004

Maximum Inservice Points: 2

2. DESCRIPTION:

The Office of Early Learning offers online Professional learning opportunities through the Department of Children and Families (DCF). Training Management System. The *Language and Vocabulary in the VPK Classroom Course* is appropriate for instructors, assistants, and directors and provides instructional strategies for increasing language and vocabulary with young children. Videos of instructors implementing the strategies with children as well as activities and resources to support teachers as they begin to use the language and vocabulary strategies in their classrooms are included in the learning opportunity. Participants will receive explicit instruction on the components of phonological awareness via the 5-hour online course.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

1. Participants will gain an understanding of the evidence base research and practical information on teaching language and vocabulary.
2. Participants will gain knowledge of content and implementation of scaffolding, book embedded classroom instruction, dialogic reading and think, show, tell talk strategies.

7. LEARNING PROCEDURES (Methods):

WHAT will occur during this professional learning opportunity?

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will access the 2-hour course via the DCF training system at <https://training01-dcf.myflorida.com/studentsite/admin/signin>. Participants will work at their own pace to complete the course and receive in-depth knowledge the Florida Early Learning and Developmental Standards. Upon completion of the course and the end-of-course assessment, continuing education units (CEU) will be reflected on the participant's DCF training transcript. The transcript will provide evidence of completion to the school district to award in-service points.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to read provided content, listen to recording, view videos, and complete task associated with the online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEU's which will be noted on the participant's transcript.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and make take part in a network or professional learning community of role-alike educators.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

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

All participants are expected to successfully complete the online end-of course assessment.

Who will use the evaluation impact data gathered?

The Florida Office of Early Learning and the Florida Department of Education will use end-of-course assessment data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the end-of-course assessment data to determine participant success and course effectiveness. It is the goal and purpose of this training to change instructional practices and strategies to increase student success. An increase in student performance in grades pre-K – 3 as measured by the Florida Early Learning and Developmental Standards and Florida's academic content standards will be evidence towards the impact of this professional learning opportunity.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or a district- approved database for Participating non-member districts.

Date approved: August 2021

Department: Panhandle Area Educational Consortium Professional Learning Council Name(s) of

Component Author(s): The Office of Early Learning

LEADERSHIP EVALUATION MODEL, POLICIES AND PROCEDURES

Component Identifier Number: 7-507-004

Function: 7

Focus Area: 507

Local Sequence Number(s): 004

Maximum Inservice Points: 60

2. DESCRIPTION:

The purpose of this component is to provide district and school-based leadership personnel an overview of the district evaluation model/system and an in-depth description of how the model and evaluation procedures will be implemented. Upon completion, district and school leaders will be able to describe all components of the district evaluation model and explain how the system and procedures will impact evaluation results.

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 FEL standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice:
- ☒ Mastery of a specific leadership practice: Observations tied to teacher evaluation
- ☐ 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 FELS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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 district evaluation model/system, its components, and procedures.
2. Demonstrate knowledge of effective professional learning systems that support teacher learning.
3. Discuss the cause-and-effect relationship between instruction and student academic growth as they relate to impacting the results of the district evaluation model/system.
4. List and describe the components of the evaluation model/system and how the results, including teacher observations and student learning are analyzed.
5. Describe, in detail, supports available to enhance the individual inquiry process to support teacher growth during the evaluation period.
6. Using the evaluation model/system framework, identify long and short-term instructional goals to enhance student learning concurrent with professional growth.
7. Explain how leaders may use components of the evaluation model/system to enhance educator's focus on student academic progress.
8. Use the evaluation model framework as the basis for identifying and using effective tools and strategies to enhance teacher collaboration with leadership to improve student learning.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, learning communities, independent inquiry, structured coaching or mentoring, implementation of "high-effect" practices with structured feedback, job embedded with modeling and support of new/improved practices, and/or learning processes embedded in deliberate practice growth targets.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on the district evaluation model/system components and/or research-evidenced strategies that support the professional learning of teachers.
2. Read and discuss professional literature and/or watch video clips that depict effective implementation of the evaluation model/system and/or effective professional learning systems that support teacher learning.
3. Participate in a professional learning community with groups of leaders with a focus on effective implementation of the district evaluation model/system and/or indicators of quality.
4. Evaluation system simulations with data collection.
5. Classroom walkthroughs with other leaders to practice using observation tools and to improve inter-rater reliability of evaluators.
6. Develop a product related to the professional learning such as a presentation to explain the district evaluation model/system to staff members.
7. Identification of resources used to depict highly effective implementation of measured indicators for use with teachers.
8. Analyze student data to correlate teacher evaluation findings with student achievement.
9. Case studies and scenarios to practice using the evaluation model/system/framework to identify long and short-term goals for professional growth of individual educators and/or groups of educators.
10. Role play and practice communicating evaluation results and providing effective feedback to educators.
11. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a related problem of practice, develop and practice strategies to address the problem of practice, obtain feedback, and reflect on impact.

HOW

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, T

Implementation Support:

Participants may receive support from coaches, mentors, and/or knowledgeable others on site or via electronic interactive means, participate in collaborative planning such as a professional learning community, conduct action research to implement professional learning, develop products related to the learning process such as resources and presentations, provide a written reflection regarding the implementation process, examine lessons learned, audio/video exemplars, anecdotal evidence, student data, and/or case study findings.

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:**Evaluation Methods for Staff Database Code: A, B, F, G**

Changes in instructional or learning environment practices implemented in the classroom – observed or measured impact on educator proficiency through the district’s instructional evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP growth targets and/or district or school level processes for tracking student progress. Changes in instructional leadership practices, changes in implementing the district evaluation initiative, and/or changes in practices such as problem solving processes, needs assessments, data analyses, and sharing practices with colleagues may also be impact measures.

Evaluation Methods for Students Database Codes: A, B

Results of national, state or district-developed/standardized student performance measures that may include industry certification exams, and for those who teach in content areas that are not assessed on statewide or other standardized measures, results of district/school -constructed student growth measures will be used to determine teacher impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, site-based and district administrators.

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

1. Individual teachers will use the combination of evaluation results and feedback and student achievement data to gauge student progress (individual and/or class) toward content and/or skill proficiency as the basis to identify personal needs for content or skills enhancement or enrichment.
2. District coordinators and site-base administrators will use achievement data to gauge student progress and evaluation data to identify weaknesses and strengths of educators, and use information as a basis for planning professional learning.
3. FDOE will monitor educator evaluation data and student achievement data to identify trends and develop action plans to address trends that have negative impact.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

LESSON STUDY

Component Identifier Number: 2-400-002

Function: 2

Focus Area: 400

Local Sequence Number(s): 002

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide district personnel, instructional coaches and classroom teachers with knowledge required to implement collegial learning through the process of lesson study.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Describe and discuss the elements of the lesson study process.
2. Identify protocols for effective teacher collaboration.
3. Establish a lesson study team and demonstrate the following steps of the lesson study cycle:
 - a. Identify the research theme for the group.
 - b. Establish goals for students, investigate curricula, and examine research on classroom practice and student learning.
 - c. Develop a detailed lesson plan that includes desired learning outcomes for students, tasks, anticipated responses, instructional strategies, and assessment strategies.
 - d. Teach the lesson (one team member) while other team members observe and take notes focused on evidence of student learning.
 - e. Examine and discuss observation evidence to determine whether students met learning goals.
 - f. Revise the lesson to increase effectiveness.
 - g. Reteach (one team member), collect evidence of learning, review and reflect on the results.
 - h. Reflect on process and submit report of process and results.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, G, H

Professional learning methods are knowledge acquisition workshop, electronic interactive or non-interactive, lesson study group, structured coaching/mentoring with small group instruction, and/or implementation of "high effect" practices monitored with feedback from others.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on the lesson study process.
2. Read and discuss professional literature related to intended goals and high effect practices/strategies.
3. Review curriculum related to intended goals.
4. Participate in the lesson study process.
5. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
6. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss intended goals and instructional strategies useful in helping achieve intended outcomes.
7. Modeling and practice of high effect practices/strategies.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, coaching and modeling, group practice and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, P, Q

Implementation Support:

Participants may receive support from coaches, mentors, and/or knowledgeable others, participate in a lesson study group and produce products such as the initial lesson plan, observation notes, revised lesson plan, student artifacts, and reflections on the process.

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:

Evaluation Methods for Staff Database Code: A, F, G

Changes in instructional or learning environment practices implemented in the classroom – observed or measured impact on educator proficiency through the district's instructional evaluation system indicators,

components, and/or domains, and/or deliberate practice or IPDP growth targets and/or district or school level processes for tracking student progress. Changes in observed educator proficiency in implementing targeted state standards (FEAPS practices) and changes in proficiency in collegial team learning processes, lesson design, data analysis and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, D, F

Results of national, state or district-developed/standardized student performance measures, district/school - constructed student growth measures and observation of student performance, other performance assessments that reveal impact on students including learning objectives or behavioral growth will be used to determine teacher impact on student achievement through the lesson study process.

Who will use the evaluation impact data gathered?

Teachers, site-based and district administrators.

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

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

1. Individual teachers use observation and achievement data to determine efficacy of the implemented lesson.
2. District coordinators and site-base administrators will review lesson study products, student artifacts and/or data, reflections of lesson study to gauge impact on student achievement and teacher learning and to identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

MATHEMATICS SUBJECT CONTENT

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

Function: 1

Focus Area: 009 or 105

Local Sequence Number(s): 001

Or --2Maximum Inservice

Points: 120

2. DESCRIPTION:

The purpose of this component is to provide educators with the content knowledge needed to effectively implement grade-appropriate mathematics content as required by *Florida's B.E.S.T. Standards: Mathematics*.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Understand *Florida's B.E.S.T. Standards: Mathematics* aligned to the mathematics teaching assignment to include, course description, nomenclature, connecting benchmarks/horizontal alignment, vertical alignment, common misconceptions or errors, the *Mathematical Thinking and Reasoning Standards*, and strategies to support tiered instruction.
2. Examine content standards/benchmarks, identify student learning targets, success criteria, scaffold instruction and plan "checks" for understanding.
3. Maintain currency regarding changes in *Florida's B.E.S.T. Standards: Mathematics* related to the mathematics teaching assignment.
4. Become knowledgeable in using of the *B.E.S.T. Instructional Guides for Mathematics (B1G-M)* as a tool to assist with planning for instruction and maintain currency as the guide is updated.
5. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
6. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and points of view.
7. Become knowledgeable in how to access high quality resources (teacher, student, and/or parent) aligned to teaching *Florida's B.E.S.T. Standards: Mathematics* related to the mathematics teaching assignment.
8. Identify and use references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
9. Identify and use hands-on materials such as manipulatives to provide concrete connections to mathematics content.
10. Demonstrate of breadth of subject matter knowledge that enables the educator to collaborate with colleagues from other content subjects in the integration of instruction.
11. Develop age/developmentally appropriate standards-based lesson plans based on *Florida's B.E.S.T. Standards: Mathematics* related to the mathematics teaching assignment and student needs, abilities, and interests.
12. Develop age/developmentally appropriate standards-based assessments at an appropriate level of rigor and criteria for scoring the assessments.
13. Develop age/developmentally appropriate standards-based lessons that make content relevant, integrate the *Mathematical Thinking and Reasoning Standards*, and are at an appropriate level of rigor.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community/lesson study group, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on *Florida's B.E.S.T. Standards: Mathematics*.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Become knowledgeable and practice using the *B.E.S.T. Instructional Guides for Mathematics (B1G-M)* as a tool to aid in planning content instruction.
4. Read and discuss professional literature and/or watch video clips that may demonstrate high-effect practices, increase content understanding, engage learners through relevance, and/or add rigor and higher-order thinking focused on *Florida's B.E.S.T. Standards: Mathematics* related to job assignment.
5. Collaborate with others who teach the same content.
6. Use hands-on materials/manipulatives to create concrete connections to mathematics content.
7. Analyze and discuss student artifacts, scenarios, or case studies to identify common errors or student misconceptions and develop a plan to correct the error or misconception.
8. Participate in a lesson-study group with those who teach like content or those from other content areas.

9. Develop a product related to the professional learning such as (but not limited to) an instructional plan, curriculum map or pacing guide, student resource, media, or other presentation for use in instruction, assessment, and/or rubric for grading a performance assessment.
10. Engage in discussions with other educators with a focus on vertical alignment, knowledge gaps, and strengths.
11. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
12. Engage in a professional learning community focused on content standards and content.
13. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a content-related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.
14. Develop lesson/action plans for classroom implementation.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as resources, lesson plans, assessments, or presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database Code: A, D, F, G

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. Other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student (individual and/or class) progress toward standards mastery—content and/or skill proficiency.

2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement, identify gaps and strengths, and determine professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

MATHEMATICAL THINKING FOR EARLY LEARNERS – ONLINE PROFESSIONAL LEARNING

Component Identifier Number: 1-408-009

Function: 1

Focus Area: 408

Local Sequence Number(s): 009

Maximum Inservice Points: 5

2. DESCRIPTION:

The Office of Early Learning offers online Professional learning opportunities through the Department of Children and Families (DCF). Training Management System. The *Mathematical Thinking for Early Learners Course* is recommended for administrative staff, directors, and teachers of 3-, 4-, and 5-year-old children. Participants will gain in-depth knowledge of early math skills and practical information focused on how to structure the classroom environment and plan activities to integrate math concepts and skills throughout the learning day. Participants will receive explicit instruction on the components of math instruction via the 5-hour online course.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

1. Participants will gain a deeper knowledge of early mathematics.
2. Participants will gain an understanding of the standards for the six mathematical thinking areas found in the *Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten* (2017).
3. Participants will gain knowledge of practical strategies for structuring the classroom environment.
4. Participants will gain knowledge on instructional planning of activities that integrate all the developmental learning standards for four-year-olds.
5. Participants will gain an understanding of the 5 evidence-based recommendations for meeting the challenges of teaching math to young children.
6. Participants will gain knowledge of practical information about mathematical instruction for young learners.

7. LEARNING PROCEDURES (Methods):

WHAT will occur during this professional learning opportunity?

During the online professional learning opportunity, participants will receive specific mathematical research and instructional content, view content driven videos, and photos, explore resources and reflect on current instructional practice via a self-paced module. Participants will demonstrate mastery of content by completing an end-of-course assessment.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will access the 2-hour course via the DCF training system at <https://training01-dcf.myflorida.com/studentsite/admin/signin>. Participants will work at their own pace to complete the course and receive in-depth knowledge of mathematical thinking. Upon completion of the course and the end-of-course assessment, continuing education units (CEU) will be reflected on the participant's DCF training transcript. The transcript will provide evidence of completion to the school district to award in-service points.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to read provided content, listen to recording, view videos, and complete task associated with the online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEU's which will be noted on the participant's transcript.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and make take part in a network or professional learning community of role-alike educators.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

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

All participants are expected to successfully complete the online end-of course assessment.

Who will use the evaluation impact data gathered?

The Florida Office of Early Learning and the Florida Department of Education will use end-of-course assessment data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the end-of-course assessment data to determine participant success and course effectiveness. It is the goal and purpose of this training to change instructional practices and strategies in order to increase student success. An increase in student performance in grades pre-K – 3 as

measured by the Florida Early Learning and Developmental Standards and the Florida B. E. S. T. Standards will be evidence towards the impact of this professional learning opportunity.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or a district- approved database for Participating non-member districts.

Date approved: August 2021

Department: Panhandle Area Educational Consortium Professional Learning Council Name(s) of

Component Author(s): The Office of Early Learning

MEDIA SPECIALISTS AND INSTRUCTIONAL MATERIALS – LAWS, RULES, AND PROCEDURES COMPONENT NUMBER: 8-410-002

Function: 8

Focus Area: 410

Local Sequence Number(s): 002

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION:

Professional learning within this component will ensure media specialists are prepared to provide an on-campus media program that is inviting, safe, conducive to learning, supportive of multiple literacies, integrates technology, and flexible. Media specialists will become familiar with legal aspects of library management including federal and state laws/rules related to confidentiality, standards for selection, purchasing and evaluation of materials, safe and secure use of internet, and guidelines regarding copyright and fair use. In addition, media specialists will learn about local policies/protocols pertinent to the role including, but not limited to inventories and property records, lost or damaged books, and challenged materials.

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

4. FLORIDA PROFESSIONAL LEARNING PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0.1: Leadership
Planning	<input checked="" type="checkbox"/> 1.1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes
	<input checked="" type="checkbox"/> 2.2: Learning Designs Implementing
	<input checked="" type="checkbox"/> 3.1: Implementation of Learning

- Evaluating ☒ 4.1: Evaluation of Professional Learning
 ☐ Not significantly related to any PL 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:

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

1. Know and adhere to Florida legislation, laws and rules related to media specialists and instructional materials, specifically, HB, 1467, 6A-7.0715, F.A.C., 6A-1.09401, F.A.C., 1006.28, F.S. 1006.34, F.S. 847.001, F.S. 847.012, F.S. 847.0133, F.S., 1001.215(8), F.S., 6A-7.0714, F.A.C., and 1003.41, F.S.
2. Establish procedures that lend to an inviting, safe and collaborative learning space.
3. Examine the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C.s.1232g and apply it to privacy rights of library users.
4. Know state and district policy and adhere to recommended procedures for circulation systems, cataloging, reporting, and inventory.
5. Know and apply local policies regarding weeding collections and resources and discarding materials no longer useful or usable.
6. Know copyright law and fair use guidelines as they apply to students, teachers, and libraries and be prepared to serve as a resource for students and teachers. (Title 17 U.S. Code)
7. Know and adhere to district policies related to videotaping students and videos requested by teachers.
8. Maintain currency regarding to Florida law related to instructional materials.
9. Know and adhere to Florida laws and district policies/procedures for purchasing and evaluating materials and for responding to challenges regarding materials.
10. Explore and use vetted resources, such as selection tools, available to media specialists, to aid in determining appropriateness of instructional materials for students.
11. Know and adhere to district policies regarding safe and secure use of internet and other technology.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, H

WHAT

During this professional learning opportunity, participants will:

1. Participate in presentations and discussions related to legal requirements associated with instructional materials, role, and practice of the media specialist, and/or mandated requirements that must be met by media specialists.
2. Review and discuss professional articles related to effective management and marketing of the media center.
3. Review federal guidelines, state laws and district policies related to the instructional materials and/or role of media specialist.
4. Become knowledgeable with district media center management policies.
5. Become knowledgeable with high leverage strategies for developing an inviting and collaborative learning space.
6. Examine materials and gauge grade-level appropriateness and subject-content standards alignment to support teachers in using resources for instructional purposes.
7. Analyze and discuss case studies and news reports related to media practices.
8. Apply learning to develop site-based policies, procedures, and resources that meet federal and state

requirements.

HOW

Professional learning methods may be any combination of the following: workshop – face to face or virtual, electronic interactive or non-interactive, facilitated group discussions, and/or professional meetings.

7. IMPLEMENTATION/MONITORING PROCEDURES: Implementation/Monitoring Data Base

Code: N, O, R, S, T Implementation Support:

Implementation support may be provided by course instructor, through a collaborative group of media specialists at the district, regional or statewide level, and/or through mentoring support at the local or district level.

Monitoring Procedures:

Monitoring may take place via walkthroughs, submission of products related to the professional learning activity such as procedures, artifact/portfolio demonstrating adherence to local policies and procedures, presentations, anecdotal evidence, or written reflection describing the outcome of the implementation process.

8. 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, C, D

Changes in learning environment and practices related to effective implementation of job responsibilities will be observed by walkthroughs, examination of artifacts/portfolio, or reflective conversations.

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

Evaluation Methods for Students Database Codes: F

Evaluation of impact on students may be measured by data related to media use.

Who will use the evaluation impact data gathered?

Site-Based Administrators, School and District Coordinators

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

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

1. Professional learning community members and individual teachers will use impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering content and skills and may review results with other faculty members, instructional coach, site-based administrator, or other designated individual.
2. District coordinators, site-based administrators, and instructional staff will use progress monitoring and local and state and summative assessment impact data to gauge progress toward changes in educator practice to student achievement.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections at the Panhandle Area Educational Consortium or a district- approved database for participating non-member districts.

Department: Instructional Services – PAEC Professional Learning Center
Name(s) of Component Author(s): PAEC PDC

MEDIA SPECIALIST SUBJECT CONTENT

Component Identifier Number: 1-407-001

Function: 1

Focus Area: 407

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide media specialists with the content and procedural knowledge necessary to effectively organize and manage a school media center/library, serve as an information specialist, provide access to rich, grade-appropriate resources for students and teachers in a variety of formats, and support teachers in using media resources to enhance/support classroom instruction.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Become knowledgeable about professional organizations, resources and national and state guidelines and standards for the school library media specialist.
2. Become knowledgeable about federal and state legislation and the impact on their impact on the school library media program.
3. Understand teaching and learning principles of the school library media specialist.
4. Demonstrate knowledge of role as an instructional partner in assisting school learning community in design and production of various types of media.
5. Design and deliver professional learning as related to library and media.
6. Demonstrate knowledge of teaching methods for implementing multiple literacies.
7. Become knowledgeable about resources in all formats to support standards-based instruction.
8. Become knowledgeable about responsibilities as an information specialist.
9. Gain skills in the foundations, designing, planning, and development of a school library media program.
10. Understand procedures to assess and evaluate the effectiveness of a school library media program.
11. Comprehend skills required to plan, prepare, advocate, and administer a budget.
12. Become knowledgeable about strategies proven effective in motivating students to read.
13. Demonstrate knowledge in research-evidenced strategies to support the home-school literacy connection.
14. Understand policies and procedures for collection development, managing, cataloging, organizing, circulating, and maintaining resources.
15. Understand current professional trends and issues of the school library media program.
16. Understand professional ethics for school library media specialists.
17. Demonstrate knowledge of methods for providing equity, diversity, and global perspectives in the school library media program.
18. Demonstrate knowledge of reading research and strategies.
19. Demonstrate knowledge of methods for integrating technology into the instructional program.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community/lesson study group, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on topics pertinent to the role of media specialists.
2. Review, discuss, and apply professional literature focused on research-evidenced strategies for motivating students to read and promoting a home-school literacy connection.
3. Read and discuss professional literature and/or watch video clips depicting best practices related to the role of media specialists.
4. Examination and discussion of federal, state, and local legal requirements.
5. Access and review course descriptions, content standards and related resources to support classroom instruction.
6. Collaborate with knowledgeable experts, district personnel and other media specialists to enhance skills and maintain currency of knowledge related to legal requirements and/or policies– local, regional, statewide, and/or national.
7. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
8. Participate in professional learning communities with other educators.
9. Examination and identification of grade-appropriate resources as tools to aid teachers in planning and/or delivering content instruction.
10. Examine district policies as related to library finance and practice budget development.

11. Identify and practice using various technological resources to support the media program and classroom instruction.
12. Analyze and discuss legal issues, scenarios, or case studies to identify problems and propose solutions.
13. Develop a product related to the professional learning such as (but not limited to) media center/library policies and procedures, action plan to support instruction or for another purpose, student or teacher resource, media, or other presentation for use in instruction or professional learning of other educators, or survey to determine effectiveness of the library media program.
14. Collaborate with a mentor, administrator, or knowledgeable other to identify and discuss a problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S, T

Implementation Support:

Participants may receive support from administrators, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students and/or other educators, plan collaboratively, develop products related to the learning process such as resources, presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in electronic interactive or non-interactive learning, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

Changes in instructional or learning environment practices implemented in the media center/library 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. Other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as, but not limited to, adherence to legal requirements, implementation and adherence to local policies, budgetary expertise, and use of media best practices. Parent/student/teacher surveys may also be used to gauge the level and quality of media support/

Evaluation Methods for Students Database Codes: A, B, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, observation of student performance, other performance assessments that reveal impact on student achievement, and other assessment such as surveys that measure student use and/or library/media climate.

Who will use the evaluation impact data gathered?

Media specialist, site-based and district administrators.

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

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

1. Media specialists will use impact data to gauge student (individual and/or class) progress toward standards mastery—content and/or skill proficiency, evaluate use of media center resources and tools, and gauge whether the media center/library climate is conducive to use by educators and students.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement, identify

gaps and strengths in the practice of the media specialist and determine professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

MENTAL HEALTH SERVICES

Component Identifier Number: 5-414-001

Function: 5

Focus Area: 414

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

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

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Become knowledgeable regarding current state legislation, legal requirements, and initiatives related to student mental health services.
2. Identify current, research-evidenced strategies and techniques to be used in identifying mental health needs of students and providing mental health services to students.
3. Identify community services, providers, and resources available to promote and support student mental wellness.
4. Identify resource materials, including commercially prepared materials, which may be used when providing mental health services.
5. Identify materials which may be used to assist students who are deficient in a given skill area.
6. List, describe and implement strategies and techniques appropriate for specific student mental health situations.
7. Incorporate research-evidenced strategies and techniques into counseling objectives.
8. Analyze and interpret student data and develop action plans meet/support mental health needs of students.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, F, G, H, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching and/or mentoring by a knowledgeable other, implementation of "high-effect" practices with feedback from a knowledgeable other, job embedded event focused on modeling and supporting new/improved practices being successfully demonstrated on the job.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations focused on topics related to mental health services.
2. Collaborate with knowledgeable experts, district personnel and others to maintain currency of knowledge related to legal requirements and/or policies– local, regional, statewide, national that impact mental health services.
3. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
4. Read and discuss professional literature and/or watch video clips depicting research-evidenced techniques/strategies related to the mental health services.
5. Practice implementing research-evidenced mental health techniques/strategies and obtain feedback from a knowledgeable other.
6. Identify and practice using research-evidenced tools to identify mental health needs and/or skill deficits.
7. Explore and identify community mental health services, providers, and resources.
8. Analyze and discuss legal issues, scenarios, or case studies to identify mental health concerns and propose solutions.
9. Develop a product related to the professional learning such as (but not limited to) student or teacher resource, presentation for use in professional learning of educators, anecdotal data or case study, counseling or behavior plan, and/or list of mental health providers and resources
10. Collaborate with a mentor, administrator, or knowledgeable other to identify and discuss a problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring by a knowledgeable other, implementation of high-effect practices, job-embedded, and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S, T

Implementation Support:

Participants may receive support from administrators, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students and/or other educators, plan collaboratively as in a professional learning community, develop products related to the learning process such as resources, presentations, audio/video exemplars, anecdotal evidence, and/or case study findings. Educators may participate in electronic interactive or non-interactive learning, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database Code: A, B, C, D, G

Changes in instructional or learning environment practices implemented 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 academic and/or behavioral progress. Changes in student support services practices, other changes in practices supporting effective implementation of job responsibilities, and changes in observed educator proficiency in practices that occur generally without students present such as collegial team learning, problem solving process, and/or data analysis.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress toward standards mastery or behavioral goals, observation of student performance, other performance assessments that reveal impact on student achievement or mental health, and other assessments such as surveys that may be used to gauge student and parent perceptions of the school environment/climate.

Who will use the evaluation impact data gathered?

Educators, mental health personnel, site-based and district administrators.

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

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

1. Educators and mental health personnel will use impact data to gauge student (individual and/or class) progress toward standards mastery—content, skill proficiency, behavioral or mental health goals, and/or student/parent perceptions of the school climate/environment.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement of content and skills, behavioral and/or mental health goals, perception of school environment/climate and use data to determine professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

MTSS PROBLEM-SOLVING PROCESS

Component Identifier Number: 8-415-002

Function: 8

Focus Area: 415

Local Sequence Number(s): 002

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to enable educators and support services personnel to increase knowledge and skills in identifying the purpose and essential components of MTSS problem-solving teams, developing and leading problem-solving teams, identifying proven, purpose-aligned data collection tools and methods, analyzing and using interpreting student data, identification of research-evidenced learning interventions, gauging effectiveness of implemented learning and/or behavioral intervention strategies, and use of step-by-step problem-solving processes.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

1. Describe research-evidenced problem-solving process strategies.
2. Identify steps and components of each step in the MTSS problem-solving process.
3. Identify situations where the application of the MTSS problem-solving process is appropriate.
4. Identify skills needed by problem-solving team members.
5. Identify essential members of a problem-solving team.
6. Identify targeted behaviors/targeted needs.
7. Demonstrate knowledge of research-evidenced academic and behavioral interventions that may be used as part of the problem-solving process.
8. Describe key leadership skills needed to lead a MTSS problem-solving team.
9. Identify purpose-aligned data collection tools and methods necessary to carry out the problem-solving process.
10. Analyze samples of student data and align appropriate research-evidenced interventions to the situation.
11. Describe the essential components for effective collaboration between families and schools.
12. Demonstrate knowledge of effective communication strategies between families and schools to support the MTSS problem-solving process.
13. Demonstrate how to use the person-centered planning process to identify meaningful goals and objectives.
14. Identify guidelines for selecting appropriate curriculum models to meet needs of individual students.
15. Develop proactive strategies for developing replacement behaviors in the classroom based on observational and interview data.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to expected learner outcomes.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature related to expected learner outcomes.
4. Identify, and learn to use data collection tools and methods most appropriate for specific purposes.
5. Obtain and analyze data of various types and from a variety of sources, use data to identify problem(s), align, and implement interventions appropriate for the problem(s).
6. Learn and practice the step-by-step problem-solving process and obtain feedback.
7. Role play or simulation related to expected learner outcomes.
8. Engage in a professional learning community focused on use of data to plan interventions, select the most appropriate research evidenced interventions, and evaluate impact.
9. Examine, evaluate, and align curriculum models to meet identified needs of individual students.
10. Develop a product related to the professional learning such as, but not limited to, an action plan, parent or educator communication, presentation, data analysis, data summary, or report.
11. Collaborate with a mentor, administrator, or knowledgeable other to identify and discuss a related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S

Implementation Support:

Participants may receive feedback and support from coaches, mentors, colleagues and/or administrator, conduct action research to implement professional learning, participate in a professional learning community focused on learning outcomes and receive support. Educators may participate in electronic interactive or non-interactive, and/or develop products that demonstrate expected learning outcomes.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

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. Changes in instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as such as problem-solving processes and data analysis may also be used.

Evaluation Methods for Students Database Codes: A, B, C, D, F, G

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures to track student progress toward meeting academic and/or behavioral objectives, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement may be used.

Who will use the evaluation impact data gathered?

Problem-solving teams, individual teachers, site-based administrators and/or support personnel, and district administrators.

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

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

1. Problem-solving teams and/or individual teachers will use impact data to gauge student progress toward mastery of academic standards and/or achieving behavioral goals, determine the effect of implemented interventions, plan next steps in the problem-solving cycle and/or professional learning.
2. District coordinators, site-base administrators, support personnel, and in some cases FDOE or consortium personnel may use data to gauge student progress toward meeting academic/behavioral goals, determine efficacy of implemented interventions, plan next steps in the problem-solving cycle, and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

Author: PAEC PDC

MUSIC INSTRUCTION

Component Identifier Number: 2-010-001

Function: 2

Focus Area: 010

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will research, examine, and implement research-evidenced instructional strategies in the area of music instruction. They may also review and evaluate music and other instructional materials to improve the instructional process.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Demonstrate knowledge of Florida's academic content standards for music to include nomenclature, connecting benchmarks/horizontal alignment, and vertical alignment.
2. Analyze content standards/benchmarks, identify student learning targets, success criteria, possible misconceptions, scaffold instruction and plan "checks" for understanding.
3. Maintain currency regarding changes in Florida's academic content standards related to the music teaching assignment.
4. Identify, research-evidence strategies, best practices, resources, and materials for use in teaching music.
5. Correlate research-evidence instructional and performance strategies, resources, materials, and best practices to Florida's academic content standards for music and classroom instruction.
6. Incorporate practical applications of the research to promote creative/critical thinking processes of students.
7. Identify, collect, and use various forms of student data to plan, deliver and assess effective music instruction.
8. Identify strategies, resources, materials, and best practices, aligned to Florida's academic content standards for music, may be used to meet specific student needs.
9. Develop instructional activities that integrate selected resources, materials, and best practice instructional strategies into Florida's Music content standards-aligned instruction to meet the needs of diverse learners.
10. Develop curriculum resource materials, aligned to Florida's Music content standards, and use them in the classroom to meet the needs of diverse learners.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Codes: A, B, C, D, F, G, I

Professional learning methods are knowledge acquisition workshop, electronic interactive or non-interactive, learning community/lesson study group, structured coaching/mentoring, or job embedded.

WHAT

Educators will:

1. Participate in presentations and engage in discussions and activities centered on Florida's academic content standards for music, research-evidence instructional strategies, best practices, technology resources and materials for use in teaching music.
2. Take part in dialogue focused on how research-evidence instructional strategies, best practices, technology resources and materials may be used to meet the needs of diverse learners and individualize instruction to meet learner needs.
3. Collaborate with other teachers from the same or other content areas in a professional learning community or lesson-study group.
4. Implement research-evidenced strategies, use selected instructional curriculum, resources and/or assessments, aligned to Florida's academic content standards for music with students and gauge impact.
5. Develop a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), student artifact(s), anecdotal evidence, student or parent communication, assessment data, assessment and grading criteria, or written reflection.
6. Participate in mentor/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.
7. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
8. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

This 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, study group, structured coaching/mentoring or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and make take part in a professional learning community or lesson study group, action research in the classroom, and/or experience coaching or mentoring. Participants may also take part in electronic Additionally, research-evidence materials and/or curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of 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, B, D, F, G

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). Other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing targeted state standards or initiatives and changes in observed educator proficiency in practices that generally occur without students present may be used. Additionally, parent/student survey data to determine perceptions of the effectiveness of the music class or music program may be used.

Evaluation Methods for Students Database Codes: B, D

Determine the degree to which educator's professional learning contributed to student performance gains as measured by teacher-constructed student growth measures and observation of student performance.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases PAEC personnel.

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

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

1. Individual teachers will use impact data based on classroom assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering Florida's academic content standards in music and will review results with a mentor, site-base administrator, or other designated individual. Teachers may also use parent/student survey data to determine their perceptions of music class or music program success. Data will be used to identify educator professional learning needs.
2. District coordinators, consortium personnel, site-based administrators, instructional staff, and consortia personnel will use locally developed progress monitoring and summative assessment impact data to determine progress toward student achievement goals in music and student/parent survey perception data as a means of gauging success of the overall music program in a school or the district. Data will be used to identify educator professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or a district- approved database for Participating non-member districts.

Date approved: August 2020; Updated February 2023
Department: Instructional Services-Professional Learning Center
Name(s) of Component Author(s): Brenda Crouch PAEC ePDC

NEW TEACHER INDUCTION COMPONENT NUMBER: 2-404-001

Function: 2

Focus Area: 404

Local Sequence Number(s): 001

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION:

New teacher induction is designed to provide mentoring and support for beginning teachers to boost high-quality teaching performance and heightened achievement of students. Guiding principles of new teacher induction include: a) high quality instruction is a complex process and acquisition of teaching expertise is a career-long development process; b) every student deserves a highly-qualified teacher that understands his/her subject matter and who can teach it effectively; c) rigorous professional standards and a focus on student achievement guide improvement of an educator's professional practice; d) ongoing support from a trained mentor is essential during a teacher's first years; e) principal support is crucial during the induction process; and, f) quality collaborative work on problems of practice to positively influence teacher performance and student achievement.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain Standard

- | | |
|--------------|--|
| Foundation | <input checked="" type="checkbox"/> 0.1: Leadership |
| Planning | <input checked="" type="checkbox"/> 1.1: Professional Learning Needs |
| | <input checked="" type="checkbox"/> _1.2: Professional Learning Resources |
| Learning | <input checked="" type="checkbox"/> 2.1: Learning Outcomes |
| | <input checked="" type="checkbox"/> 2.2: Learning Designs |
| Implementing | <input checked="" type="checkbox"/> 3.1: Implementation of Learning |
| Evaluating | <input checked="" type="checkbox"/> 4.1: Evaluation of Professional Learning |
| | Not significantly related to any PL 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:

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will demonstrate accomplishment of *The Florida Educator Accomplished Practices* per 1000.04, 1004.85, 1012.34, 1012.56, F.S., and set forth in 6A-5.065, F.A.C. amended (02-21-23) which form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

Foundational Principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in Section 1003.42(3), F.S.

Each effective educator applies the foundational principles through six Florida Educator Accomplished Practices.

(a) Quality of Instruction

1. Instructional Design and Lesson Planning - applying concepts from human development and learning theories to
 - a. Align instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity.
 - b. Sequence lessons and concepts to ensure coherence and required prior knowledge.
 - c. Design instruction for students to achieve mastery.
 - d. Select appropriate formative assessments to monitor learning.
 - e. Use diagnostic student data to plan lessons.
 - f. Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.
2. The Learning Environment - Maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative by:
 - a. Organizing, allocating, and managing the resources of time, space, and attention.
 - b. Managing individual and class behaviors through a well-planned management system.
 - c. Conveying high expectations to all students.
 - d. Respecting students' cultural linguistic and family background.
 - e. Modeling clear, acceptable oral and written communication skills.
 - f. Maintaining a climate of openness, inquiry, fairness, and support.
 - g. Integrating current information and communication technologies.
 - h. Adapting the learning environment to accommodate the differing needs and diversity of students.
 - i. Utilizing current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
 - j. Creating a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.
3. Instructional Delivery and Facilitation - Consistently utilize 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 questioning that promotes critical thinking.
 - 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.
 - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
4. Assessment - Consistently use best practice assessment strategies and use data to inform instruction:
- a. Analyze and apply data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process.
 - b. Design and align formative and summative assessments that match learning objectives and lead to mastery.
 - c. Use a variety of assessment tools to monitor student progress, achievement and learning gains.
 - d. Modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
 - e. Share the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).
 - f. Apply technology to organize and integrate assessment information.
- (b) Continuous Improvement, Responsibility and Ethics
1. Continuous Professional Improvement:
- a. Design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.
 - b. Examine and use data-informed research to improve instruction and student achievement.
 - c. Use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.
 - d. Collaborate with the home, school, and larger communities to foster communication and to support student learning and continuous improvement.
 - e. Engage in targeted professional growth opportunities and reflective practices.
 - f. Implement knowledge and skills learned in professional development in the teaching and learning process.
2. Professional responsibility and Ethical Conduct - Understand that educators are held to a high moral standard and fulfill the expected obligations to students, the public, and the education profession and adheres to:
- a. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S, including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect of a student.
 - b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.; and
 - c. The Principles of professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, D, G, H, J, I

WHAT

During the professional learning opportunity, participants will attend required workshop sessions, participate, and complete competency-related activities listed below.

1. Participate in expert presentations related to the FEAPS.
2. Read professional learning content, view and evaluate assigned videos, read assigned professional articles, examine, develop, and utilize assessment instruments, participate in group discussion(s) and activities related to the content, and reflect on classroom processes.
3. Collaborate with other participants to review and evaluate educator and student artifacts.

4. Develop products that may be used to develop a professional portfolio and include items such as, but not limited to, classroom rules and procedures, classroom management plan, instructional plans that meet specific program requirements, differentiation plans, evidence of providing appropriate accommodations/modifications for students who have IEP, 504, or LEP Plan, parent conference plans, presentations, and others as deemed appropriate.
5. Collaborate with instructors, mentor, instructional coaches, and/or school administrators to discuss issues associated with high-impact educators including, but not limited to school policies and processes, classroom management procedures and problems, research-informed instructional strategies, subject content, student assessment data and academic progress, strategies used to engage and inform parents, how to meet IEP, 504, and ELL Plan requirements, expectations for ethical behavior, and district evaluation systems.
6. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
7. Collaborate with instructors, mentor, instructional coaches and/or school administrators to identify targets for professional learning to enhance skills.
8. Participate in professional learning communities.

HOW

Professional learning methods may be any combination of the following: knowledge acquisition workshop, webinars, electronic interactive with facilitation supporting development, learning community/lesson study group, structured coaching/mentoring, implementation of "high effect" practices, and/or job embedded.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, P, Q, R, T

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a professional learning community or lesson study group, or experience coaching or mentoring, engage in electronic interactive dialogue and evaluate practice indicators.

Monitoring Procedures:

Participants will be required to submit products related to the professional learning activity such as classroom rules, classroom management plan, parent conference plan, review and reflection of professional articles and text, instructional plans, curriculum resource(s), assessments, student artifact(s), anecdotal evidence, evidence of meeting IEP, 504 and/or LEP plan requirements, assessment data, or written reflection describing the outcome of the implementation process.

More specifically:

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

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, D, F, G

Participant's work will be reviewed, as appropriate, by course facilitators, mentor teacher, and possibly instructional coach, school administrator, department leader, and district staff to evaluate the effectiveness of the professional learning on changing knowledge and/or instructional behaviors.

Progress toward positive instructional outcomes will be monitored by classroom walkthroughs and coaching/mentoring conversations.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Student growth will be measured by national, state or district-developed performance measures, results of school/teacher constructed student growth measures, portfolios and artifacts of student work, and observations of student performance related to each component.

Who will use the evaluation impact data gathered?

Teacher, Mentor, Site-Based Administrators, School and District Coordinators, Teacher Induction Program Coordinators

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

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

1. Individual teachers will use impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering content and skills and may review results with a course instructor, mentor, site-based administrator, or other designated individual.
2. District coordinators, site-based administrators, instructional staff and consortia personnel, will use progress monitoring and local and state and summative assessment impact data to gauge progress toward developing educator proficiency.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date updated: February 2023

Department: Instructional Services – PAEC Professional Learning Center

Name(s) of Component Author(s): PAEC PDC

NON-INSTRUCTIONAL: CUSTODIAN/MAINTENANCE

Component Identifier Number: 8-510-001

Function: 8

Focus Area: 510

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to enhance skills and knowledge of school custodial/maintenance personnel and those in charge of managing custodial and maintenance services.

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 FEL standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice:
- ☒ Mastery of a specific leadership practice: FELS - 3.0 School Operations, Management, and Safety
- ☐ 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 FELS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input type="checkbox"/> 2. 1: Learning Outcomes
	<input type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Identify the professional custodian/maintenance qualities, characteristics, and their role in the school's plant operations.
2. Acquire knowledge of and demonstrate safety procedures to maintain safe school environment, facilities, and equipment operations.
3. Understand Florida's Mandatory Abuse Reporting Requirements per 39.201, F.S.
4. Demonstrate knowledge of sanitation, school housekeeping, and safe use of chemicals/products.
5. Demonstrate knowledge of floor and carpet care.
6. Gain a working knowledge of broad areas within the custodial and/or maintenance field.
7. Demonstrate knowledge of minor and preventive maintenance including climate support, structural upkeep, and energy conservation.
8. Demonstrate knowledge of grounds care for school district property.
9. Demonstrate knowledge of custodial essentials.
10. Demonstrate knowledge of required site monitoring, data collection, documentation, and record-keeping.
11. 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.
12. Demonstrate knowledge and skills related to routine maintenance of district facilities and tools.
13. Demonstrate knowledge and skills related to management of school maintenance, safety, and personnel.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, job embedded event focused on modeling and supporting new/improved practices being successfully demonstrated on the job.

WHAT

Participants may take part in any combination of the following:

1. Expert presentations related to job responsibilities.
2. Collaborate with knowledgeable others, district personnel and others to learn job-related responsibilities, federal and state legal requirements, district and school policies, appropriate processes, procedures, and associated safety requirements.
3. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
4. Practice implementing new skills or processes while obtaining feedback and support from a knowledgeable other.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S, T

Implementation Support:

Participants may receive support from administrators, mentors, colleagues and/or knowledgeable others, engage in independent learning/action research, collaborative planning with monitoring and feedback related to targeted professional learning, develop products related to the learning process. Participants may participate in electronic interactive or non-interactive learning, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database

Code:

D, G

Impact may be evidenced by changes in practices supporting effective implementation of job responsibilities, and/or changes in observed proficiency in practices that occur generally without students present. School environment/climate surveys may be used to gauge student and parent perceptions of impact. Management procedures for monitoring school safety may also be used.

Evaluation Methods for Students Database Codes: G, Z

Did not evaluate student outcomes as "evaluation method staff" is the more relevant measure for assessing impact of the component and absence of a reliable, valid and measurable cause and effect relationship between the professional learning and impact on students.

Who will use the evaluation impact data gathered?

Custodial/maintenance personnel, site-based and district administrators.

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

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

1. Custodial/maintenance personnel will use feedback from knowledgeable others and/or administrators and personnel evaluation data to determine progress toward meeting intended learning and/or task goals.
2. District coordinators and site-based administrators will use site monitoring and personnel evaluation data to determine professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

NON-INSTRUCTIONAL: FOOD SERVICE PERSONNEL

Component Identifier Number: 8-505-001

Function: 8

Focus Area: 505

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to enhance skills and knowledge of school food service personnel and those who manage school food services.

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 FEL standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice:
- ☒ Mastery of a specific leadership practice: FELS 3.0 School Operations, Management, and Safety
- ☐ 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 FELS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Demonstrate knowledge of current federal, state, and local food service standards, regulations, annual professional learning requirements, and program guidelines and implement the standards and guidelines in the operation of the program.
2. Demonstrate knowledge and skills in the areas of food safety, proper sanitation techniques, and tool/equipment safety in the workplace.
3. Demonstrate knowledge and skills in the appropriate procedures for the safe use of and care of equipment and energy conservation techniques.
4. Demonstrate knowledge regarding required safety monitoring, documentation, and record-keeping related to the job assignment.
5. Demonstrate knowledge and skills in quantity food preparation utilizing quality control standards, meal pattern requirements, and diet restrictions.
6. Demonstrate understanding of food allergies, cross-contamination avoidance, and assistance accommodating students with food allergies.
7. Demonstrate knowledge and skills in work simplification techniques and time management and apply these skills to the specific tasks defined in their job assignment.
8. Demonstrate knowledge of and implement appropriate cost control and program accountability procedures.
9. Understand Florida's Mandatory Abuse Reporting Requirements per 39.201, F.S.
10. Demonstrate knowledge and skills in other areas as may be required by Federal State Laws of guidelines, district policies, school-identified needs and/or private subcontractors employed by the district.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, job embedded event focused on modeling and supporting new/improved practices being successfully demonstrated on the job.

WHAT

Participants may take part in any combination of the following:

1. Expert presentations related to job responsibilities.
2. Collaborate with knowledgeable others and district personnel to learn job-related responsibilities, federal, state and local laws, regulations, and/or policies, district and school policies, appropriate processes, procedures, and safety requirements.
3. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
4. Assessments related to job requirements.
5. Practice implementing new skills or processes while obtaining feedback and support from a knowledgeable other.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S, T

Implementation Support:

Participants may receive support from food service management personnel, mentors, colleagues and/or knowledgeable others, engage in independent learning, collaborative planning with monitoring and feedback related to targeted professional learning and/or develop products related to the learning process. Participants may participate in electronic interactive or non-interactive learning, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database

Code:

D, G

Impact may be evidenced by changes in practices supporting effective implementation of job responsibilities, and/or changes in observed proficiency in practices that occur generally without students present. Student/parent satisfaction surveys may be used to gauge student and parent perceptions of impact.

Evaluation Methods for Students Database Codes: G, Z

Did not evaluate student outcomes as evaluation method, staff is the more relevant measure for assessing impact of the component and absence of a reliable, valid and measurable cause and effect relationship between the professional learning and impact on students.

Who will use the evaluation impact data gathered?

Food service management personnel, food service personnel, site-based and district administrators.

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

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

1. Food service personnel will use feedback from knowledgeable others and/or administrators, site-monitoring, and personnel evaluation data to determine progress toward meeting intended learning goals.
2. District coordinators and site-based food service supervisors will use site-monitoring and personnel evaluation data to determine professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

NON-INSTRUCTIONAL: OFFICE/CLERICAL SUPPORT

Component Identifier Number: 8-509-001

Function: 8

Focus Area: 509

Local Sequence Number(s): 001

Maximum Inservice Points: 60

2. DESCRIPTION:

The purpose of this component is to expand and maintain the high level of knowledge, skill and competency needed to provide quality office/clerical services to students, teachers, administrators, support personnel and other members of the school and district educational community.

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 FEL standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice:
- ☒ Mastery of a specific leadership practice: FELS 3.0 School Operations, Management, and Safety
- ☐ 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 FELS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Demonstrate knowledge of the laws, rules, policies, and procedures that 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. Maintain currency in using software, tools and technology related to the job assignment.
4. Demonstrate knowledge of safe use of equipment related to the job assignment.
5. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the school and district.
6. Demonstrate knowledge of the *Family Educational Rights and Privacy Act* (20 U.S.C. § 1232g; 34 CFR Part 99) regarding privacy of student education records.
7. Demonstrate knowledge of Florida's Mandatory Abuse Reporting Requirements per 39.201, F.S.
8. Demonstrate knowledge of monitoring, documentation, and record-keeping requirements related to the job assignment.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, job embedded event focused on modeling and supporting new/improved practices being successfully demonstrated on the job.

WHAT

Participants may take part in any combination of the following:

1. Expert presentations related to job responsibilities.
2. Collaborate with knowledgeable others and district personnel to learn job-related responsibilities, federal, state, and local laws, regulations, and/or policies, district and school policies, appropriate processes, procedures, and safety requirements.
3. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
4. Practice using software, technology and tools related to the job assignment.
5. Assessments related to job requirements.
6. Practice implementing new skills or processes while obtaining feedback and support from a knowledgeable other.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S, T

Implementation Support:

Participants may receive support from food service management personnel, mentors, colleagues and/or knowledgeable others, engage in independent learning, collaborative planning with monitoring and feedback related to targeted professional learning, and/or develop products related to the learning process. Participants may participate in electronic interactive or non-interactive learning, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database

Code:

D

Impact may be evidenced by changes in practices supporting effective implementation of job responsibilities. Teacher/student/parent satisfaction surveys may be used to gauge teacher, student and parent perceptions of impact.

Evaluation Methods for Students Database Codes: G, Z

Did not evaluate student outcomes, as evaluation method, staff is the more relevant measure for assessing impact of the component and absence of a reliable, valid and measurable cause and effect relationship between the professional learning and impact on students.

Who will use the evaluation impact data gathered?

Clerical support personnel, site-based and district administrators.

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

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

1. Clerical support personnel will use feedback from knowledgeable others and/or administrators, survey data and personnel evaluation data to determine progress toward meeting intended learning goals.
2. District administrators and school administrators will use monitoring, survey, and personnel evaluation data to determine professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

NON-INSTRUCTIONAL: TRANSPORTATION SERVICES

Component Identifier Number: 6-515-001

Function: 6

Focus Area: 515

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to enhance skills and knowledge of school bus drivers and/or bus attendants that are statutorily mandated and those who manage school and district transportation services..

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 FEL standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice:
- ☒ Mastery of a specific leadership practice: FELS 3.0 - School Operations, Management, and Safety
- ☐ 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 FELS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input type="checkbox"/> 2. 1: Learning Outcomes
	<input type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Demonstrate knowledge of the role of the bus driver or attendant in a public-school transportation setting.
2. Demonstrate knowledge and safe use of the various types of buses or other vehicles used in student transportation.
3. Demonstrate knowledge of proper techniques and requirements for required vehicle and/or safety equipment monitoring, documentation, and record-keeping.
4. Demonstrate knowledge of safety procedures and techniques for operating vehicle maintenance facilities.
5. Demonstrate knowledge of safe operation and maintenance of equipment, chemicals, tools and/or devices used in the maintenance of vehicles used for student transportation.
6. Demonstrate knowledge of bus operational procedures.
7. Demonstrate knowledge of traffic laws and traffic control devices.
8. Demonstrate knowledge of safe and appropriate response to critical emergency situations that may occur on a bus (i.e., bus accident, bus fire, student emergency health issue, etc.).
9. Demonstrate knowledge of safe student loading and unloading procedures.
10. Demonstrate knowledge of Florida's Mandatory Abuse Reporting Requirements per 39.201, F.S.
11. Demonstrate knowledge of ethical principles related to assigned role.
12. Demonstrate knowledge and skills in other areas as may be required by Federal State Laws of guidelines, district policies, school-identified needs and/or private subcontractors employed by the district.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, job embedded event focused on modeling and supporting new/improved practices being successfully demonstrated on the job.

WHAT

Participants may take part in any combination of the following:

1. Expert presentations related to job responsibilities.
2. Collaborate with knowledgeable others and district personnel to learn job-related responsibilities, federal, state, and local laws, regulations, and/or policies, district and school policies, appropriate processes, procedures, and safety requirements.
3. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
4. Assessments related to job requirements.
5. Practice implementing new skills or processes while obtaining feedback and support from a knowledgeable other.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S, T

Implementation Support:

Participants may receive support from transportation management personnel, colleagues and/or knowledgeable others, engage in independent learning, collaborative planning with monitoring and feedback related to targeted professional learning, and/or develop products related to the learning process. Participants may participate in electronic interactive or non-interactive learning, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database

Code:

D, G

Impact may be evidenced by changes in practices supporting effective implementation of job responsibilities, and/or changes in observed proficiency in practices that occur generally without students present. Student/parent surveys may be used to gauge student and parent perceptions of services.

Evaluation Methods for Students Database Codes: G, Z

Did not evaluate student outcomes, as evaluation method, staff is the more relevant measure for assessing impact of the component and absence of a reliable, valid and measurable cause and effect relationship between the professional learning and impact on students.

Who will use the evaluation impact data gathered?

Bus drivers, other transportation personnel, site-based administrators and district administrators in charge of transportation.

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

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

1. Bus drivers and other transportation personnel will use feedback from knowledgeable others and/or administrators, safety/maintenance monitoring, and personnel evaluation data to determine progress toward meeting intended learning goals.
2. District coordinators and site-based supervisors will use safety/maintenance monitoring and personnel evaluation data to determine professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

OFFICE OF EARLY LEARNING, LANGUAGE AND VOCABULARY TRAINING PROJECT TARGETED STRAND – COACH TRACK

Component Identifier Number: 1-408-001

Function: 1

Focus Area: 408

Local Sequence Number(s): 001

Maximum Inservice Points: 28

2. DESCRIPTION:

The Office of Early Learning has collaborated with the Regional Education Laboratory Southeast (REL-SE) in the development and delivery of high-quality instruction as it pertains to language and vocabulary instruction in pre-kindergarten and kindergarten classrooms. Participants (literacy coach/lead teacher) will receive explicit instruction on the four language and vocabulary strategies while attending professional learning sessions totaling 28 hours. The 28 hours of learning will be provided in seven 4-hour sessions (five sessions with both the coach and teacher(s) and two sessions for the coach only). The sessions will begin in January 2021 and conclude in May 2021. Participants will have opportunities to plan the implementation of the instructional strategies with the teacher(s) and provide any needed coaching support. This professional learning opportunity is specifically geared towards literacy coaches serving pre-kindergarten or kindergarten teachers. For the purpose of this training, a coach is an identified staff member who provides professional learning and coaching supports (i. e., modeling, observations, and conferencing) to teachers in the area of literacy. Participants must be willing and able to commit to the following:

- Attend 28 hours of virtual professional learning sessions. (seven 4-hour sessions)
- Provide coaching supports to teachers with the implementation of the four language and vocabulary instructional strategies in their classrooms.
- Provide coaching supports to teachers in the implementation of frequent small group instruction focused on language and vocabulary development.
- Conduct early childhood education coaching visits to model or observe instruction and conference with teachers of pre-kindergarten and kindergarten classrooms.

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 FEL standards)
- _ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Participants will receive increased knowledge of the four components of the language and vocabulary strategies presented in the training
- _ 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 FELS)
- _ Professional and ethical behavior
- _ Regulatory or compliance requirements
- _ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	_0. 1: Leadership
Planning	_1. 1: Professional learning needs _1. 2: Professional Learning Resources
Learning	<u>x</u> 2. 1: Learning Outcomes _2. 2: Learning Designs
Implementing	<u>x</u> 3. 1: Implementation of Learning
Evaluating	_4. 1: Evaluation of Professional Learning _Not significantly related to any PL Standard

5. IMPACT AREA(s):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of language and vocabulary strategies/instruction as they pertain to the following:

1. Explicit Vocabulary Instruction – Vocabulary and Word Networks, whole group
2. Explicit Language Instruction – Expressive Language, center time
3. Dialogic Reading Lessons – Vocabulary and Expressive Language, small groups
4. Incidental Language Instruction – Expressive Language, throughout the day

7. LEARNING PROCEDURES (Methods):

WHAT will occur during this professional learning opportunity?

Participants will attend seven 4-hour virtual professional learning sessions, during which time they will receive content information, collaborate with team members, and hold discussions with colleagues concerning the content presented. Coach participants will have opportunities to model, observe implementation and provide guided feedback to the teacher participants throughout the project. Each participant will have opportunities to share and gain deeper knowledge as it pertains to literacy instruction in the early learning classrooms.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be presented via Zoom virtual meetings. Participants will receive a professional learning packet and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to complete the full 28 hours of professional learning in order to receive the identified 28 hours of in-service credits. Participants will also receive a participation stipend from the Office of Early Learning upon completion of the training.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Participants will include educators who are literacy coaches or classroom teachers. Participants will attend the sessions and collaborate toward implementing the learned strategies. Literacy Coaches will support classroom teachers via modeling, observations, and conferencing. Participants are not expected to submit documentation of training implementation but are expected to collaborate with colleagues in the implementation process. Participant attendance will be recorded, and attendance records will be provided to school district contact.

9. IMPACT EVALUATION PROCEDURES:**What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

Throughout the project, participants (coaches) will monitor the implementation of the strategies as delivered by the teacher. All participants will be asked to complete an end of course survey for documentation, knowledge check and feedback as it relates to the content of the professional learning sessions.

Who will use the evaluation impact data gathered?

The Florida Office of Early Learning and the Florida Department of Education and the REL-SE will use collected data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the teacher and coach participation and feedback by looking at evaluation responses and comments. Participants will have an opportunity to provide successes and obstacles they encountered during the professional learning sessions and implementation, how the presented content changed their instructional strategies and if they identified potential child impact.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or a district- approved database for Participating non-member districts.

Date approved: August 2021

Department: Panhandle Area Educational Consortium Professional Learning Council

Name(s) of Component Author(s): The Office of Early Learning, FLDOE and REL-Southeast

OFFICE OF EARLY LEARNING LANGUAGE AND VOCABULARY TRAINING PROJECT – TARGETED STRAND – TEACHER TRACK

Component Identifier Number: 1-408-002

Function: 1

Focus Area: 408

Local Sequence Number(s): 002

Maximum Inservice Points: 20

2. DESCRIPTION:

The Office of Early Learning has collaborated with the Regional Education Laboratory Southeast (REL-SE) in the development and delivery of high-quality instruction as it pertains to language and vocabulary instruction in pre-kindergarten and kindergarten classrooms. Participants will receive explicit instruction on the four language and vocabulary strategies while attending professional learning sessions totaling 20 hours. The 20 hours of learning will be provided in five 4-hour sessions. The sessions will begin in January 2021 and conclude in May 2021. Teacher participants, along with the literacy coach participants, will partner and plan for the implementation of the instructional strategies as a team. This professional learning opportunity is specifically geared towards literacy pre-kindergarten or kindergarten teachers. Participants must be willing and able to commit to the following:

- Attend 20 hours of virtual professional learning sessions.
- Implement of the four language and vocabulary instructional strategies in their classrooms.
- Implement frequent small group instruction focused on language and vocabulary development.
- Receive guided feedback from coach pertaining to instructional strategies.

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 FEL standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Participants will receive increased knowledge of the four components of the language and vocabulary strategies presented in the training
- ☐ 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 FELS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input type="checkbox"/> 2. 2: Learning Designs

Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

1. Participants will gain knowledge of language and vocabulary strategies/instruction as they pertain to the following:
 - a. Explicit Vocabulary Instruction – Vocabulary and Word Networks, whole group
 - b. Explicit Language Instruction – Expressive Language, center time
 - c. Dialogic Reading Lessons – Vocabulary and Expressive Language, small groups
 - d. Incidental Language Instruction – Expressive Language, throughout the day
2. Participants will knowledge of language and vocabulary instruction with the goal of increasing student achievement and success.

7. LEARNING PROCEDURES (Methods):

WHAT will occur during this professional learning opportunity?

Participants will attend five 4-hour virtual professional learning sessions, during which time they will receive content information, collaborate, and hold discussions with team members, and hold discussions with colleagues concerning the content presented. Each participant will have opportunities to share and gain deeper knowledge as it pertains to literacy instruction in the early learning classrooms.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be presented via Zoom virtual meetings. Participants will receive a professional learning packet and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions throughout the project. Additionally, teachers will conduct classroom implementation of learning strategies with the support of the literacy coach.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to complete the full 20 hours of professional learning in order to receive the identified 20 hours of in-service credits. Participants will also receive a participation stipend from the Office of Early Learning upon completion of the training.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Participants will include educators who are pre-kindergarten or kindergarten classroom teachers. Participants will attend the sessions and collaborate toward implementing the learned strategies. Literacy Coaches will support classroom teachers via modeling, observations, and conferencing. Participants are not expected to submit documentation of content implementation but are expected to collaborate with colleagues in the implementation process. Participant attendance will be recorded, and attendance records will be provided to school district contact.

9. IMPACT EVALUATION PROCEDURES:

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

All participants will be asked to complete an end of course survey for documentation, knowledge check and feedback.

Who will use the evaluation impact data gathered?

The Florida Office of Early Learning and the Florida Department of Education and the REL-SE will use collected data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the teacher and coach participation and feedback by looking at evaluation responses and comments. Participants will have an opportunity to provide successes and obstacles they encountered during the professional learning sessions and implementation, how the presented content changed their instructional strategies and if they identified potential child impact.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or a district- approved database for Participating non-member districts.

Date approved: August 2021

Department: Panhandle Area Educational Consortium Professional Learning Council

Name(s) of Component Author(s): The Office of Early Learning, FLDOE and REL-Southeast

OFFICE OF EARLY LEARNING, LANGUAGE AND VOCABULARY TRAINING PROJECT

UNIVERSAL STRAND – COACH TRACK

Component Identifier Number: 1-408-003

Function: 1

Focus Area: 408

Local Sequence Number(s): 003

Maximum Inservice Points: 20

2. DESCRIPTION

The Office of Early Learning has collaborated with the Regional Education Laboratory Southeast (REL-SE) in the development and delivery of high-quality instruction as it pertains to language and vocabulary instruction in pre-kindergarten and kindergarten classrooms. Participants will receive explicit instruction on the four language and vocabulary strategies while attending professional learning sessions totaling 20 hours. The 20 hours of learning will be provided in five 4-hour sessions. The sessions will begin in October 2020 and conclude in January 2021. This professional learning opportunity is specifically geared towards literacy leaders at the school district level. Participants must be willing and able to commit to the following:

1. Attend 20 hours of virtual professional learning sessions.
2. Provide coaching support to other coaches/teachers in the implementation of the four language and vocabulary instructional strategies in their classrooms.
3. Provide coaching supports to coaches/teachers in the implementation frequent small group instruction focused on language and vocabulary development.
4. Conduct early childhood education coaching visits to model or observe instruction and conference with coach/teachers of pre-kindergarten and kindergarten classrooms.

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 FEL standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Participants will receive increased knowledge of the four components of the language and vocabulary strategies presented in the training
- ☐ 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 FELS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes

	<input type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

1. Participants will gain knowledge of language and vocabulary strategies/instruction as they pertain to the following:
 - a. Explicit Vocabulary Instruction – Vocabulary and Word Networks, whole group
 - b. Explicit Language Instruction – Expressive Language, center time
 - c. Dialogic Reading Lessons – Vocabulary and Expressive Language, small groups
 - d. Incidental Language Instruction – Expressive Language, throughout the day
2. Participants will knowledge of language and vocabulary instruction with the goal of increasing student achievement and success.

7. LEARNING PROCEDURES (Methods):

WHAT will occur during this professional learning opportunity?

Participants will attend five 4-hour virtual professional learning sessions, during which time they will receive content information, collaborate, and hold discussions with team members, and hold discussions with colleagues concerning the content presented. Each participant will have opportunities to share and gain deeper knowledge as it pertains to literacy instruction in the early learning classrooms.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be presented via Zoom virtual meetings. Participants will receive a professional learning packet and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions throughout the project. Additionally, teachers will conduct classroom implementation of learning strategies with the support of the literacy coach.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to complete the full 20 hours of professional learning in order to receive the identified 20 hours of in-service credits. Participants will also receive a participation stipend from the Office of Early Learning upon completion of the training.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Participants will include educators who are Literacy leaders or district level coaches. Participants will attend the professional learning and collaborate toward implementing the learned strategies with school-based coaches and classroom teachers. Participants are not expected to submit documentation of content implementation but are expected to collaborate with colleagues in the implementation process. Participant attendance will be recorded, and attendance records will be provided to school district contact.

9. IMPACT EVALUATION PROCEDURES:

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

All participants will be asked to complete an end of course survey for documentation, knowledge check and feedback.

Who will use the evaluation impact data gathered?

The Florida Office of Early Learning and the Florida Department of Education and the REL-SE will use collected data to determine the impact of the professional learning.

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

The Office of Early Learning will reflect on the level of coach participation and feedback by looking at evaluation responses and comments. Participants will have an opportunity to provide successes and obstacles they encountered during the professional learning sessions and implementation, how the presented content changed their instructional strategies and if they identified potential child impact.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or a district- approved database for Participating non-member districts.

Date approved: August 2021

Department: Panhandle Area Educational Consortium Professional Learning Council

Name(s) of Component Author(s): The Office of Early Learning, FLDOE and REL-Southeast

OTHER CONTENT AREAS - SUBJECT CONTENT

Component Identifier Number: 1-007-001 OR 1-105-009

Function: 1

Focus Area: 007 OR 105

Local Sequence Number(s): 001 OR 009

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will develop content knowledge necessary to integrate and teach Florida's academic content standards into the curriculum related to their instructional assignment.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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. Understand Florida's academic content standards related to the teaching assignment to include, nomenclature, connecting benchmarks/horizontal alignment, and vertical alignment.
2. Examine content standards/benchmarks, identify student learning targets, success criteria, possible misconceptions, scaffold instruction, plan "checks" for understanding and provide specific, academic feedback.
3. Demonstrate knowledge of *Florida's B.E.S.T. Standards: English/Language Arts*, specifically the K-12 ELA Expectations for students (EEs) and how they may be incorporated into the content area instruction.
4. Demonstrate knowledge of *Florida's B.E.S.T. Standards: Mathematics*, specifically the Mathematics Thinking and Reasoning Standards and how they may be incorporated into the content area instruction.
5. Maintain currency regarding changes in Florida's academic content standards related to the teaching assignment.
6. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
7. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and points of view.
8. Become knowledgeable in how to access resources (teacher, student, and/or parent) aligned to Florida's academic content standards in the area of the teaching assignment.
9. Use the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
10. Maintain currency regarding changes in the subject field.
11. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
12. Demonstrate breadth of subject matter knowledge that enables the educator to collaborate with colleagues from other content subjects in the integration of instruction.
13. Create engaging lesson plans based on Florida's academic content standards, student performance standards, and student needs, abilities, and interests and use formal and informal assessment strategies to monitor effectiveness of instruction.
14. Plan and differentiate lessons to support all learners.
15. Become knowledgeable about ways to modify or adapt content and/or activities to meet the needs of all learners.
16. Develop age/developmentally appropriate standards-based assessments at an appropriate level of rigor and criteria for scoring the assessments.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on content related to the job assignment.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature and/or watch video clips focused on content related to the job assignment.
4. Collaborate with others who teach the same content.
5. Participate in a lesson-study group with those who teach like content or those from other content areas.
6. Develop a product related to the professional learning such as (but not limited to) an instructional plan, curriculum map or pacing guide, student resource, media, or other presentation for use in instruction, assessment, and/or rubric for grading a performance assessment.
7. Engage in discussions with other educators with a focus on vertical alignment, knowledge gaps, and

strengths.

8. Engage in a professional learning community focused on content standards and content.
9. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a content-related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.
10. Develop lesson/action plans for classroom implementation.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as resources, lesson plans, assessments, or presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database Code: A, D, F, G

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. Other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will triangulate student data to determine effectiveness of instructional design and gauge student (individual and/or class) progress toward standards mastery (content and/or skill proficiency) or to meet behavioral objectives.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement and/or behavioral objectives and to identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

PHYSICAL AND MENTAL WELLNESS

Component Identifier Number: 6-414-001

Function: 6

Focus Area: 414

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide staff with new information, strategies, and resources appropriate for recognizing and appropriately responding to physical and mental wellness concerns occurring in the educational environment.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Become knowledgeable regarding current state legislation (1012.584, F.S.), legal requirements, and initiatives related to evidence-based youth mental health and physical wellness.
2. Demonstrate knowledge of the school district's protocols for providing assistance with mental and physical wellness of others.
3. Demonstrate knowledge of current, research-evidenced strategies and techniques to be used in identifying mental health needs of students and responding appropriately.
4. Demonstrate knowledge of how to identify and understand the signs of emotional disturbance, mental illness, and substance use disorders and skills to help a person who is developing or experiencing an emotional disturbance, mental health, or substance use problem.
5. Demonstrate understanding of potential risk factors and warning signs of emotional disturbance, mental illness, or substance abuse disorders, including, but not limited to, depression, anxiety, psychosis, eating disorders, and self-injury, as well as common treatments for those conditions and how to assess those risks.
6. Demonstrate knowledge of how to engage at-risk students with the skills, resources, and knowledge required to assess the situation and how to identify and encourage the student to use appropriate professional help and other support strategies, including, but not limited to peer, social, or self-help care.
7. Demonstrate knowledge of how to identify and assist individuals who have a physical wellness issue such as, but not limited to, diabetes, asthma, food allergy, or epilepsy.
8. Identify resources within the school and/or community which may be used to provide assistance.
9. Identify signs of stress that may result from factors such as, but not limited to, bullying, trauma, cyberbullying, etc. which may lead to a crisis situation for individuals.
10. Demonstrate knowledge of best practices used to provide immediate assistance (crisis support) while following the school district's protocols for response.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as creating PD or teaching resources, structured coaching mentoring by a knowledgeable other, implementation of "high-effect" practices with feedback from a knowledgeable other, job embedded event focused on modeling and supporting new/improved practices being successfully demonstrated on the job.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations focused on topics related to evidenced-based youth mental health and physical wellness.
2. Collaborate with knowledgeable experts, district personnel and others to maintain currency of knowledge related to legal requirements and/or policies— local, regional, statewide, national that impact mental health and physical wellness services.
3. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
4. Read and discuss professional literature and/or watch video clips depicting research-evidenced techniques/strategies related to the mental and physical wellness.
5. Practice implementing research-evidenced mental and/or physical wellness techniques/strategies and obtain feedback from a knowledgeable other.
6. Identify and practice using research-evidenced tools to learn about mental and/or physical wellness concerns.
7. Explore and identify community mental health services, providers, and resources.
8. Analyze and discuss legal issues, scenarios, or case studies to identify mental or physical health concerns and propose solutions.
9. Develop a product related to the professional learning such as (but not limited to) student or teacher

resource, presentation for use in professional learning of educators, anecdotal data or case study, and/or list of local health care providers and resources.

10. Collaborate with a mentor, administrator, or knowledgeable other to identify and discuss a problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring by a knowledgeable other, implementation of high-effect practices, job-embedded, and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S, T

Implementation Support:

Participants may receive support from administrators, mentors, colleagues and/or knowledgeable others, conduct action research to share PD resources with educators and/or resources with students, plan collaboratively as in a professional learning community, develop products related to the learning process such as response plan, resources, presentations, audio/video exemplars, anecdotal evidence, and/or case study findings. Educators may participate in electronic interactive or non-interactive learning, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database Code: A, B, C, D, G

Changes in instructional or learning environment practices implemented 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 academic and/or behavioral progress. Changes in student support services practices, other observed changes in practices supporting effective implementation of job responsibilities, other changes in practices supporting effective implementation of job responsibilities, and changes in observed educator proficiency in practices that occur generally without students present such as collegial team learning, problem solving process, and/or data analysis.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress toward standards mastery or behavioral goals, observation of student performance, other performance assessments that reveal impact on student achievement or mental health, and other assessment such as surveys that used to gauge student and parent perceptions of the school environment/climate.

Who will use the evaluation impact data gathered?

Educators, school nurses and mental health professionals, site-based and district administrators.

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

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

1. Educators will use impact data to gauge student (individual and/or class) progress toward standards mastery—content, skill proficiency, as well as progress toward achieving behavioral, or mental health or physical wellness goals.
2. District coordinators, site-base administrators, mental health professionals, school nurses, and in some cases FDOE or consortium personnel may use data to gauge student progress toward achievement of standards-based content and skills, physical wellness, behavioral and/or mental health goals, and use

data to determine professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

PHYSICAL EDUCATION INSTRUCTIONAL STRATEGIES

Component Identifier Number: 2-011-001

Function: 2

Focus Area: 011

Local Sequence Number(s): 001

Maximum Inservice Points: 60

2. DESCRIPTION:

Educators will learn and implement instructional strategies to ensure safety, encourage collaboration, promote good sportsmanship, foster participation, teach rules and skills for developmentally appropriate physical education activities and sports, and adapt class activities to meet the needs of all students.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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. Employ a variety of *Florida's Standards for Physical Education* – aligned, age and developmentally appropriate teaching strategies that may include, but not be limited to presentation, individualized instruction, cooperative learning, problem solving, task teaching, simulation, peer teaching, and interactive teaching as appropriate to the intended learning.
2. Plan for, develop and maintain a positive learning environment that is inclusive and supportive of all students and promotes development of respect for peers and a positive self-concept.
3. Plan and use strategies that allow for skill and concept instruction and provide adequate time for practice, skill development, and specific feedback based on skill analysis.
4. Organize classes to maximize opportunities for all students to learn and be physically active.
5. Create a safe learning environment by selecting activities to match students' ability levels and are safe for all students, regardless of ability level.
6. Explicitly teach safety for each activity or sport.
7. Learn how to prevent and provide an appropriate level of care for athletic injuries.
8. Plan and implement sequential activities that proceed from anticipatory set and physical warm up through instructional focus and fitness activities and close with physiological cool-down and review of objectives.
9. Maintain facilities and equipment and inspect them regularly to ensure they are free from safety hazards.
10. Select activities that representative of various cultures.
11. Implement activities/create situations that allow students to work together in developing social skills and learning responsible behavior.
12. Select, design, sequence and modify games to maximize learning, fitness, and skill enhancement.
13. Adapt lessons and activities for students who have physical or medical limitations.
14. Extend experiences from in-class activity lessons to community and family activities to promote an active lifestyle.
15. Incorporate technology to increase effectiveness of instructions.
16. Link physical education experiences with concepts taught in math, reading, science, social studies, art, and music.
17. Systematically assess all domains (cognitive, affective, and physical), using a variety of assessment techniques.
18. Help students interpret and use assessment data to set goals and develop a lifelong fitness plan.

NOTE: Outcomes Adapted from *Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison*, Shape America, https://www.shapeamerica.org/upload/Appropriate-Instructional-Practice-Guidelines_K_12.pdf

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Codes: A, B, C, D, F, G, I

Professional learning methods are knowledge acquisition workshop, electronic interactive or non-interactive, independent inquiry, learning community/lesson study group, structured coaching/mentoring, or job embedded with feedback.

WHAT

Educators will:

1. Participate in presentations and engage in discussions and activities focused on best practices of physical education instruction.
2. Work collaboratively with other educators to identify and incorporate appropriate materials and strategies into instructional design and delivery.
3. Develop a product related to the professional learning activity.
4. Participate in mentor/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.
5. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.

HOW

This 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, study group, structured coaching/mentoring or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and take part in a professional learning community or lesson study group, and/or experience coaching or mentoring, develop products, engage in electronic interactive or non-interactive learning, and receive feedback on evaluation indicators/components or domains. Additionally, research-evidenced materials and/or curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, video depicting a specific skill, curriculum resource(s), assessment, rubric for performance assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

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).

Evaluation Methods for Students Database Codes: A, B, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, observation of student performance and other performance assessments, such as surveys and physical health measures that reveal impact on students including learning objectives or behavioral growth may be used to gauge student progress.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, and in some cases PAEC personnel.

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

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

1. Individual teachers will use impact data based on classroom assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering *Florida's Physical Education Standards* and will review results with a mentor, site-base administrator, or other designated individual.
2. District coordinators, site-based administrators, instructional staff, and consortia personnel will use data from surveys, student health measures and nationally or locally developed assessments to gauge progress toward positive student impact.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or a district- approved database for Participating non-member districts.

Date approved: August 2021

Department: Instructional Services-Professional Learning Center

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

PHYSICAL EDUCATION SUBJECT CONTENT

Component Identifier Number: 1-011-001 OR 1-105-010

Function: 1

Focus Area: 011 OR 105

Local Sequence Number(s): 001 OR 010

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will develop content knowledge necessary to effectively teach *Florida's Standards for Physical Education*.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

1. Understand Florida's academic content standards related to the physical education teaching assignment to include, nomenclature, connecting benchmarks/horizontal alignment, and vertical alignment.
2. Maintain currency regarding changes in *Florida's Standards for Physical Education* related to the physical education teaching assignment.
3. Examine content standards/benchmarks, identify student learning targets, success criteria, scaffold instruction and plan "checks" for understanding.
4. Develop lesson plans based on *Florida's Standards for Physical Education*, student performance standards, and student needs, abilities, and interests.
5. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner's age and developmental stage.
6. Maintain currency regarding changes in the subject field.
7. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and points of view.
8. Become knowledgeable in how to access resources (teacher, student, and/or parent) aligned to *Florida's Standards for Physical Education* in the teaching assignment.
9. Use the resources, materials, and technologies of the subject field in a manner appropriate to the age and developmental stage of the learner.
10. Demonstrate knowledge of care for athletic injuries.
11. Demonstrate knowledge of how to maintain facilities and equipment to ensure they are free from safety hazards.
12. Demonstrate knowledge of safety for sports associated with the teaching assignment.
13. Demonstrate knowledge of exercises and games used to maximize learning, fitness, and skills enhancement.
14. Demonstrate knowledge of accommodations necessary for students who have physical or medical limitations.
15. Demonstrate breadth of subject matter knowledge that enables the educator to collaborate with colleagues from other content subjects in the integration of instruction.
16. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
17. Become knowledgeable about ways to modify or adapt content and/or activities to meet the needs of all learners.
18. Develop age/developmentally appropriate standards-based assessments at an appropriate level of rigor and criteria for scoring the assessments.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on *Florida's Standards for Physical Education*.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature and/or watch video clips focused on physical education content.
4. Collaborate with others who teach the same content.
5. Participate in a lesson-study group with those who teach like content or those from other content areas.
6. Develop a product related to the professional learning such as (but not limited to) an instructional plan, curriculum map or pacing guide, student resource, media, or other presentation for use in instruction, assessment, and/or rubric for grading a performance assessment.

7. Engage in discussions with other educators with a focus on vertical alignment, knowledge/skills gaps, and strengths.
8. Engage in a professional learning community focused on content standards and content.
9. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a content-related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.
10. Develop lesson/action plans for classroom implementation.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as resources, lesson plans, assessments, or presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, D, F, G

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. Other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance/fitness measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student (individual and/or class) progress toward standards mastery—content and/or skill proficiency, as well as proficiency in measures of fitness.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement, achievement of physical fitness performance measures, and to identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

POLICIES AND PROCEDURES

Component Identifier Number: 8-410-002

Function: 8

Focus Area: 410

Local Sequence Number(s): 002

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will develop knowledge regarding policies and procedures relevant to job responsibilities and/or area of interest.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Demonstrate knowledge of one or more of the following from the federal, state, district, and/or school level and related to job assignment and responsibilities and/or other area of interest.
 - a. Programs
 - b. Policies
 - c. Procedures
 - d. Resources
 - e. Strategies
 - f. Legislative initiatives, Florida Department of Education initiatives, Florida Statutes, State Board Rules related to the job responsibilities or other area of interest

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, implementation of "high-effect" practices, job embedded training with modeling and support, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on federal/state/district/school policies and procedures, resources, strategies, programs, legislative initiatives, Florida Department of Education initiatives, Florida Statutes, and/or State Board Rules related to the job assignment.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss federal/state/district/school policies, procedures, Florida Statutes, and/or State Board Rules related to the job assignment with role-alike or knowledgeable others.
4. Collaborate with knowledgeable others who examine legal requirements and develop district, school, and/or state education policies and procedures based on legal requirements.
5. Develop a product related to the professional learning such as, but not limited to, a policy, procedure, resource list, presentation, and/or summary of legal document review.
6. Learn, practice, and implement a policy or procedure in the classroom with mentoring and feedback.
7. Engage in a professional learning community focused topics related to policy and procedure development.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students or other educators, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as resources, presentations, policies, procedures, summary of legal documents review. Additionally, electronic interactive support, feedback and evaluation of practice indicators may be employed.

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:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

Evaluation methods will vary based on role and specific job assignment and may include any of the following:

a) changes in instructional or learning environment practices implemented in the classroom or directly with students; b) changes in instructional leadership or faculty development practices; c) changes in student services/support practices; d) other changes in practices supporting effective implementation of job responsibilities, e) changes in observed proficiency in practices such as implementing initiatives, Florida Education Leadership Standards, or the MTSS process; f) changes in implementing practices that occur without students such as problem solving process, data analysis or sharing practices with colleagues. Efficacy of policy and procedure development and implementation may also be determined. Student/parent survey data may also be used to gauge perceptions of policy impact on items such as, but not limited to, school climate/environment.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Educators will use impact data to gauge student (individual and/or class) progress toward standards mastery (content and/or skill proficiency) or to meet behavioral objectives and use student/parent survey data to determine perceptions.
2. Educators will monitor efficacy of policies and procedures and the implementation with students and/or personnel.
3. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement and/or behavioral objectives, efficacy of policies and procedures, and to identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

Author: PAEC PDC

PRESCHOOL/CHILDCARE

Component Identifier Number: 2-012-001

Function: 2

Focus Area: 012

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide opportunities for child care workers, to obtain training in prescribed areas to meet and/or exceed state and local requirements. All child care center personnel, except those specifically exempted, must complete an approved introductory child care training course as required by the Florida Department of Children and Families for child care providers. The component will also address the *Florida Early Learning and Developmental Standards Birth to Kindergarten* that reflect the knowledge and skills that a child on a developmental progression should know and be able to do at the end of an age-related timeframe.

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 FEL 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 FELS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☒ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standard

5. IMPACT AREA(s):

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

6. SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate knowledge of state and local rules that govern childcare, health, safety, and nutrition.
2. Demonstrate knowledge of the eight domains of the *Florida Early Learning and Developmental Standards Birth to Kindergarten*.
 - I. Physical Development
 - II. Approaches to Learning
 - III. Social and Emotional Development
 - IV. Language and Literacy
 - V. Mathematical Thinking
 - VI. Scientific Inquiry
 - VII. Social Studies
 - VIII. Creative Expression Through the Arts
3. Develop age and developmentally appropriate instruction and learning activities to address the eight domains of the *Florida Early Learning and Developmental Standards Birth to Kindergarten*.
4. Demonstrate knowledge of the four concepts encountered frequently throughout the standard domains: play, patterns, cause and effect, and communication.
5. Demonstrate knowledge of how to incorporate play, patterns, cause and effect and communication into instruction and learning activities.
6. Demonstrate knowledge of Florida's Mandatory Abuse Reporting Requirements per 39.201, F.S.
7. Demonstrate knowledge of child growth and development.
8. Demonstrate knowledge of age and developmentally appropriate early childhood curricula.
9. Use age and developmentally appropriate early childhood curricula.
10. Demonstrate knowledge of how to arrange and maintain a physical learning environment that is safe for children.
11. Demonstrate knowledge of how to check for understanding during and after instruction and implementation of learning activities and use the information to address learning gaps.
12. Demonstrate use of appropriate technology for instruction.
13. Demonstrate knowledge of research-evidenced strategies for classroom management and instruction.
14. Avoid income-based, race-based, and gender-based stereotyping.
15. Demonstrate knowledge of strategies to involve parents in the program, which may include parenting education, home visitor activities, literacy activities, family support services, coordination, and other activities.
16. Demonstrate knowledge of strategies for interagency coordination.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, structured coaching/mentoring, and implementation of "high effect" practice(s) with structured feedback from a peer or supervisor.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on topics required for preschool/childcare providers.
2. Examine and discuss state and local rules governing childcare, health, safety, and nutrition.
3. Online course with embedded assessments that may be self-grading or require interaction with an instructor.

4. Examine and discuss the 8 domains and concepts of play, patterns, cause and effect, and communication as found in the *Florida Early Learning and Developmental Standards*.
5. Learn and practice research-evidenced classroom management and instructional strategies for the preschool classroom with structured coaching/mentoring and feedback.
6. Collaborate with other pre-school/childcare providers to identify age and developmentally standards-aligned curriculum resources and plan learning activities.
7. Learn and practice establishing a safe and engaging learning environment with monitoring and feedback.
8. Develop a product for classroom use such as, but not limited to, teaching resource, learning activity, assessment plan, parent communication, classroom organization diagram, and/or management plan.
9. Participate in a professional learning community focused on relevant topics.
10. Learn and practice using tools and technology for instruction.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S

Implementation Support:

Participants may receive support from mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products, such as, but not limited to, such as student materials/resources, lesson plan, parent communication. Additionally, electronic interactive with feedback or electronic-non-interactive with learning monitored through comprehension checks may be used.

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:

Evaluation Methods for Staff Database Code: A, D, E, F, G

Evaluation methods include changes in instructional or learning environment practices, other changes in practice supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing FEAPS practices, and/or changes in observed educator proficiency in practices that occur generally without students. Parent survey data focused on learning environment, climate, and/or satisfaction may be collected.

Evaluation Methods for Students Database Codes: B, C, D, F

Results of state or district-developed/standardized readiness measures measures, results of school/teacher-constructed student growth measures that track student academic and/or behavioral progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, child-care workers, site-based and district administrators.

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

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

1. Teachers and child-care workers will use impact data to gauge student (individual and/or class) progress toward kindergarten readiness - content and/or skill proficiency, or to meet behavioral objectives. Additionally, survey data may be used to gauge parent perceptions. Areas of weakness will be given attention and used as the basis to identify professional learning needs.
2. District coordinators, site-base administrators, and in some cases FDOE or consortium personnel may use data to gauge student progress toward kindergarten readiness (academic and behavioral) and to identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

Author: PAEC PDC

PRINCIPLES OF PROFESSIONAL CONDUCT

Component Identifier Number: 8-416-001

Function: 8

Focus Area: 416

Local Sequence Number(s): 001

Points to be Earned: 60 Maximum

2. DESCRIPTION:

This component is to provide educators and staff with the knowledge required to adhere to the ethical principles detailed in, *Principles of Professional Conduct for the Education Profession in Florida* as delineated in Rule 6A-10.081, FAC.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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 the learning and/or student's mental and/or physical health and/or safety.
2. Encourage a student's independent action in pursuit of learning.
3. Provide 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 suppress or distort subject matter relevant to a student's academic program.
6. Refrain from exposing a student to unnecessary embarrassment or disparagement.
7. Not intentionally provide classroom instruction to students in kindergarten through grade three on sexual orientation or gender identify.
8. Not intentionally violate or deny a student's legal rights.
9. Not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and make reasonable effort to assure that each student is protected from harassment or discrimination.
10. Understand discrimination on the basis of race, color, national origin, or sex includes subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in Section 1000.05(4)(a), F.S.
11. Not exploit a relationship with a student for personal gain or advantage.
12. Maintain confidentiality of personally identifiable information obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
13. Become knowledgeable of the educator's obligation to the public.
14. Become knowledgeable of the educator's obligation to the profession.
15. Become knowledgeable of the 48-hour requirement to self-report to appropriate authorities any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance.
16. Become knowledgeable of all mandatory reporting requirements.
17. Describe the roles of the Office of Professional Practices Services and Florida's Education Practices Commission.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, F,

Professional learning methods are knowledge acquisition workshop, electronic interactive or non-interactive, and independent learning that may result in creating learning development.

WHAT

Educators may take part in any combination of the activities listed below:

1. Participate in presentations that detail the ethical principles and obligations of Florida educators.
2. Work individually or collaboratively with other educators to examine and discuss actual cases and conditions of orders set forth by the Florida's Education Practices Commission.
3. Participate in assessment activities designed to gauge educator knowledge/understanding of the *Principles of Professional Conduct for the Education Profession in Florida*, sanctions and the roles of the Office of Professional Practices Services and Florida's Education Practices commission.

HOW

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base code: P, R, S

Implementation Support:

Implementation support may be provided by a district or site-based administrator or knowledgeable other. If the course is electronic, the instructor may provide feedback.

Monitoring Procedures:

Participants may develop a product such as a written reflection on professional learning, analysis of a case study, or an assessment that demonstrates understanding. Additionally, there may be electronic interaction with an instructor or non-interactive online comprehension checks.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F

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), changes in instructional leadership or faculty development practices, changes in student services/support practices, changes in practices supporting effective implementation of job responsibilities/requirements, changes in observed educator proficiency in implementing targeted state standards or initiatives, such as FEAPs practices may be used. In addition, student and parent climate/learning environment surveys may be used to gauge impact of adherence to *Principles of Professional Conduct for the Educational Profession in Florida*.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Student impact may be gauged by results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and other performance assessments that reveal impact on students learning or behavioral growth.

Who will use the evaluation impact data gathered?

Teachers, site-based administrators, school and district coordinators, school improvement teams, and in some cases PAEC personnel.

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

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

1. District and site-based administrators will evaluate/monitor reported violations and student achievement/behavioral measures.
2. District and site-based administrators and members of school improvement teams may use parent/student school climate/environment survey data.
3. Data obtained from monitoring will be used to identify needs for additional professional learning related to the topic.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date Updated and Approved: February 2023

Department: Instructional Services – PAEC Professional Learning Center

Author: PAEC PDC

PROFESSIONAL CONFERENCE: DISTRICT/STATE/NATIONAL COMPONENT NUMBER – 2-408-003

Function: 2

Focus Area: 408

Local Sequence Numbers: 003

Points To Be Earned: 60

2. DESCRIPTION:

This component is designed to enable the participant to identify the latest developments and the recent trends in the field of education; to become knowledgeable of new instructional strategies, teaching techniques, and/or methodologies based on research related to the area of expertise; and to review/acquire current commercially published professional instructional/curriculum materials by participating in a professional conference at the district, state, or national level.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0.1: Leadership
Planning	<input checked="" type="checkbox"/> 1.1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes
	<input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4.1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

1. Identify evidence-based research findings which will impact the educational system in general.
2. Identify evidence-based research findings which will have an effect on the specific area of expertise related to the instructional assignment.
3. Identify recent developments, trends, innovative instructional/curriculum materials, and technological advances in the field of education and describe their impact on the participant's instructional assignment.

7. LEARNING PROCEDURES (Methods): A

WHAT will occur during this professional learning opportunity?

1. Participate in selected workshops, and/or seminars listed on the approved conference program schedule.
2. Review the materials and literature exhibited during the professional conference and distributed during workshops and seminars.
3. Maintain documentation on program trends, strategies, techniques, and technological advances that are applicable to the instructional assignment or related to the area of interest or field of expertise.
4. Complete all assignments/activities specified for the professional conference as required by each district.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will take part in face to face or virtual conference events.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to attend conference keynote addresses, breakout sessions, roundtable discussions as appropriate to job assignment and provide supporting documentation upon return to the district.

8. IMPLEMENTATION/MONITORING PROCEDURES: P

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice.

Monitoring Procedures:

The participant may be required to submit a product related to the event such as an action plan, presentation, curriculum resource(s), or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

The appropriate evaluation measure is dependent on the purpose of conference attendance and evaluation may be any of the following. Changes in educator proficiency may be measured by changes in the instructional or learning environment practices, changes in instructional leadership or faculty development practices, changes in student services/support practices, other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards or initiatives and changes in observed educator proficiency in practices that occur generally without students present.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Student growth may be measured by any combination of national, state or district-developed performance measures, results of school/teacher constructed student growth measures, portfolios and artifacts of student work, behavioral data and observations of student performance related to each component.

[Click here to enter text.](#)

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

The impact on professional learning will be determined through reflection, assessment, collaborative protocols for examining educator practice, work samples, peer visits, and/or professional portfolios.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date Approved: August 2022

Department: Panhandle Area Educational Consortium Professional Learning Council

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

PROFESSIONAL LEARNING COMMUNITIES**COMPONENT NUMBER: 2-400-001****Function: 2****Focus Area: 400****Local Sequence Number(s): 001****POINTS TO BE EARNED: 120 Maximum****2. DESCRIPTION:**

Participants will learn the purpose and strategies needed to create effective professional learning communities. Professional learning communities will be focused on goal specific activities related to school improvement, collective responsibility and efficacy, collaboration, and goal alignment. Participants will apply professional learning practices to state standards and high leverage instructional and/or classroom management strategies to enhance teacher mastery and increase student performance.

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

4. FLORIDA PROFESSIONAL LEARNING PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0.1: Leadership
Planning	<input checked="" type="checkbox"/> 1.1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes
	<input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4.1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Establish a collaborative culture in which educators work together interdependently and assume collective responsibility for the learning of all students.
2. Align the professional learning community (PLC) goals with state, district and school goals.
3. Determine what all students should know and be able to do based on the standards/benchmarks/behaviors that is/are the focus of the PLC.
4. Connect the PLC instructional focus to the students' learning needs, based on data analysis.
5. Participate in PLC regularly to study more effective learning and teaching practices through collegial discussions and collaboratively planning, developing lesson plans, examining student work, monitoring student progress, assessing the effectiveness of instruction, and identifying needs for professional learning.
6. Develop a collective knowledge of research-based practices and a common language for discussing teaching and learning.
7. Identify high leverage practices related to the goals of the group and resources that explicate why they are effective and how to implement them.
8. Implement practices discussed during the PLC in the classroom and share evidence of practice results with team members.
9. Collaboratively analyze student data and/or student work to identify areas of strength and areas where enhancement is needed.
10. Share strategies to promote and discuss each other's instructional methods and strategies.
11. Engage in collective inquiry about teaching and learning best practices.
12. Build shared knowledge to make more informed decisions.
13. Share ideas, methods, and materials to expand educator's skills.
14. Implement an assessment system to monitor the work and effectiveness of the PLC.
15. Observe, discuss, and refine practices of all team members.
16. Gather evidence to determine if all students are acquiring the knowledge and skills determined as most essential.
17. Monitor student learning on an ongoing basis.
18. Evaluate the degree to which the work is aligned to the goals.
19. Identify, acknowledge, and celebrate PLC progress toward the goals.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, D, G, H, J, I

WHAT

During this professional learning opportunity, participants will engage in study of PLC processes, participate in regularly scheduled job-embedded professional learning communities to deepen knowledge of content and pedagogy, engage in modeling and practicing activities with monitoring and feedback, engage in self and peer reflection regarding practice of new knowledge/skills, share student artifacts and assessment data, and determine impact to teacher and student performance as a result of engaging in this learning structure. Coaching and/or mentoring may be used to provide support.

HOW

Professional learning methods may be any combination of the following: facilitated group discussions, collegial planning, lesson study, modeling, practice, and/or coaching and feedback.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, P, Q, T

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and evaluate practice indicators. Collaborative planning will enable participants to receive on-going feedback regarding implementation efforts and structured coaching/mentoring may be used to assist the group in achieving goals. Participants will collaboratively discuss, and review student artifacts and data related to key session content. In addition, school administrators and/or instructional coaches will routinely monitor PLC goals and progress to provide support and resources as identified by team members.

Monitoring Procedures:

Participants will be required to submit products related to the professional learning activity such as classroom rules, classroom management plan, parent conference plan, review and reflection of professional articles and text, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, F, G

Changes in educator practices and increased proficiency leading to positive instructional outcomes will be monitored by classroom walkthroughs, coaching/mentoring conversations, examination of student assessment data, reflective conversations.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Student growth may be measured by any combination of national, state or district-developed performance measures, results of school/teacher constructed student growth measures, portfolios and artifacts of student work, behavioral data and observations of student performance related to each component.

Who will use the evaluation impact data gathered?

Member of the professional learning community, Teacher, Mentor, Site-Based Administrators, School and District Coordinators, Teacher Induction Program Coordinators

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

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

1. Professional learning community members and individual teachers will use impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering content and skills and may review results with other faculty members, instructional coach, site-based administrator, or other designated individual. Needs for professional learning and/or support, if needed will be identified.
2. District coordinators, site-based administrators, and instructional staff will use progress monitoring and local and state and summative assessment impact data to gauge progress toward changes in educator practice to student achievement and use data to determine impact of professional learning and identify additional professional learning needs.

What other forms of evaluation data will be gathered?

- To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2022, Updated February 2023

Department: Instructional Services – Professional Learning Center

Name(s) of Component Author(s): PAEC PDC

READING MICRO-CREDENTIAL: ELEMENTARY LITERACY - UF LASTINGER CENTER FLAMINGO LITERACY

Component Identifier Number: 1-013-013

Function: 1

Focus Area: 013

Local Sequence Number(s): 013

Maximum Inservice Points: 60 Hours

2. DESCRIPTION:

The Elementary Literacy Micro-Credential is a competency-based micro-credential developed to provide educators with evidence-based, high-quality online courses to build their literacy knowledge and skills. Through a job-embedded practicum, participants will implement their new instructional strategies in real-time while receiving one-on-one feedback from assessors to refine, enhance, and improve their literacy practice. This component targets PreK and kindergarten through fifth grade instructional personnel and allows instructional personnel who are not reading endorsed or certified in reading to teach intensive reading intervention, if supervised by an individual who is certified or endorsed in reading. This micro-credential satisfies Competency One of the Reading Endorsement.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

Upon completion of components of the micro-credential delivered in accordance with the delivery methods, participants will:

Performance Indicator A: Oral Language

1. Understand how the students' development of oral language (I.E., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension.
2. Understand the differences between social and academic language.
3. Understand that writing enhances the development of oral language.
4. Understand that the variation in students' oral language exposure and development requires differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.
5. Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.
6. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.
7. Recognize the importance of English learners' home languages and their significance in learning to read English.
8. Understand the role of oral language informal and formal assessment, including documentation of results to inform instruction determined by individual student strengths and needs.

Performance Indicator B: Phonological Awareness

1. Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes) and that they develop independently from one another.
2. Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.
3. Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters).
4. Understand how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language development and reading (e.g., phonological processing, body-coda, phonemic analysis and synthesis).
5. Understand how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).
6. Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.
7. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonemic awareness.
8. Understand evidence-based practices for teaching phonemic awareness to English learners.
9. Understand the role of phonological awareness informal and formal assessment, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.

Performance Indicator C: Phonics

1. Understand the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.
2. Understand grapheme-phoneme patterns and how they relate to spelling and written expression.
3. Understand structural analysis and morphology of words.
4. Understand that evidence-based spelling and writing practices can enhance phonics instruction and connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes.)
5. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development.

6. Understand an English learner's home language as a foundation and strength to support the development of phonics in English.
7. Understand the role of phonics informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator D: Fluency

1. Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension.
2. Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.
3. Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.
4. Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.
5. Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.
6. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency development and endurance.
7. Understand the role of fluency informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator E: Vocabulary

1. Understand the role and impact of receptive and expressive vocabulary on reading comprehension.
2. Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.
3. Identify intentional explicit, systematic, and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).
4. Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary.
5. Understand how to apply evidence-based reading and writing practices to enhance vocabulary.
6. Understand how to provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
7. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.
8. Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).
9. Understand the role of vocabulary informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator F: Comprehension

1. Understand that evidence-based oral language and written experiences (i.e., language experiences, dictation, summary writing) facilitate comprehension.
2. Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).
3. Understand the varying demands of text on readers' comprehension, including the demands of domain-specific texts.
4. Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students' capacity for comprehension.
5. Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity, and purpose of reading, impacts comprehension and student engagement.
6. Understand the importance of planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.
7. Understand cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of

cognitive development in the construction of meaning of literary and informational texts.

8. Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading).
9. Understand that effective comprehension relies on using well developed language, multiple higher order thinking process (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension.
10. Understand evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.
11. Understand how English learners' linguistic and cultural background will influence their comprehension, including English learners with characteristics of reading difficulties and dyslexia.
12. Understand the role of comprehension informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator G: Integration of Reading Components

1. Identify phonemic, semantic and syntactic variability between English and other languages.
2. Identify appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).
3. Understand the interdependence among the reading components and their effect upon reading as a process for all students.
4. Understand how oral language and an information intensive environment impact reading and writing development.
5. Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests, and reading proficiency.
6. Understand the relationships among decoding, automatic word recognition, fluency, and comprehension.
7. Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: Graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.
8. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect the integration of the components of reading instruction.
9. Understand how to engage and support caregivers and families in the evidence-based language and reading development activities for their children and adolescents.
10. Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.
11. Understand the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to address individual student strengths and needs.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B, G, H, I

Professional learning methods are electronic interactive learning with a job-embedded practicum where high effect practices are implemented and local support by coaches and/or mentors is provided.

WHAT

1. Online learning to build literacy knowledge and skills.
2. Job-embedded practicum where participants implement their new instructional strategies in real-time while receiving one-on-one feedback from assessors to refine, enhance, and improve their literacy practice.

HOW

The component delivery will employ electronic interactive online courses with a job-embedded practicum.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, P, R

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, develop products related to the online course and engage in electronic interactive feedback from assessors.

Monitoring Procedures:

Participants will compile an online portfolio.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, E, F, G

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. Other changes in practices supporting effective implementation of job responsibilities, changes in student services/support practices, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student (individual and/or class) progress toward reading proficiency, assess the impact of reading interventions, and identify needs for additional professional learning.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel will use data to gauge student progress toward reading achievement, determine impact of professional learning implementation and identify additional professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

READING: MICRO-CREDENTIAL- SECONDARY LITERACY - UF LASTINGER CENTER FLAMINGO LITERACY

Component Identifier Number: 1-013-014

Function: 1

Focus Area: 013

Local Sequence Number(s): 014

Maximum Inservice Points: 60 Hours

2. DESCRIPTION:

The Secondary Literacy Micro-Credential is a competency-based micro-credential developed to provide educators with evidence-based, high-quality online courses to build their literacy knowledge and skills. Through a job-embedded practicum, participants will implement their new instructional strategies in real-time while receiving one-on-one feedback from assessors to refine, enhance, and improve their literacy practice. This component targets grades sixth through twelve instructional personnel and allows instructional personnel who are not reading endorsed or certified in reading to teach intensive reading intervention, if supervised by an individual who is certified or endorsed in reading. This micro-credential satisfies Competency One of the Reading Endorsement.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

Upon completion of components of the micro-credential delivered in accordance with the delivery methods, participants will:

Performance Indicator A: Oral Language

1. Understand how the students' development of oral language (I.E., phonology, morphology, syntax, semantics, and pragmatics) relates to language comprehension.
2. Understand the differences between social and academic language.
3. Understand that writing enhances the development of oral language.
4. Understand that the variation in students' oral language exposure and development requires differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.
5. Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.
6. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.
7. Recognize the importance of English learners' home languages and their significance in learning to read English.
8. Understand the role of oral language informal and formal assessment, including documentation of results to inform instruction determined by individual student strengths and needs.

Performance Indicator B: Phonological Awareness

1. Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes) and that they develop independently from one another.
2. Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.
3. Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters).
4. Understand how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language development and reading (e.g., phonological processing, body-coda, phonemic analysis and synthesis).
5. Understand how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).
6. Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.
7. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonemic awareness.
8. Understand evidence-based practices for teaching phonemic awareness to English learners.
9. Understand the role of phonological awareness informal and formal assessment, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.

Performance Indicator C: Phonics

1. Understand the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.
2. Understand grapheme-phoneme patterns and how they relate to spelling and written expression.
3. Understand structural analysis and morphology of words.
4. Understand that evidence-based spelling and writing practices can enhance phonics instruction and connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes.)
5. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development.

6. Understand an English learner's home language as a foundation and strength to support the development of phonics in English.
7. Understand the role of phonics informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator D: Fluency

1. Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension.
2. Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.
3. Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.
4. Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.
5. Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.
6. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency development and endurance.
7. Understand the role of fluency informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator E: Vocabulary

1. Understand the role and impact of receptive and expressive vocabulary on reading comprehension.
2. Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.
3. Identify intentional explicit, systematic, and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).
4. Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary.
5. Understand how to apply evidence-based reading and writing practices to enhance vocabulary.
6. Understand how to provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
7. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.
8. Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).
9. Understand the role of vocabulary informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator F: Comprehension

1. Understand that evidence-based oral language and written experiences (i.e., language experiences, dictation, summary writing) facilitate comprehension.
2. Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).
3. Understand the varying demands of text on readers' comprehension, including the demands of domain-specific texts.
4. Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students' capacity for comprehension.
5. Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity, and purpose of reading, impacts comprehension and student engagement.
6. Understand the importance of planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.
7. Understand cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of

cognitive development in the construction of meaning of literary and informational texts.

8. Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading).
9. Understand that effective comprehension relies on using well developed language, multiple higher order thinking process (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension.
10. Understand evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.
11. Understand how English learners' linguistic and cultural background will influence their comprehension, including English learners with characteristics of reading difficulties and dyslexia.
12. Understand the role of comprehension informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator G: Integration of Reading Components

1. Identify phonemic, semantic and syntactic variability between English and other languages.
2. Identify appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).
3. Understand the interdependence among the reading components and their effect upon reading as a process for all students.
4. Understand how oral language and an information intensive environment impact reading and writing development.
5. Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests, and reading proficiency.
6. Understand the relationships among decoding, automatic word recognition, fluency, and comprehension.
7. Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: Graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.
8. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect the integration of the components of reading instruction.
9. Understand how to engage and support caregivers and families in the evidence-based language and reading development activities for their children and adolescents.
10. Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, and other teachers.
11. Understand the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to address individual student strengths and needs.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B, G, H, I

Professional learning methods are electronic interactive learning with a job-embedded practicum where high effect practices are implemented and local support by coaches and/or mentors is provided.

WHAT

1. Online learning to build literacy knowledge and skills.
2. Job-embedded practicum where participants implement their new instructional strategies in real-time while receiving one-on-one feedback from assessors to refine, enhance, and improve their literacy practice.

HOW

The component delivery will employ electronic interactive online courses with a job-embedded practicum.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, P, R

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, develop products related to the online course and engage in electronic interactive feedback from assessors.

Monitoring Procedures:

Participants will compile an online portfolio.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, E, F, G

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. Other changes in practices supporting effective implementation of job responsibilities, changes in student services/support practices, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student (individual and/or class) progress toward reading proficiency, assess the impact of reading interventions, and determine additional professional learning needs.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel will use data to gauge student progress toward reading achievement, determine impact of professional learning implementation, and identify additional professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

READING ENDORSEMENT OPTION: FOUNDATIONAL SKILLS TO SUPPORT READING FOR UNDERSTANDING: KNOWLEDGE BUILDING – COMBINED COMPETENCIES ONE AND TWO

Component Identifier Number: 1-013-011

Function: 1

Focus Area: 013

Local Sequence Number(s): 011

Maximum Inservice Points: 120

2. DESCRIPTION:

This is a 120-hour professional learning option in which the requirements for Reading Endorsement Competencies 1 and 2 are interwoven. Learning is based on the combined competencies professional learning options as developed by FLDOE, in partnership with Florida Center for Reading Research (FCRR).

Participants must complete the entire course sequence to earn the 60 hours of credit for competency One and 60 hours of credit for Competency Two. This training is intended to be completed in its entirety.

Therefore, no partial credit will be granted.

This course will allow K-6 educators to develop, increase, and demonstrate knowledge of evidence-based practices in reading instruction as outlined in the Competencies 1 and 2 of the *2011 Reading Endorsement Competencies*. For educators to effectively meet the reading needs of all students, emphasis of this professional learning opportunity is focused on evidence-based practices in teaching foundation reading skills, assessment, and support for English Language Learners.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning

_ Not significantly related to any PL 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. Understand how students' development of phonology, syntax, semantics, and pragmatics related to comprehending written language.
2. Understand the differences between social and academic language.
3. Understand that writing enhances the development of oral language.
4. Understand that the variation in students' oral language exposure and development requires differentiated instruction.
5. Recognize the importance of English language learners home languages, and their significance for learning to read English.
6. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.
7. Understand phonology as it relates to language development and reading achievement (e. g. , phonological processing, phonemic awareness skills, phonemic analysis, and synthesis).
8. Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i. e. , words and syllables) and progressing to small and abstract units of sound (i. e. , onset-rimes and phonemes).
9. Understand that writing, in conjunction with phonological awareness, enhances reading development.
10. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e. g., language and dialect differences).
11. Understand how similarities and differences in sound production between English and other languages affect English language learners reading development in English.
12. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.
13. Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
14. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
15. Understand structural analysis of words.
16. Understand that both oral language and writing can be used to enhance phonics instruction.
17. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.
18. Understand that components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
19. Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order facilitate comprehension.
20. Understand the relationships amount fluency, word recognition, and comprehension.
21. Understand that both oral language and writing enhance fluency instruction.
22. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.
23. Understand the goal of receptive and expressive vocabulary instruction is the application of a students' understanding of word meanings to multiple oral and written contexts.
24. Understand morphology as it relates to vocabulary development (e. g., morphemes, inflectional and derivational morphemes, morphemic analysis).
25. Identify principles of semantics as they relate to vocabulary development (e. g., antonyms, synonyms, figurative language).
26. Understand the domain specific vocabulary demands of academic language.

27. Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.
28. Understand that building oral and written language facilitates comprehension.
29. Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called academic language.
30. Understand the impact of text upon reading comprehension (e. g., genre, readability, coherence, text structure, and text complexity).
31. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
32. Identify cognitive targets (e. g., locate/recall, integrate/interpret, critique/evaluate) and the role of cognitive development in construction of meaning of literary and informational texts.
33. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
34. Understand the reading demands posed by domain specific texts.
35. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
36. Understand how English language learners linguistic and cultural background will influence their comprehension.
37. Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.
38. Identify language characteristics related to social and academic language.
39. Identify phonemic, semantic, and syntactic variability between English and other languages.
40. Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
41. Understand the impact of oral language, writing, and an information intensive environment upon reading development.
42. Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
43. Understand the role of formal and informal reading assessment to make instructional decisions to meet individual
44. Apply intentional explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e. g., language experience approach, Socratic questioning).
45. Create an environment where students practice appropriate social and academic language to discuss diverse texts.
46. Recognize and apply an English language learners home language proficiency as a foundation and strength to support the development of oral language in English.
47. Use writing experiences to enhance oral language (e. g., interactive writing, student to teacher sentence dictation).
48. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.
49. Apply intentional, explicit, and systematic instructional practices for scaffolding development of phonological awareness (e. g., blending, and segmenting syllables, onset-rimes, and phonemes)>
50. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e. g., rhyming and alliteration).
51. Understand and apply knowledge of how variations in phonology across languages affect English language learners reading and writing development.
52. Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e. g., Elkonin boxes or magnetic letters, individual response whiteboards).
53. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.
54. Apply intentional, explicit, and systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.
55. Recognize and apply an English language learners home language as a foundation and strength to support the development of phonics in English.

56. Use oral/aural language and writing experiences to enhance phonics instruction (e. g., sentence strip words, phrases, and pocket charts).
57. Recognize, describe, and incorporate appropriate phonics assessment to guide instruction.
58. Apply intentional, explicit, systematic instructional practices for scaffolding accuracy, expression, rate, and reading endurance (e. g., paired reading, repeated reading, echo reading, readers theater).
59. Use oral/aural language and writing experiences to enhance fluency (e. g., poetry charts, song lyrics).
60. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.
61. Apply intentional, explicit, systematic instructional practices for scaffolding vocabulary and concept development (e. g., shared reading, semantic mapping).
62. Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
63. Incorporate vocabulary instruction through analogies (e. g., cognates, Greek and Latin roots).
64. Provide an environment that supports wide reading of print and digital texts, both information and literary, to enhance vocabulary.
65. Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
66. Use oral/aural language and writing experiences to enhance vocabulary (e. g., interactive word walls, word sorts, word charts for secondary).
67. Use multiple methods of vocabulary instruction (e. g., multiple contexts, examples, and non-examples, elaborations).
68. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.
69. Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e. g., reciprocal teaching, think aloud).
70. Use both oral language and writing experiences to enhance comprehension.
71. Apply appropriate instructional practices determined by the students' strengths and needs, text structure, and the reading demands of domain specific text.
72. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
73. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
74. Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
75. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
76. Model a variety of strategic activities students can use to foster comprehension and monitoring and self-correcting.
77. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.
78. Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.
79. Identify instructional practices to develop students' metacognitive skills in reading (e. g., text coding such as INSERT, two column notes).
80. Use resources and research-based practices that create information intensive environments (e. g.,
81. diverse classroom libraries, inquiry reading).
82. Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students age, interests and reading proficiency (e. g., young adult literature, informational texts).
83. Demonstrate understand of similarities and differences between home language and second language reading development.
84. Triangulate data from appropriate reading assessments to guide instruction.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, D, G, H, J

WHAT

During the professional learning opportunity, participants will be actively engaged in research-based content designed to inform participants of substantive knowledge of language structure, function, and cognition for each of the five major components of the reading process. Professional learning methods may be any combination of the following: knowledge acquisition workshop, electronic interactive with facilitation supporting development, learning community/lesson study group, structured coaching/mentoring, implementation of “high effective” practices, and/or job embedded. Participants will engage in a series of investigative activities. The investigative activities will be chosen from a menu by the component instructor, based on participant knowledge, instructional assignment, assess student needs and delivery mode. Investigative activities may be collaborative and include, but are not limited to:

- Lesson plan design
- Article(s) reviews
- Individual study and report on research-based practice
- Reflective writing after viewing research-based practice
- Conduct clinical interview(s) to begin a portfolio of reading profiles
- Case studies
- Collegial discussions
- Practice of best practices
- Data analysis
- Presentations

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for these competencies.

HOW

Professional learning methods may be any combination of the following: knowledge acquisition workshop, electronic interactive with facilitation supporting development, learning community/lesson study group, structured coaching/mentoring, implementation of “high effective” practices, and/or job embedded.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N,P, Q, R, T

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a professional learning community or lesson study group, and/or experience coaching or mentoring, engage in electronic interactive dialogue and evaluate practice indicators.

Monitoring Procedures:

The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implantation process. More specifically:

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups, and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work product throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A

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

Participant's work will be reviewed, as appropriate, by course facilitators, district staff. And/or departmental leaders to evaluate the effectiveness of the professional development on changing knowledge and/or instructional behaviors.

Note: Specific identifiers are aligned to evaluation measures and may be found in the Matrix of the PAEC Add-On Reading Endorsement Plan.

Evaluation Methods for Students Database Code: A, B, C, D

Results of national, state or district-developed standardized student performance measures, results of school/teacher-constructed student growth measures, portfolios of student work and/or observation of student performance may be used.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School, and District Coordinators, Just Read, Florida! Personnel, School Improvement Teams, and in some cases PAEC personnel.

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

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

1. Individual teachers will use impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering skills in the major components of reading and may review results with a course instructor, mentor, site-based administrator, or other designated individual. Data may be used to evaluate efficacy of the professional learning and/or to identify additional professional learning needs.
2. District coordinators, site-based administrators, instructional staff, and consortia personnel, will use progress monitoring and local and state and summative assessment impact data to gauge progress toward student achievement in the area of reading. Data may be used to evaluate efficacy of the professional learning and/or to identify additional professional learning needs.
- 3.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date approved: August 2021, Updated: February 2023

Department: Instructional Services - PAEC Professional Learning Center

Name(s) of Component Author(s): Florida Department of Education and REL-Southeast

READING INSTRUCTION – INTEGRATING A MULTI-SENSORY APPROACH

Component Identifier Number: 2-013-002

Function: 2

Focus Area: 013

Local Sequence Number(s): 002

Maximum Inservice Points: 60

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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. 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-evidence 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-evidence 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-evidence 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 delivery will employ a variety of learning designs such as face-to-face, blended, or online and occur in a workshop, learning community/lessons 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:

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, B, C, D, O, P

Any combination of the following may be used. Results of national, state or district-developed/standardized student performance measures are used to track improvement in student learning growth. School/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance assessments that demonstrate student growth may also be used

Who will use the evaluation impact data gathered?

1. Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams and, Florida Department of Education.
2. 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.
3. Florida Department of Education, district coordinators, site-base 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 mento, site-based administrator or other designated individual.

What other forms of evaluation data will be gathered?

1. Data may be used by teachers, site-based administrators, school, or district instructional support staff such as coaches and mentors, and/or PAEC personnel. Data will be used to determine effectiveness of professional learning and identify additional professional learning needs.
2. 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 will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date approved: April 4, 2019

Department: Instructional Services – PAEC Professional Learning 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 Identifier Number: 2-100-002

Function: 2

Focus Area: 100

Local Sequence Number(s): 002

Maximum Inservice Points: 60

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 how 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 and when 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 FEL 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 FELs)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants 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-evidence 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-evidence 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-evidence 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 delivery will employ a variety of learning designs such as face-to-face, blended, or online and occur in a workshop, learning community/lessons study group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, 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 students 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. Additionally, structure coaching/mentoring, independent action research, and collaborative planning with monitoring and feedback may be employed.

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:

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, B, C, D, O, P

Any combination of the following may be used. Results of national, state or district-developed/standardized student performance measures are used to track improvement in student learning growth. School/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance assessments that demonstrate student growth may also be used.

Who will use the evaluation impact data gathered?

1. Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams and, Florida Department of Education.
2. 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.
3. Florida Department of Education, district coordinators, site-base 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. Results will be used to determine effectiveness of professional learning and identify additional professional learning needs.

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 will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date approved: April 4, 2019

Department: Instructional Services - PAEC Professional Learning Center

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

READING STRATEGIES: GENERAL

Component Identifier Number: 2-013-001

Function: 2

Focus Area: 013

Local Sequence Number(s): 001

Maximum Inservice Points: 60

2. DESCRIPTION:

This is a professional learning opportunity to provide educators with reading strategies to incorporate into instruction of any subject. Reading strategies promote students to think about, write about, read about and talk about the content taught. Instruction interwoven with reading strategies build students' comprehension, writing and communication skills. This course will allow educators to develop, increase and demonstrate knowledge of evidence-based research strategies that support the science of reading as well as the integration of multi-sensory strategies to meet the needs of students, including those with disabilities or other diverse learning needs including students with characteristics of dyslexia. The use of reading strategies will assist educators to effectively meet the reading needs of all students.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Understand how to instruct students to actively engage in the process of reading
2. Demonstrate knowledge of how to guide students to monitor their comprehension as they read and what to do if their comprehension breaks down.
3. Demonstrate knowledge of how to select and implement research-evidence strategies to support vocabulary instruction across all vocabulary tiers.
4. Demonstrate knowledge of how to implement a specific reading or reading assessment program in their classroom.
5. Demonstrate knowledge of how to provide students with reading strategies needed to become aware of their thinking, to think and analyze text and to make their thinking visible and audible.

7. LEARNING PROCEDURES (Methods):

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

Learning Methods Database Code: A, B, D, G, H, I

WHAT

During the professional learning opportunity, participants will be actively engaged in research-based content designed to inform participants of substantive knowledge of cognitive reading strategies of effective readers: activating, inferring, monitoring-clarifying, questions, searching-selecting, summarizing, and visualizing-organizing to facilitate the reading process. Participants will receive reading research and instructional content. Participants will be provided with strategy modeling or videos to practice and reflect upon current instructional practice.

HOW

Professional learning methods may be any combination of the following: knowledge acquisition workshop, electronic interactive with facilitation supporting development, learning community/lesson study group, structured coaching/mentoring, implementation of "high effect" practices, and/or job embedded.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, P, Q, R, T

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a professional learning community or lesson study group, and/or experience coaching or mentoring, engage in electronic interactive dialogue and evaluate practice indicators.

Monitoring Procedures:

Participants may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process. More specifically:

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participant.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, F, G

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

Changes in instructional or learning environment practices implemented in the classroom or directly with students, changes in observed educator proficiency in implementing targeted state standards, and changes in observed educator proficiency in practices that occur generally without student present may be used.

Additionally, participant's work will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing knowledge and/or instructional behaviors.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, Just Read, Florida! Personnel, School Improvement Teams and in some cases PAEC personnel.

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

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

1. Individual teachers will use impact data based on classroom assessments, school or district progress monitoring assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering skills in the major components of reading and determine impact of professional learning implementation. They may review results with a course instructor, mentor, site-based administrator, or other designated individual.
2. District coordinators, site-based administrators, instructional staff, and consortia personnel will use progress monitoring and local and state and summative assessment impact data to gauge progress toward student achievement in the area of reading, impact of professional learning, and identify additional professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery and evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date approved: August 2021, Updated: February 2023

Department: Instructional Services - PAEC Professional Learning Center

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

READING SUBJECT CONTENT

Component Identifier Number: 1-013-001 OR 1-105-011

Function: 1

Focus Area: 013 OR 105

Local Sequence Number(s): 001 OR 011

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide educators with the content knowledge necessary to effectively implement Florida's B.E.S.T. Standards: English Language Arts into reading content. Participants will also learn how to incorporate instructional techniques and strategies based on evidence-based research that supports the science of reading into the general and/or special education setting. Teachers will understand why and when multi-sensory strategies should be used to meet the specific needs of students including those with disabilities or other diverse needs including students with characteristics of dyslexia.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Understand *Florida's B.E.S.T. Standards: English/Language Arts*— the design, organization, coding scheme, vertical progression, benchmark clarifications, and *English Language Arts Expectations* (EEs).
2. Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner.
3. Examine content standards/benchmarks, identify student learning targets, success criteria, possible misconceptions, scaffold instruction and plan “checks” for understanding.
4. Demonstrate a breadth of subject matter knowledge that enables students to approach and inter-relate topics from a variety of perspectives, interest, and points of view.
5. Demonstrate knowledge of instructional practices that support strategic reading.
6. Use references, materials, and technologies of the subject area in a manner appropriate to the age and developmental stage of the learner.
7. Maintain currency in regard to changes in the subject area, science of reading, and standards.
8. Become knowledgeable in how to access resources (teacher, student, and/or parent) aligned to *Florida's B.E.S.T. Standards: English/Language Arts* in the teaching assignment.
9. Demonstrate breadth of subject matter knowledge that enables the educator to collaborate with colleagues from other content subjects in the integration of *Florida's B.E.S.T. Standards: English/Language Arts* into instruction.
10. Develop lesson plans based on *Florida's B.E.S.T. Standards: English/Language Arts*, and student needs, abilities, and interests.
11. Demonstrate knowledge of the characteristics of students with dyslexia and appropriate interventions.
12. Demonstrate knowledge of the MTSS process.
13. Become knowledgeable about ways to modify or adapt content and/or activities to meet the needs of all learners.
14. Develop age/developmentally appropriate standards-based assessments at an appropriate level of rigor and criteria for scoring the assessments.
15. Demonstrate knowledge of the core components of the *Florida Practice Profile* and explain how each contributes to the desired outcomes: 1) Explicit instruction; 2) Systematic instruction; 3) Scaffolded instruction; 4) Corrective Feedback; and 5) Differentiated Instruction.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of “high-effect” practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on *Florida's B.E.S.T. Standards: English/Language Arts* and other topics related to the science of reading.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature and/or watch video clips focused on *Florida's B.E.S.T. Standards: English/Language Arts* content and other topics related to the science of reading.
4. Collaborate with others who teach the same content to discuss content, review assessment data, locate instructional resources and/or plan instruction.
5. Participate in a professional learning community or lesson-study group with those who teach like content or those from other content areas.
6. Develop a product related to the professional learning such as (but not limited to) an instructional plan, action plan, curriculum map or pacing guide, student resource, media, or other presentation for use in instruction, assessment, communication with parents to promote a home-school literacy connection,

and/or rubric for grading a performance assessment.

7. Engage in discussions with other educators with a focus on vertical alignment, knowledge gaps, and strengths.
8. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
9. Engage in a professional learning community focused on content standards and content.
10. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a content-related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop/provide products related to the learning process such as resources, lesson plans, assessments, or presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database Code: A, B, C, D, E, F, G

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. Other changes in practices supporting effective implementation of job responsibilities, changes in student services/support practices, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues. Student progress monitoring data will be closely examined to gauge effectiveness of instruction and/or professional learning implementation.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement. Progress monitoring data will be closely examined to measure student learning over time.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student (individual and/or class) progress toward standards mastery—content and/or skill proficiency, evaluate impact of professional learning implementation, and determine additional professional learning needs.

2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel will use data to gauge student progress toward student achievement, determine impact of professional learning implementation and identify additional professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

SCHOOL HEALTH AND SAFETY

Component Identifier Number: 6-511-002

Function: 6

Focus Area: 511

Local Sequence Number(s): 002

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will gain knowledge, techniques, and skills required to maintain a safe and secure learning environment for all students. This component addresses learning requirements as stated in s.1006.07, F.S.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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. Demonstrate knowledge of district rules/policies for discipline, in-school suspension, suspension, and expulsion of students.
2. Demonstrate knowledge of the district code of student conduct and hierarchy of violations.
3. Demonstrate knowledge of district/school emergency drill procedures.
4. Demonstrate knowledge of the overall issue of school safety and violence prevention from a national, statewide, regional, and local perspective.
5. Demonstrate ability to effectively establish and maintain a safe learning environment across all areas of the school campus.
6. Demonstrate knowledge of mental health awareness, assistance, resources, and emergency procedures.
7. Demonstrate knowledge of school safety incident reporting.
8. Develop an understanding of the rights of individuals, social groups, and nations to hold and express differing views and understand the importance of respect for the rights of all persons regardless of their race, religion, gender, age, physical condition, or mental state.
9. Identify effective pedagogical strategies that encourage respect for diversity, fairness, equity, and tolerance of differences in classrooms and elsewhere on the school campus.
10. Identify effective strategies for bullying assessment, identification, prevention, response, and intervention on campus.
11. Identify effective strategies for cyberbullying assessment, identification, prevention, response, and intervention.
12. Recognize specific factors that put children at risk of being bullied.
13. Demonstrate awareness of the signs of trouble, abuse and unrest in students and campus protocol for reporting.
14. Identify effective strategies for preventing and responding to student fights.
15. Demonstrate knowledge of procedures for notification of appropriate personnel within the school system of potential problems of violence, threats or other acts that may pose a threat to the overall safety of school personnel or students.
16. Demonstrate the ability of effectively carry out district-approved responses to all elements of local crisis and emergency response plan.
17. Demonstrate knowledge of procedures for referral of students who may need help or interventions to the appropriate personnel on campus or agencies within the community.
18. Demonstrate knowledge for carrying out emergency procedures such as CPR, first aid, etc.
19. Demonstrate knowledge of pathogens that may put students and personnel at risk and techniques to mitigate or eliminate the risk.
20. Demonstrate knowledge of the risk of infection from bloodborne pathogens and techniques to prevent exposure.
21. Demonstrate knowledge about the scope of diseases and health concerns associated with tobacco use.
22. Demonstrate knowledge about marketing of tobacco products towards children and strategies that help students make healthy choices.
23. Demonstrate knowledge about health risks related to vaping and strategies that help students make healthy choices.
24. Demonstrate knowledge of district or school board policies regarding sexual health education.
25. Demonstrate knowledge of topics in sexual health education such as STDs, HIV, and teen pregnancy.
26. Demonstrate knowledge of the signs of substance abuse or misuse and procedures for referring students to ensure appropriate help is provided.
27. Demonstrate knowledge of effective prevention programs.
28. Demonstrate knowledge of causes of adolescent suicide, trends in demographics of suicide victims, and risk factors.
29. Demonstrate knowledge of procedures for providing appropriate support and referral of students who threaten suicide.

30. Identify research-evidence strategies for dealing with suicidal death and the impact on family members, friends, and educators.
31. Demonstrate knowledge and awareness of the signs of child abuse and neglect and the legal requirement to report abuse or suspected abuse to the abuse hotline.
32. Demonstrate understanding of safety and security issues related to all forms of technology and district policies for safe use of technology.
33. Identify warning signs of technology-related abuse or misuse, protective strategies, and appropriate responses in the event of technology-related abuse or misuse.
34. Identify characteristics of all forms of sexual harassment, and know policies for reporting, and strategies for responding to allegations of unwelcomed sexual behavior.
35. Identify potential physical hazards on campus, including chemical hazards, and know campus protocol for reporting them.
36. Demonstrate knowledge of playground safety, how to properly supervise students who are on the playground, and guidelines for responding to playground injuries and emergency situations.
37. Demonstrate knowledge of hazards associated with use of tools and machinery in career technical education classes and strategies for teaching student safety and preventing injury.
38. Demonstrate knowledge of how to prevent injuries due to basic slip, trip, and fall exposures and strategies to prevent back injuries.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive and/or job embedded.

WHAT

Educators will learn about elements that impact safety on a school campus and risk factors unique to each element, as well as assessment, intervention, and prevention strategies to maintain a safe environment, how to implement protocols to protect students per the district crisis management plan, and appropriate referral and reporting procedures.

HOW

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to maintain a safe learning environment. They may also develop products related to the learning process that may include computer-based application of learning, action plans, written reflections regarding the implementation process and lessons learned, checklists, anecdotal records, and/or case studies.

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:

Evaluation Methods for Staff Database Code: A, C, D

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. Other changes in practices supporting effective implementation of job responsibilities may also be observed, as well as student/parent surveys designed to measure perceptions of safe school/learning environment.

Evaluation Methods for Students Database Codes: A, B, D, F

Results of national, state or district-developed/standardized student performance measures are used to track improvement in student achievement. Other performance assessment(s), data and/or observations that reveal impact on students including learning objectives or behavioral growth may be used.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some instances Florida Department of Education and/or PAEC personnel

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

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

1. Individual teachers will use impact data based on classroom assessments, products, and standardized exams as appropriate, to gauge each students' progress toward content proficiency, as well as measures of progress toward achieving a safe learning environment that may include, but not be limited to, attendance data, guidance referrals, discipline referrals, behavior logs, and SESIR data.
2. District coordinators, site-base administrators, district support staff and in some instances FLDOE and/or PAEC personnel will use achievement data, SESIR data, attendance reports, guidance referral statistics, community resource referral data, other behavioral data, and safety data to determine school, educator, and student progress toward achievement of content standards to gauge campus safety, determine progress toward district and school health and safety goals, and to identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date approved: August 2020, Updated: February 2023

Department: Instructional Services - PAEC Professional Learning Center

Name(s) of Component Author(s): PAEC PDC

3. Demonstrate understanding of safety and security issues related to all forms of technology and district policies for safe use of technology.
4. Identify warning signs of technology-related abuse or misuse, protective strategies, and appropriate responses in the event of technology-related abuse or misuse.
5. Identify characteristics of all forms of sexual harassment, and know policies for reporting, and strategies for responding to allegations of unwelcomed sexual behavior.
6. Identify potential physical hazards on campus, including chemical hazards, and know campus protocol for reporting them.
7. Demonstrate knowledge of playground safety, how to properly supervise students who are on the playground, and guidelines for responding to playground injuries and emergency situations.
8. Demonstrate knowledge of hazards associated with use of tools and machinery in career technical education classes and strategies for teaching student safety and preventing injury.
9. Demonstrate knowledge of how to prevent injuries due to basic slip, trip, and fall exposures and strategies to prevent back injuries.

11. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive and/or job embedded.

WHAT

Educators will learn about elements that impact safety on a school campus and risk factors unique to each element, as well as assessment, intervention, and prevention strategies to maintain a safe environment, how to implement protocols to protect students per the district crisis management plan, and appropriate referral and reporting procedures.

HOW

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

12. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to maintain a safe learning environment. They may also develop products related to the learning process that may include computer-based application of learning, action plans, written reflections regarding the implementation process and lessons learned, checklists, anecdotal records, and/or case studies.

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.

13. 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, D

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. Other changes in practices supporting effective implementation of job responsibilities may also be observed.

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

Evaluation Methods for Students Database Codes: A, F

Results of national, state or district-developed/standardized student performance measures are used to track improvement in student achievement. 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 Coordinators, School Improvement Teams, and in some instances Florida Department of Education and/or PAEC personnel

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

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

1. Individual teachers will use impact data based on classroom assessments, products, and standardized exams as appropriate, to gauge each students' progress toward content proficiency, as well as measures of progress toward achieving a safe learning environment that may include, but not be limited to, attendance data, guidance referrals, discipline referrals, behavior logs, and SESIR data.
2. District coordinators, site-base administrators, district support staff and in some instances FLDOE and/or PAEC personnel will use achievement data, SESIR data, attendance reports, guidance referral statistics, community resource referral data, other behavioral data, and safety data to determine school, educator, and student progress toward achievement of content standards to gauge campus safety and determine progress toward district and school health and safety goals.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date approved: August 2020

Department: Instructional Services - PAEC Professional Learning Center

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

SCHOOL IMPROVEMENT

Component Identifier Number: 7-512-001

Function: 7

Focus Area: 512

Local Sequence Number(s): 001

Maximum Inservice Points: 60

2. DESCRIPTION:

The purpose of this component is to implement a program of professional learning to provide members of the school community with the knowledge and skills necessary to participate in developing and implementing components of the school improvement plan.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Demonstrate understanding of the relationship between the specific professional learning activities they are engaged in and the goals and objectives of their school improvement plan by stating in observable/measurable terms how successful completion of the 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 development and implementation of the school improvement plan.
3. Demonstrate knowledge in analysis of student data to identify gaps and strengths and to use the data as a basis for developing professional learning goals and objectives and student/school improvement goals and objectives.
4. 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.
5. Demonstrate knowledge and ability to use teaching and learning strategies that reflect each student's culture, learning style, special needs, and socio-economic background.
6. Demonstrate knowledge and ability to use assessment strategies (traditional and alternate) to assist the continuous development of the learner.
7. Demonstrate knowledge and ability to plan, implement and evaluate effective instruction in a variety of learning environments.
8. 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.
9. Demonstrate knowledge and ability to create and maintain a positive learning environment in which students are actively engaged in learning social interaction skills, cooperative learning, resilience, and self-motivation.
10. Demonstrate knowledge and ability to use effective communication techniques with students and all other stakeholders.
11. Demonstrate knowledge and ability to use appropriate technology in teaching and learning.
12. Demonstrate knowledge and ability to use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.
13. Demonstrate knowledge and ability to work with various education professionals, parents, and other stakeholders to plan for and implement continuous improvement strategies for the education of all students.
14. Demonstrate knowledge and ability to engage in the continuous quality improvement cycle for self and school.
15. Demonstrate knowledge and ability to adhere to the *Principles of Professional Conduct of the Education Profession in Florida*.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning communities/lesson study groups, independent inquiry, structured coaching or mentoring, implementation of high effect practices with monitoring and feedback and job embedded professional learning with support focused on new/improved practices.

WHAT

Educators may take part in any combination of the following:

1. Participate in expert presentations related to the school improvement process.
2. Analyze various types of educational data to identify gaps, strengths, and needs and use to develop measurable goals and objectives for improvement and plan for professional learning.
3. Read and discuss professional literature focused on high effect strategies for topics related to school improvement.

4. Participate in a professional learning community focused on related topics.
5. Engage in action research to implement high effect strategies with monitoring and feedback by an administrator or knowledgeable other.
6. Develop a product such as, but not limited to data summary, measurable school improvement goal statements and objectives, stakeholder communication or presentation, professional learning plan, instructional plan, action plan, and/or reflections on the implementation process.

HOW

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, and/or knowledgeable others on site or via electronic interactive means, participate in collaborative planning with administrators, stakeholders and/or a professional learning community, conduct action research to implement professional learning, develop a product such as, but not limited to, data summary, school improvement goals and measurable objectives, stakeholder communication or presentation, professional learning plan, instructional plan, action plan, and/or reflections on the implementation process. Additionally learning may be monitored via electronic interactive or non-interactive of evaluation of practice indicators/components/domains with feedback on implementation of learning.

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:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

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 and/or changes in instructional leadership or faculty development practices. Other changes in practices supporting effective implementation of job responsibilities, changes in student services/support practices, and changes in educator proficiency in practices that occur generally without students present (lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses and sharing practices with colleagues) may also be used to gauge staff impact.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures that may include industry certification exams, results of school/teacher-constructed student growth measures that track student progress, student portfolios, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student progress (individual and/or class) toward content and/or skill proficiency and/or behavioral goals, as well as toward meeting school improvement goals and objectives.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data — student achievement and/or behavioral objectives to gauge student progress toward achieving school improvement goals, teacher evaluation data, and

parent/student survey data to identify areas of weakness and strength, and use information in planning professional learning and implementing a subsequent cycle of improvement.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

Author: PAEC PDC

SCHOOL OF EXCELLENCE – PROFESSIONAL CERTIFICATE RENEWAL CREDIT

Component Identifier Number: 8-506-003 (2017-18 only)
8-521-001 (2018-19 forward)

Function: 8

Focus Area: 521

Local Sequence Number(s): 001

Maximum Inservice Points: 60

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 80th percentile or higher for schools comprised of the same grad groupings (elementary, middle, high and combination) for at least two of the last three school years. To be eligible, school must receive a grade of A or B in each of the most recent three school years and rank at the 80th percentile or higher for their school type for at least two of the last three years. Qualifying schools shall retain the designation for up to three years, at which point the designation may be renewed. 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 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 is 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 point may be earned only for the year 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 determines 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 FEL 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 FELS)
- ☒ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input type="checkbox"/> 2. 1: Learning Outcomes
	<input type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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. Create long-range plans, based on a review of state content standards, data-evidence student-needs, and district/school instruction priorities.
2. 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.
3. Revise and/or differentiate instruction based on student needs and student goals.
4. Establish and maintain an effective student-centered learning environment that is positive, safe, organized, equitable, flexible, inclusive, and collaborative.
5. Maintain academic focus and instructional momentum by using a variety of techniques.
6. Demonstrate knowledge and understanding of curriculum content.
7. 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.
8. Monitor student learning, including use of formative assessment, provide specific academic feedback, and adjust instruction to meet student needs.
9. Use instructional strategies shown to have a positive impact on student learning and provide modifications and/or accommodations as required/needed.
10. Use appropriate strategies to enhance critical and creative thinking or problem solving and complex tasks for all students.
11. Engage students in activities that link prior knowledge to new content, other subject areas, life experiences and/or careers for relevant learning experiences.
12. Act in a professional manner upholding the principles set forth in the Principles of Professional Conduct for the Education Profession in Florida.
13. Communicate effectively with stakeholders.
14. Engage in a cycle of continuous improvement to identify areas of 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-evidence practice indicators delineated by the district instructional framework/personnel evaluation.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, coaching and modeling, and/or online and occur in a workshop, small 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 grad calculations, are used to determine designation as a School of Excellence. School of Excellence designation requires a school to receive a grad of A or B in each of the most recent three school years and rank at the 80th percentile or high 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:

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: F

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?

1. Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some instances Florida Department of Education.
2. 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, instruction 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 decision 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 will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium.

Date Approved: August 2019, Updated: February 2023

Department: Professional Learning Center

Name(s) of Component Author(s): PAEC PDC

SCIENCE SUBJECT CONTENT

Component Identifier Number: 1-015-001 OR 1-105-004 (ESE)

Function: 1

Focus Area: 015 OR 105

Local Sequence Number(s): 001 OR 004

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will develop content knowledge necessary to effectively teach approved Florida academic content standards for science.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Understand Florida's academic content standards related to the science teaching assignment to include, nomenclature, connecting benchmarks/horizontal alignment, and vertical alignment.
2. Examine content standards/benchmarks, identify student learning targets, success criteria, possible misconceptions, scaffold instruction and plan "checks" for understanding.
3. Maintain currency regarding changes in Florida's academic content standards related to the science teaching assignment.
4. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
5. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and points of view.
6. Become knowledgeable in how to access resources (teacher, student, and/or parent) aligned to Florida's academic content standards in the science teaching assignment.
7. Locate and incorporate resources that increase the relevance of science content instruction.
8. Use the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
9. Maintain currency regarding changes in the science field.
10. Demonstrate breadth of subject matter knowledge that enables the educator to collaborate with colleagues from other content subjects in the integration of instruction.
11. Develop lesson plans based on Florida's academic content standards in science, and student needs, abilities, and interests.
12. Develop lesson plans that incorporate components of effective instruction.
13. Become knowledgeable about ways to modify or adapt content and/or activities to meet the needs of all learners.
14. Demonstrate an understanding of chemical storage protocols where appropriate and procedures used to maintain a safe learning environment when doing hands-on or laboratory activities in science.
15. Develop age and developmentally appropriate standards-based instruction that incorporates collaborative activities, hands-on experiences, critical-thinking, and problem solving into content learning.
16. Develop age/developmentally appropriate standards-based assessments at an appropriate level of rigor and criteria for scoring the assessments.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on science content and science safety.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature and/or watch video clips focused on science content.
4. Authentic science learning experiences, such as, but not limited to research experiences, field trips, science-focused workplace experiences, and/or laboratory and hands-on experiences.
5. Collaborate with others who teach the same content.
6. Participate in a lesson-study group with those who teach like content or those from other content areas.
7. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
8. Develop a product related to the professional learning such as (but not limited to) an instructional plan that includes accommodations for students, a plan for differentiating instruction to include hands-on

laboratory activities, instructions for a hands-on laboratory experience, curriculum map or pacing guide, student resource, media, or other presentation for use in instruction, assessment, and/or rubric for grading a performance assessment.

9. Engage in discussions with other educators with a focus on vertical alignment, knowledge gaps, and strengths.
10. Engage in a professional learning community focused on content standards and content.
11. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a content-related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.
12. Develop lesson/action plans for classroom implementation.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as, but not limited to, resources, lesson plans, assessments, or presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database Code: A, D, F, G

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. Other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student (individual and/or class) progress toward standards mastery—content and/or skill proficiency, evaluate the impact of professional learning implementation and identify professional learning needs.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or

consortium personnel may use data to gauge student progress toward student achievement, gauge impact of professional learning implementation, and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

Author: PAEC PDC

SOCIAL STUDIES SUBJECT CONTENT

Component Identifier Number: 1-016-001 OR 1-105-013 (ESE)

Function: 1

Focus Area: 016 OR 105

Local Sequence Number(s): 001 OR 013

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will develop content knowledge necessary to effectively teach approved Florida academic content standards for social studies.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Demonstrate knowledge of current Florida Statutes and rules related to social studies instruction.
2. Understand Florida's academic content standards related to the social studies content assignment to include, nomenclature, connecting benchmarks/horizontal alignment, and vertical alignment.
3. Maintain currency regarding changes in Florida's academic content standards related to the social studies teaching assignment.
4. Demonstrate knowledge of *Florida's B.E.S.T. Standards: English Language Arts K-12 ELA Expectations* for Students and how they may be implemented in a social studies classroom.
5. Examine content standards/benchmarks, identify student learning targets, success criteria, possible misconceptions, scaffold instruction and plan "checks" for understanding.
6. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
7. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and points of view.
8. Become knowledgeable in how to access resources (teacher, student, and/or parent) aligned to Florida's academic content standards in the social studies teaching assignment.
9. Locate and incorporate primary and secondary source resources that increase the relevance of social studies content instruction.
10. Use the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
11. Maintain currency regarding changes in the social studies field.
12. Demonstrate breadth of subject matter knowledge that enables the educator to collaborate with colleagues from other content subjects in the integration of instruction.
13. Develop lesson plans based on Florida's academic content standards in social studies, and student needs, abilities, and interests.
14. Become knowledgeable about ways to modify or adapt content and/or activities to meet the needs of all learners.
15. Develop age and developmentally appropriate standards-based instruction that incorporates collaborative activities, hands-on experiences, critical-thinking, and problem solving into content learning.
16. Develop age/developmentally appropriate standards-based assessments at an appropriate level of rigor and criteria for scoring the assessments.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations focused on social studies content.
2. Read and discuss professional literature and/or view video clips or lessons focused on social studies content.
3. Review, discuss, plan, and implement *Florida's B.E.S.T. Standards English Language Arts K-12 English Language Arts Expectations* in social studies instruction.
4. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
5. Locate, examine, and discuss primary and secondary source resources relevant to the social studies teaching assignment.
6. Collaborate with others who teach the same content to discuss and devise solutions for problems of practice.
7. Participate in a lesson-study group with those who teach like content or those from other content areas.

8. Develop a product related to the professional learning such as (but not limited to) an instructional plan, curriculum map or pacing guide, student resource, media, or other presentation for use in instruction, assessment, and/or rubric for grading a performance assessment.
9. Engage in discussions with other educators with a focus on vertical alignment, knowledge gaps, and strengths.
10. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
11. Engage in a professional learning community focused on content standards and content.
12. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a content-related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.
13. Develop lesson/action plans for classroom implementation.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as, but not limited to, resources, lesson plans, assessments, or presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database Code: A, D, F, G

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. Other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student (individual and/or class) progress toward standards mastery—content and/or skill proficiency, evaluate the impact of professional learning

implementation, and identify professional learning needs.

2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement, evaluate the impact of professional learning, and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

STEM INSTRUCTIONAL STRATEGIES

Component Identifier Number: 2-007-002

Function: 2

Focus Area: 007

Local Sequence Number(s): 002

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will learn and apply research-evidenced STEM strategies focused on establishing an environment, suited to STEM practices, where diverse students have opportunities to use STEM content knowledge, synthesize learning across content areas, and apply learning in real world situations. Educators may also learn to select or develop and use high-quality STEM instructional materials, procedures, methodologies, tools, equipment, and technologies used in STEM disciplines to improve student outcomes in STEM areas.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Learn, develop, and implement strategies to recruit students into STEM programs.
2. Examine research-evidenced strategies for establishing a learning environment suited to STEM education that may include, but not be limited to, collaborative learning, shifting to student-centered activities, hands-on STEM learning, flexibility of the physical environment, resilience when faced with failure, open-ended problem solving, critical thinking skills, and tangible outcomes.
3. Explore a variety of STEM teaching models that may include, but not be limited to, project-based learning, problem-based learning, models and modeling, argument-driven inquiry, engineering design thinking, 5-E model, and levels of inquiry.
4. Integrate STEM teaching models into the curriculum.
5. Engage students in analyzing data/results, making sense of results, and communicating findings through a variety of formats.
6. Learn research-evidenced strategies to evaluate or assess individual and collaborative STEM tasks.
7. Develop classroom tools to evaluate or assess individual and collaborative STEM tasks.
8. Select and use appropriate STEM tools and equipment, technology, processes, and/or methodologies to support STEM Learning.
9. Learn and use appropriate classroom safety procedures for STEM processes and procedures including safe use of tools, chemical handling and storage, and/or gathering, handling and storage of biological or other samples.
10. Learn how to identify and/or develop STEM problem-solving tasks that are relevant and aligned to Florida's Academic Content Standards for science.
11. Learn how to develop and use accommodations for STEM lessons and hands-on learning.
12. Develop STEM curriculum resource materials, that are relevant and aligned to Florida's content standards, and use them in the classroom to meet the needs of diverse learners.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, D, G, H, I

WHAT

Educators will:

1. Participate in presentations and engage in discussions and activities centered on STEM strategies, teaching models, best practices, and methods.
2. Read and discuss professional literature focused on research-evidenced best practices for STEM classrooms.
3. Take part in dialogue focused on how STEM strategies, best practices, models, technology resources, tools, equipment, and materials may be used to meet the needs of diverse learners.
4. Implement specific strategies, best practices, models, assessments, and materials with their students and obtain feedback from instructional coaches, knowledgeable colleagues, administrators, or others.
5. Use STEM tools, equipment, and technology to carry out processes or procedures.
6. Learn and practice approved classroom safety measures.
7. Develop a product related to the professional learning activity such as an instructional plan with accommodations to meet the needs of all learners, curriculum resource(s), presentation, student artifact(s), anecdotal evidence, assessment with scoring criteria, or written reflection.
8. Participate in mentoring/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.
9. Video instruction and obtain feedback from coaches, mentors, or knowledgeable others.

HOW

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may receive structured coaching and mentoring, engage in independent learning such as action research, take part in a professional learning community or lesson study group, and/or evaluation of practice indicators. Electronic interactive with on-going mentoring and feedback and electronic non-interactive with monitored learning through comprehension checks may be used. Additionally, tools, equipment, research-evidenced materials and/or curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to develop and submit supporting product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, project, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process. Classroom walkthroughs and coaching sessions may be used to monitor implementation of professional learning.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, D, F, G

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 and/or domains and/or deliberate practice or IPDP/ILDP growth targets and/or district or school level processes for tracking student progress. Other changes in practice, changes in educator proficiency in implementing targeted state standards, STEM instructional strategies, or changes in practices that occur without student present may be used.

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

Evaluation Methods for Students Database Codes: A, B, D, F

Results of national, state, or district-developed standardized assessments, school/teacher-constructed student growth measure(s), observation of student performance, and other performance-based assessments will be used to track improvement in student content knowledge and skills development.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some instances Florida Department of Education and/or PAEC personnel.

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 leaders, 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. Individual teachers will use impact data based on classroom assessments, student products, and other outcomes as appropriate, to gauge students' progress toward proficiency in achieving mastery of STEM content and process and review results with a mentor, site-based administrator, or other designated individual. Data will be used to gauge effectiveness of professional learning implementation and identify additional professional learning needs.
2. District coordinators, site-based administrators, instructional coaches, instructional personnel, and in some instances Florida Department of Education and/or consortium personnel will use local and/or state assessment data to determine progress toward student achievement. Data will be used to gauge effectiveness of professional learning implementation and identify additional professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2020, Updated: February 2023

Department: Professional Learning Center Name(s) of

Component Author(s): PAEC PDC

STEM INTEGRATED CONTENT

Component Identifier Number: 1-007-002

Function: 1

Focus Area: 007

Local Sequence Number(s): 002

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will increase their depth of content knowledge as aligned to Florida academic content standards in across one or more STEM disciplines, understand how student learning develops across the discipline(s), understand how STEM content may be integrated and applied across disciplines, learn the types of misconceptions students may develop, and how to address the misconception. Additionally, they may review and learn to use STEM instructional materials and resources to improve student outcomes in STEM areas and appropriate methodologies for assessing STEM content learning.

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 PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Examine Florida's content standards/benchmarks across one or more STEM discipline(s) and gain an understand of how STEM learning progresses across discipline(s) and grades.
2. Understand Florida's academic content standards related to the STEM teaching assignment to include, nomenclature, connecting benchmarks/horizontal alignment, and vertical alignment across STEM disciplines.
3. Examine content standards/benchmarks, identify student learning targets, success criteria, possible misconceptions, scaffold instruction and plan "checks" for understanding.
4. Maintain currency regarding changes in Florida's academic content standards related to the STEM teaching assignment.
5. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
6. Learn how content may be integrated across two or more STEM disciplines.
7. Enhance content knowledge in a STEM discipline or across multiple STEM disciplines.
8. Understand the roll of misconceptions in the learning process and identify common misconceptions in one or more STEM disciplines.
9. Develop strategies to help students confront misconceptions and help them reconstruct knowledge based on current models.
10. Identify, collect, and use a variety of sources of data to plan, deliver, and assess STEM learning.
11. Select and use appropriate STEM tools and equipment, technology, processes, and/or methodologies to support STEM Learning.
12. Identify and use technology resources, STEM tools, processes, procedures, and other learning activities, aligned to Florida's content standards across STEM disciplines, to meet specific student needs.
13. Learn and use appropriate classroom safety procedures for STEM processes and procedures including safe use of tools, chemical handling and storage, and/or gathering, handling and storage of biological or other samples.
14. Identify curriculum resource materials, aligned to Florida's content standards across STEM disciplines, and use them in the classroom to meet the needs of diverse learners.
15. Develop and implement activities that integrate technology tools and resources into the STEM curriculum.
16. Develop and implement curriculum resource materials, aligned to Florida's content standards, that integrate STEM content across two or more STEM disciplines, and use them in the classroom to meet the needs of diverse learners.
17. Learn about STEM careers, including how STEM disciplines are applied in the careers, preparatory pathways for the careers, and how to access current information about STEM job outlook.
18. Develop and implement learning activities in which students explore STEM career opportunities.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, D, G, H, I

WHAT

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

1. Participate in presentations or authentic STEM experiences and engage in discussions and activities centered on Florida's content standards in one or more STEM discipline.
2. Take part in dialogue focused on how research-evidenced content strategies, best practices, technology resources, STEM tools, processes, procedures, and materials may be used to meet the needs of the diverse learners they teacher.
3. Practice using STEM tools, processes, procedures, and materials that support STEM content learning in a safe manner.

4. Practice specific content strategies and use selected instructional curriculum, resources and/or assessment, aligned to Florida's STEM content standards.
5. Provide a product related to the professional learning activity such as, but not limited to, an action plan, instructional plan, STEM assessment, journal, curriculum resources(s), student artifact(s), presentation, parent or student communication, anecdotal evidence, assessment and grading criterion, or written reflection.
6. Videotape STEM content instruction and obtain feedback from an instructional coach or knowledgeable other.
7. Participate in mentor/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.

HOW

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may receive structured coaching and mentoring, engage in independent learning such as action research, take part in a professional learning community or lesson study group, and/or evaluation of practice indicators. Electronic interactive with on-going mentoring and feedback and electronic non-interactive with monitored learning through comprehension checks may be used. Additionally, tools, equipment, research-evidenced materials and/or curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to develop and submit supporting product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, project, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of the implementation process. Classroom walkthroughs and coaching sessions may be used to monitor implementation of professional learning..

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, D, F, G

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 and/or domains and/or deliberate practice or IPDP/ILDP growth targets and/or district or school level processes for tracking student progress. Other changes in practice, changes in educator proficiency in implementing targeted state standards, or changes in practices that occur without student present may be used.

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

Evaluation Methods for Students Database Codes: A, B, D, F

Results of national, state, or district-developed standardized assessments, school/teacher-constructed student growth measure(s), observation of student performance, and other performance-based assessments will be used to track improvement in student content knowledge and skills development.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some instances Florida Department of Education and/or PAEC personnel.

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

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

1. Individual teachers will use impact data based on state or national assessment measures, classroom assessments, products, and/or projects as appropriate, to gauge each students' progress toward proficiency in achieving academic growth in STEM and review results with, a mentor, site-based

administrator, or other designated individual. Data may also be used to evaluate professional learning impact and identify professional learning needs.

2. District coordinators, site-based administrators, instructional coaches, instructional personnel, and in some instances Florida Department of Education and/or PAEC personnel will use the results of state or local assessment measures to determine progress toward student achievement goals in STEM. Data may also be used to evaluate professional learning impact and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2020, Updated: February 2023

Department: Professional Learning Center Name(s) of

Component Author(s): PAEC PDC

STUDENT AND INSTRUCTIONAL SUPPORT – SCHOLARSHIPS, FINANCIAL AID, AND EDUCATIONAL TRANSITIONS

Component Identifier Number: 8-418-001

Function: 8

Focus Area: 418

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is 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; using and interpreting student records and data; identifying educational transitional issues, requirements, and processes for students with disabilities; identifying scholarship and financial aid opportunities; navigating post-secondary admission requirements and paperwork; identifying important family issues that may occur during educational transitions; and, identifying effective strategies to improve post-secondary student outcomes.

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 FEL 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 FELS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☒ Other: Parent communication to increase involvement

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standards

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

1. Identify key aspects of Educational Planning and Post-Secondary Transition.
2. Identify appropriate strategies for the different stages of post-secondary planning for individual students.
3. Demonstrate knowledge of legal issues involved in seeking admission into post-secondary educational institutions.
4. Demonstrate knowledge of scholarship and financial aid processes.
5. Demonstrate knowledge of career assessment and planning tools.
6. Demonstrate skills needed to assist students in navigating the post-secondary admissions process.
7. Demonstrate knowledge of the role and rights of students' families in the post-secondary educational system.
8. Demonstrate knowledge of mentoring strategies to help students make real-world connections.
9. Identify and promote resiliency skills that bolster students' likelihood of success in a post-secondary environment.
10. Identify post-secondary options for students who plan to move directly into the workplace.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, F, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, independent inquiry such as action research, creating PD or resources, structured coaching mentoring, implementation of "high-effect" practices related to program management and evaluation, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to expected learner outcomes.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Collaborate with knowledgeable others.
4. Identify and collaborate with personnel from post-secondary programs, state, regional, and local agencies, community business leaders and others who may provide information and resources for students and parents.
5. Identify and practice using career assessment and planning tools.
6. Develop an action plan for communicating and including parents in the process.
7. Practice navigating websites of post-secondary providers such as technical colleges, colleges, and universities to learn admission requirements, post-secondary program requirements, financial aid, and scholarship opportunities.
8. Develop a product related to the professional learning such as, but not limited to, student/parent information packets, parent/student/teacher resources, or presentations.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: N, O, P, R, S

Implementation Support:

Educators may engage in independent learning related to job responsibilities, collaborative planning with a mentor, colleague, or knowledgeable other, participate in electronic interactive or non-interactive learning with monitoring and feedback, and/or develop products that demonstrate expected learning outcomes.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

Changes in instructional or learning environment practices, changes in instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, and/or changes in observed educator proficiency may be used as evaluation methods. Parent/student survey data may also be used to gauge the perceived level of support through the transition process.

Evaluation Methods for Students Database Codes: A, B, C, D, F, G

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures to track student progress toward meeting academic and/or behavioral objectives, portfolios of student work, observation of student performance, and/or other performance assessments that reveal program impact on student achievement may be used. Additionally, other measures such as parent or student survey data to determine effectiveness of student support services, post-secondary transition data, and post-secondary retention data may be used.

Who will use the evaluation impact data gathered?

Program managers, site-based administrators and/or support personnel, and district administrators.

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

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

1. Support services and instructional personnel will use impact data to gauge student progress toward mastery of academic standards and/or achieving behavioral goals or participation goals. Additionally, parent/student perceptions survey data, number of students receiving financial aid or scholarships, post-secondary transition data, and post-secondary retention data may be used to track student progress toward meeting school or district post-secondary transition goals and identify professional learning needs.
2. District coordinators, site-based administrators, and in some cases FDOE or consortium personnel may use data such as, but not limited to, student/parent surveys, number of students receiving financial aid or scholarships, student post-secondary transition data, and/or post-secondary retention rates, to monitor success of post-secondary counseling and transition services and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT MOTIVATION AND ENGAGEMENT

Component Identifier Number: 8-421-001

Function: 8

Focus Area: 421

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to enable instructional and support services personnel to increase knowledge and skills in identifying the purpose, essential components, and high effect school-wide and classroom strategies related to motivating and involving students; identifying the legal and ethical issues pertaining to student motivation; identifying appropriate data collection strategies; and, designing and implementing group and individualized motivational procedures.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

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 and research-evidenced strategies to motivate students.
4. Describe the elements of effective student engagement and research-evidenced student engagement strategies.
5. Identify data collection strategies.
6. Describe the process of designing lessons and activities to motivate and engage groups and individuals.
7. Describe data-based instructional decisions relating to student motivation and engagement.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, professional learning community, independent inquiry such as action research, creating PD or resources, and structured coaching or mentoring.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to expected learner outcomes.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature related to student motivation and engagement.
4. Learning and practicing implementing student motivation and engagement strategies with coaching/mentoring and feedback.
5. Professional learning community focused on expected learner outcomes.
6. Identify, learn to use, and/or practice using data collection tools and methods appropriate for gauging the level of student motivation and/or engagement.
7. Develop a product related to the professional learning such as, but not limited to, an action plan, motivational or engagement activity, data summary report, instructional plan, or presentation.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S

Implementation Support:

Participants may receive feedback and support from mentors, colleagues, administrator, or knowledgeable other, conduct action research to implement professional learning or work collaboratively with others with monitoring and feedback related to the professional learning. Educators may participate in electronic interactive or non-interactive, and/or develop products that demonstrate expected learning outcomes.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, G

Changes in the instructional or learning environment practices implemented in the classroom or directly with students, changes in instructional leadership or faculty development practices, changes in student support

practices, other changes in practices supporting effective implementation of job responsibilities, and/or changes in observed proficiency in practices that may occur without student present such as such as collegial team learning, problem-solving processes, and data analysis may also be used.

Evaluation Methods for Students Database Codes: A, B, C, D, F, G

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures to track student progress toward meeting academic and/or behavioral objectives, portfolios of student work, observation of student performance, and/or other performance assessments that reveal program impact on student achievement may be used.

Who will use the evaluation impact data gathered?

Instructional personnel, support personnel, site-based and district administrators

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

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

1. Instructional and support personnel will use impact data to gauge student progress toward mastery of academic standards and/or achieving behavioral goals and to gauge effectiveness of motivation/engagement strategies.
2. District coordinators, site-based administrators, and in some cases FDOE or consortium personnel may use student data to monitor student progress, identify problems and successes, plan next steps, and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:
PAEC PDC

STUDENT AND INSTRUCTIONAL SUPPORT: STUDENT RECORDS

Component Identifier Number: 8-422-001

Function: 8

Focus Area: 422

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to enable instructional and support services personnel to increase knowledge and skills in the management/student support areas of effective school record development and maintenance; identifying data collection methods; federal and state legal requirements related to privacy of student education records as established in the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99); and protocols for sharing and maintaining records.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate knowledge of FERPA and state rules involved in the process of developing, using, and maintaining, and storing 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 proper methods of record transfer and sharing.
4. Identify the different types of student information included in student records.
5. Differentiate between personally identifiable student information and information not considered personally identifiable.
6. Demonstrate knowledge of the rights of a parent and eligible students regarding education records.
7. Demonstrate knowledge of conditions that apply to disclosing directory or other types of student information.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, professional learning community, independent inquiry such as action research, creating PD or resources, and structured coaching or mentoring.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to expected learner outcomes.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Identify, learn to use, and/or practice using data collection tools and methods appropriate for gauging the level of student motivation and/or engagement.
4. Examine and discuss case studies or scenarios.
5. Develop a product related to the professional learning such as, but not limited to, an action plan or presentation.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: N, O, P, R, S

Implementation Support:

Participants may conduct action research to implement professional learning independently or work collaboratively with others with monitoring and feedback related to the professional learning. Educators may participate in electronic interactive or non-interactive, and/or develop products that demonstrate expected learning outcomes.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

Changes in the instructional or learning environment practices implemented in the classroom or directly with students, changes in instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, and/or changes in observed proficiency in practices that may occur without student present such as such as collegial

team learning, problem-solving processes, and data analysis may also be used.

Evaluation Methods for Students Database Codes: G

Student outcomes will not be evaluated as "evaluation method, staff" is the more relevant measure for assessing impact of the component.

Who will use the evaluation impact data gathered?

Site-based and district administrators

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

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

District coordinators and site-based administrators will monitor management of student information and records on campuses and identify professional learning needs related to this component.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

STUDENT BEHAVIOR - BEHAVIORAL ASSESSMENT, AND INTERVENTIONS

Component Identifier Number: 8-403-001

Function: 8

Focus Area: 403

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is 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 behaviors management.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs <input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes <input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

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 team members essential 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. Demonstrate how 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. Use observational and interview data to identify patterns or trends surrounding a targeted behavior.
18. Use observational and interview data to describe the relationship between antecedents, behaviors, and consequences.
19. Use digital data platforms to access and/or input data.
20. Use student data as part of the MTSS problem-solving process.
21. Develop a hypothesis based on analysis of student data.
22. Using observational and interview data, identify correlations between curriculum and behavior.
23. Identify guidelines for selecting appropriate curriculum models for an individual student.
24. Use an instructional checklist to determine the appropriateness of instructional strategies.
25. Using observational and interview data, develop proactive strategies for developing replacement behaviors in the classroom.
26. Identify lifestyle issues that impact target/problem behaviors.
27. Identify the need for and develop a crisis plan.
28. Identify objective measures for documenting student progress.
29. Identify changes in target behaviors and determine appropriate interventional strategies.
30. Utilize a self-check process to evaluate thoroughness of plans.
31. Identify types of evaluation approaches most appropriate for individual case studies.
32. Identify research-evidenced effective classroom management strategies.
33. Select research-evidenced instructional techniques that support successful classroom management programs.
34. Establish reward system guidelines and plans for implementing a classroom-wide system.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of “high-effect” practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations that include topics such as, but not limited to, ethical principles, statutes and rules related to behavioral programs, principles of behavior, various aspects of Positive Behavior Support, person-centered planning, behavioral management and plans, effective classroom management, research-evidenced interventions, data collection, and analysis.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature and/or view video exemplars on topics such as, but not limited to, behavior analysis, academic and behavioral assessments, principles of behavior, positive behavior supports, academic and behavioral data analysis, research-evidenced behavioral and learning interventions, and classroom management.
4. Learn and practice accessing and using student data as part of the MTSS problem-solving process with support.
5. Collaborate with others to participate in activities such as, but not limited to, problem-solving, examining assessment types, administering assessments, analyzing various types of assessment data, using data to develop a hypothesis, determine goals and objectives, aligning research-evidenced interventions to meet specific student needs, and developing behavioral plans.
6. Examine case studies, scenarios, anecdotal evidence, authentic student data and information, identify target behavior(s), and develop action plans.
7. Engage in role play.
8. Engage in a professional learning community.
9. Develop a product related to the professional learning such as, but not limited to, a behavioral or action plan, student or parent resource, data analysis, summary, interpretation, crisis plan, goals and objectives for documenting progress, presentation, action plan to implement intervention strategies – behavioral and/or academic, parent communication, and/or positive behavior support plan.
10. Collaborate with a mentor, administrator, or knowledgeable other to identify and discuss a problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as, but not limited to, resources, lesson plans, assessments, or presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

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. Changes in instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues may also be used.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures to track student progress toward meeting academic and/or behavioral objectives, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers and/or school-based teams will use impact data to gauge student (individual and/or class) progress toward mastery of academic standards and/or achieving behavioral goals as well as determine the effectiveness of learning and behavioral interventions and/or behavioral programs.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward meeting academic/behavioral goals, evaluate impact of interventions and/or behavioral programs, and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

STUDENT SUPPORT SERVICES – ASSESSMENT/STUDENT

Component Identifier Number: 8-401-001

Function: 8

Focus Area: 401

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide educators with the ability to use a variety of assessment strategies (traditional and alternate) to measure learning and/or behavior and use results as the basis for planning for the continuous development of the learner.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Use digital data platforms to access various types of student data.
2. Use assessment data to diagnose students' readiness to learn, identify individual learning needs, and plan appropriate intervention strategies.
3. Use multiple perspectives/sources of data to identify student behavior problems and devise solutions.
4. Recognize students exhibiting potentially disruptive behavior and offer alternate strategies.
5. Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
6. Employ performance-based assessment approaches to determine students' performance of specified outcomes.
7. Assist students in maintaining portfolios of individual work demonstrating progress toward performance outcomes.
8. Modify instruction based upon assessment of student performance.
9. Guide self-assessment by students and assist them in devising personal plans for achieving the next performance level.
10. Maintain observational and anecdotal records to monitor students' development.
11. Prepare and use reports and/or graphic representations of students' assessment results and other types of student data.
12. Analyze student assessment data to determine entry-level skills, gaps, monitor academic progress, and modify instruction based on data.
13. Use assessment data as part of the MTSS problem-solving process.
14. Communicate individual student progress to the student, knowledgeably and responsibly based on appropriate indicators

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on topics related to assessment and use of assessments to plan instruction to meet students' specific learning needs.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature and/or view video clips or lessons focused on types of assessment, analysis, use as a basis to plan instruction, and/or research-evidenced behavioral and learning interventions.
4. Learn, practice, and use digital data platforms to access various types of student data with support.
5. Learn, practice, and use student data as part of the MTSS problem-solving process with support.
6. Collaborate with others to participate in activities such as, but not limited to, examining assessment types, identifying uses of specific assessments, administering assessments, analyzing various types of assessment data, and using data to align research-evidenced interventions to meet specific student needs.
7. Examine case studies, student work, and/or anecdotal evidence, identify problems, and develop action plans.
8. Engage in a professional learning community.
9. Develop a product related to the professional learning such as (but not limited to) an instructional plan, student resource, graphic representation of data, presentation, assessment, and/or rubric for grading a performance assessment, action plan to implement intervention strategies, summary of data analysis,

recommendations .

10. Engage in discussions with other educators with a focus on vertical alignment, knowledge gaps, and strengths.
11. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as, but not limited to, resources, lesson plans, assessments, or presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

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. Changes in instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues may also be used.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress to meet academic and/or behavioral objectives, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student (individual and/or class) progress toward mastery of academic standards and/or achieving behavioral goals as well as determine the effectiveness of learning and behavioral interventions.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward meeting academic/behavioral goals, evaluate impact of interventions, and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

STUDENT SUPPORT SERVICES – HUMAN RELATIONS/COMMUNICATION SKILLS

Component Identifier Number: 8-406-001

Function: 8

Focus Area: 406

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

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

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

1. Establish positive interactions in the learning environment that uses incentives and consequences for students to promote excellence.
2. Establish positive interactions between teachers and students 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/or linguistic backgrounds.
4. Communicate with and challenge all students to achieve a high level of expectations in a positive and supportive manner.
5. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
6. Provide all students with opportunities to learn from each other.
7. Motivate, encourage, and support individuals and groups through collaborative inquiry.
8. Demonstrate knowledge of research-evidenced strategies for building a climate and culture that fosters and promotes a collaborative instructional environment.
9. Encourage students' desire to receive and accept constructive feedback on academic work and behavior.
10. Communicate with colleagues, school and community specialists, administrators, and parents consistently and appropriately.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to objectives.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature and/or view video exemplars on topics such as, but not limited to, creating a supportive learning environment, establishing grade and developmentally appropriate incentives and consequences, communicating high expectations for students, research-evidenced verbal and nonverbal communication strategies, collaborative learning, individual and group inquiry, evidenced-based strategies for effective communication with those who have a variety of handicapping conditions, and academic and/or behavioral feedback best practices.
4. Develop situation-based action plans.
5. Examine case studies or scenarios.
6. Engage in role play or simulations.
7. Engage in a professional learning community.
8. Develop a product related to the professional learning such as, but not limited to, an action plan, student or parent resource, parent communication, list of incentives and consequences, and/or instructional plan.
9. Collaborate with a mentor, administrator, or knowledgeable other to identify and discuss a problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as, but not limited to, resources, lesson plans, presentations, audio/video exemplars, anecdotal evidence, written parent, student, stakeholder communication samples. Educators may participate in electronic interactive or non-interactive, and/or evaluation of practice indicators.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

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. Changes in instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues may also be used. Parent and/or student climate/learning environment survey data may also be used.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures to track student progress toward meeting academic and/or behavioral objectives, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers and/or school-based teams will use impact data that may include climate/learning environment survey results to gauge student (individual and/or class) progress toward mastery of academic standards and/or achieving behavioral goals as well as determine the effectiveness of learning and behavioral interventions and/or behavioral programs.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward meeting academic/behavioral goals, evaluate impact of interventions and/or behavioral programs, and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for

participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:
PAEC PDC

STUDENT SUPPORT SERVICES – LAWS, RULES, POLICIES, PROCEDURES

Component Identifier Number: 8-410-001 or 8-103-001

Function: 8

Focus Area: 410 or 103

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide teachers and staff opportunities to increase knowledge and understanding of job responsibilities and/or an area of interest.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate awareness and knowledge of one or more of the following as related to job responsibilities and/or other area of interest.
 - a. Programs
 - b. Policies
 - c. Procedures
 - d. Resources
 - e. High Effect Strategies to Support Implementation of Duties
 - f. Other Appropriate Topics
2. Maintain currency in knowledge of legal requirements – federal, state, and local as related to the job responsibility of area of interest.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of “high-effect” practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to objectives.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature, legal documents, policies and/or procedures related to job responsibilities or area of interest.
4. Develop situation-based action plans.
5. Examine case studies or scenarios related to job responsibilities or area of interest.
6. Engage in a professional learning community.
7. Develop a product related to the professional learning such as, but not limited to, an action plan, educator, student, or parent resource, written analysis of legal document, policies, procedures, and/or presentation.
8. Collaborate with a mentor, administrator, or knowledgeable other to identify and discuss a problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning that may or may not involve students, participate in a professional learning community to learn, plan, and develop products related to the learning process such as, but not limited to, resources, instructional plan, presentations, parent, student, and/or stakeholder communication/technical assistance information. Educators may participate in electronic interactive or non-interactive, and/or evaluation of practice indicators.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

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. Changes in instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues may also be used. Parent and/or student climate/learning environment survey data may also be used.

Evaluation Methods for Students Database Codes: A, B, C, D, F, G

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures to track student progress toward meeting academic and/or behavioral objectives, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement. In some cases, student outcomes may not be relevant for impact determination.

Who will use the evaluation impact data gathered?

Teachers, site-based administrators and/or support personnel, and district administrators.

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

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

1. Individual teachers and/or support personnel will use impact data to gauge student progress toward mastery of academic standards and/or achieving behavioral goals and/or measure educator progress toward meeting course learning objectives.
2. District coordinators, site-base administrators, support personnel, and in some cases FDOE or consortium personnel may use data to gauge student progress toward meeting academic/behavioral goals, educator progress toward meeting course learning objectives, and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

STUDENT SUPPORT SERVICES – PARENT COMMUNICATION AND INVOLVEMENT

Component Identifier Number: 8-413-002 or 8-104-001

Function: 8

Focus Area: 413 or 104

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide educators and support personnel with strategies proven to be effective for communicating with parents, engaging, and involving them as partners in school improvement to positively impact student behavior, attendance, and achievement.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

1. Utilize a variety of methods, including technology tools, to communicate with parents verbally and in written form.
2. Demonstrate knowledge of school and district policies and plans regarding parent involvement.
3. Demonstrate knowledge of strategies, proven to be effective, to engage parents in their child's education.
4. Demonstrate knowledge of research-evidenced programs and services to assist families in becoming more involved in their child's education.
5. Demonstrate knowledge of resources available to provide information and support parent engagement in their child's education.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to objectives.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Examine and discuss the school improvement plan.
4. Read and discuss professional literature, school, or district policies and/or procedures related to parent engagement and involvement.
5. Demonstrate knowledge of the benefits of parental involvement.
6. Examine, evaluate, and share federal, state, agency, organization, and local resources that may be of benefit to parents and students for a variety of purposes.
7. Examine and discuss case studies or scenarios related to parent communication, engagement, and involvement and develop an action plan.
8. Learn, practice, and implement effective parent communication strategies.
9. Engage in a professional learning community focused on strategies to engage and involve parents.
10. Develop a product related to the professional learning such as, but not limited to, an action plan, parent resource, parent conference plan, parent communication, or presentation.
11. Collaborate with a mentor, administrator, or knowledgeable other to identify and discuss a problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or administrator, conduct action research to implement professional learning, participate in a professional learning community to learn strategies, plan, implement learning, and receive support. Educators may participate in electronic interactive or non-interactive, and/or evaluation of practice indicators.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

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. Changes in instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues may also be used. Other data, such as, but not limited to parent involvement data, school climate/environment survey data, and records of parent outreach efforts may also be used.

Evaluation Methods for Students Database Codes: A, B, C, D, F, G

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures to track student progress toward meeting academic and/or behavioral objectives, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, site-based administrators and/or support personnel, and district administrators.

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

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

1. Individual teachers will use impact data to gauge student progress toward mastery of academic standards and/or achieving behavioral goals and/or measure educator efforts to engage parents.
2. District coordinators, site-base administrators, support personnel, and in some cases FDOE or consortium personnel may use data to gauge student progress toward meeting academic/behavioral goals, quantify outreach efforts and parent involvement, and to determine progress toward parent involvement goals and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

STUDENT SUPPORT SERVICES – PROBLEM SOLVING TEAMS

Component Identifier Number: 8-415-001

Function: 8

Focus Area: 415

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to enable educators and support services personnel to increase knowledge and skills in identifying the purpose and essential components of problem-solving teams, developing and leading problem-solving teams, identifying proven, purpose-aligned data collection tools and methods, analyzing and using interpreting student data, identification of research-evidenced learning interventions, gauging effectiveness of implemented learning and/or behavioral intervention strategies, and use of step-by- step problem-solving processes.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

1. Describe research-evidenced problem-solving process strategies.
2. Identify steps in the problem-solving process.
3. Identify situations where the application of a problem-solving process is appropriate.
4. Identify skills needed by problem-solving team members.
5. Identify essential members of a problem-solving team.
6. Identify targeted behaviors/targeted needs.
7. Describe academic and behavioral interventions that may be used as part of the problem-solving process.
8. Describe key leadership skills needed to lead a problem-solving team.
9. Identify purpose-aligned data collection tools and methods necessary to carry out the problem-solving process.
10. Analyze samples of student data and align appropriate research-evidenced interventions to the situation.
11. Describe the essential components for effective collaboration between families and schools.
12. Demonstrate how to use the person-centered planning process to identify meaningful goals and objectives.
13. Identify guidelines for selecting appropriate curriculum models to meet needs of individual students.
14. Develop proactive strategies for developing replacement behaviors in the classroom based on observational and interview data.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non- interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of “high-effect” practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to expected learner outcomes.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature related to expected learner outcomes.
4. Identify, and learn to use data collection tools and methods most appropriate for specific purposes.
5. Obtain and analyze data of various types and from a variety of sources, use data to identify problem(s), align, and implement interventions appropriate for the problem(s).
6. Learn and practice the step-by-step problem-solving process and obtain feedback.
7. Role play or simulation related to expected learner outcomes.
8. Engage in a professional learning community focused on use of data to plan interventions, select the most appropriate research evidenced interventions, and evaluate impact.
9. Examine, evaluate, and align curriculum models to meet identified needs of individual students.
10. Develop a product related to the professional learning such as, but not limited to, an action plan, parent or educator communication, presentation, data analysis, data summary, or report.
11. Collaborate with a mentor, administrator, or knowledgeable other to identify and discuss a related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high- effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S

Implementation Support:

Participants may receive feedback and support from coaches, mentors, colleagues and/or administrator, conduct action research to implement professional learning, participate in a professional learning community focused on learning outcomes and receive support. Educators may participate in electronic interactive or non-interactive, and/or develop products that demonstrate expected learning outcomes.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

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. Changes in instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as such as problem-solving processes and data analysis may also be used.

Evaluation Methods for Students Database Codes: A, B, C, D, F, G

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures to track student progress toward meeting academic and/or behavioral objectives, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement may be used.

Who will use the evaluation impact data gathered?

Problem-solving teams, individual teachers, site-based administrators and/or support personnel, and district administrators.

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

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

1. Problem-solving teams and/or individual teachers will use impact data to gauge student progress toward mastery of academic standards and/or achieving behavioral goals and determine the effect of implemented interventions.
2. District coordinators, site-base administrators, support personnel, and in some cases FDOE or consortium personnel may use data to gauge student progress toward meeting academic/behavioral goals, determine efficacy of implemented interventions, plan next steps in the problem-solving cycle, and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

Author: PAEC PDC

STUDENT SUPPORT SERVICES – PROGRAM ADMINISTRATION, EVALUATION, AND ACCOUNTABILITY

Component Identifier Number: 8-417-001

Function: 8

Focus Area: 417

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to enable educators 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 process.

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 FEL 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 FELS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☒ Other: Parent communication to increase involvement

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate knowledge of legal and ethical standards, policies, and protocols.
2. Demonstrate knowledge of Florida Department of Education Financial and Program Cost Accounting and Reporting policies and procedures.
3. Demonstrate job/purpose-aligned use of digital data platforms.
4. Demonstrate knowledge of how to develop project work plans and timelines.
5. Demonstrate appropriate communication and collaboration skills
6. Demonstrate knowledge of legal requirements for record-keeping and documentation.
7. Demonstrate knowledge of program evaluation policies, methods, and procedures.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, independent inquiry such as action research, creating PD or resources, structured coaching mentoring, implementation of “high-effect” practices related to program management and evaluation, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to expected learner outcomes.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Identify, learn to use, and/or practice using data collection and/or management tools and methods appropriate for various purposes.
4. Obtain and analyze data of various types from a variety of sources and develop data summaries for project evaluation and reporting.
5. Develop a product related to the professional learning such as, but not limited to, an action plan, data report, project timeline/workplan, stakeholder communication, and/or documentation of project activity.
6. Collaborate with a mentor, administrator, or knowledgeable other to identify and discuss a related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S

Implementation Support:

Participants may receive feedback and support from mentors, colleagues, administrator, or knowledgeable other, conduct action research to implement professional learning or work collaboratively with others with monitoring and feedback related to the professional learning. Educators may participate in electronic interactive or non-interactive, and/or develop products that demonstrate expected learning outcomes.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: B, C, D, F, G

Changes in instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, and/or changes in

observed educator proficiency implementing and evaluating programs Changes in observed proficiency in practices such as problem-solving processes and data analysis may also be used.

Evaluation Methods for Students Database Codes: A, B, C, D, F, G

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures to track student progress toward meeting academic and/or behavioral objectives, portfolios of student work, observation of student performance, and/or other performance assessments that reveal program impact on student achievement may be used. Additionally, other measures such as survey data (aligned to the program) or participation measures may be used.

Who will use the evaluation impact data gathered?

Program managers, site-based administrators and/or support personnel, and district administrators.

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

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

1. Program administrators, problem-solving teams, or individual educators will use impact data to gauge student progress toward mastery of academic standards and/or achieving behavioral goals or participation goals. Additionally, audit and other program monitoring reports may be used as a means of gauging program success, adherence to legal, accounting, and reporting principles, for problem-solving purposes, and to identify professional learning needs.
2. District coordinators, site-based administrators, and in some cases FDOE or consortium personnel may use program data to monitor progress, adherence to legal, accounting, and reporting principles, identify problems and successes, plan next steps cycle, and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

STUDENT SUPPORT SERVICES – SECTION 504 – AMERICAN’S WITH DISABILITIES ACT

Component Identifier Number: 8-419-001

Function: 8

Focus Area: 419

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide educators and staff with opportunities to develop and/or update knowledge about the requirements of Section 504 of the Rehabilitation Act of 1973, as amended to eliminate discrimination against and maximize educational services to students with disabilities.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate knowledge of requirements of Section 504 of the Rehabilitation Act of 1973, as amended.
2. Identify student characteristics and criteria for review in regard to implementation of Section 504 nondiscrimination requirements.
3. Demonstrate knowledge of level obligations of the district and school as defined in Section 504.
4. Demonstrate knowledge of how to determine whether a 504 Plan should be developed for a student and the legal protections afforded to 504 Plan students.
5. Demonstrate knowledge of policies and procedures for development and monitoring the efficacy of a student's 504 Plan .
6. Communicate effectively to parents and the school community the determination and compliance with section 504.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, professional learning community, independent inquiry such as action research, creating PD or resources, and structured coaching or mentoring.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to expected learner outcomes.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Professional learning community focused on expected learner outcomes.
4. Read and discuss professional literature related to expected learner outcomes.
5. Identify, learn to use, and/or practice using data collection tools and methods appropriate for monitoring efficacy of a student's 504 Plan.
6. Read case studies or student scenarios to determine whether a 504 Plan is needed and identify accommodations appropriate for the situation.
7. Obtain and analyze data of various types from a variety of sources and develop data summaries for project evaluation and reporting.
8. Develop a product related to the professional learning such as, but not limited to, an action plan, data report, 504 Plan, parent communication, or presentation.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S

Implementation Support:

Participants may receive feedback and support from mentors, colleagues, administrator, or knowledgeable other, conduct action research to implement professional learning or work collaboratively with others with monitoring and feedback related to the professional learning. Educators may participate in electronic interactive or non-interactive, and/or develop products that demonstrate expected learning outcomes.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, G

Changes in the instructional or learning environment practices implemented in the classroom or directly with students, such as demonstrating implementation of required accommodations and monitoring the effect, instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, and/or changes in observed proficiency in practices that may occur without student present such as such as collegial team learning, problem-solving processes, and data analysis may also be used.

Evaluation Methods for Students Database Codes: A, B, C, D, F, G

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures to track student progress toward meeting academic and/or behavioral objectives, portfolios of student work, observation of student performance, and/or other performance assessments that reveal program impact on student achievement may be used. Additionally, parent and/or student feedback may be used.

Who will use the evaluation impact data gathered?

Instructional personnel, support personnel, site-based and district administrators

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

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

1. Instructional and support personnel will use impact data to gauge student progress toward mastery of academic standards and/or achieving behavioral goals.
2. District coordinators, site-based administrators, and in some cases FDOE or consortium personnel may use program data to monitor student progress, adherence to legal requirements, identify problems and successes, plan next steps, and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

STUDENT SUPPORT SERVICES – SERVICE COORDINATION, COLLABORATION, AND INTEGRATION

Component Identifier Number: 8-420-001

Function: 8

Focus Area: 420

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to enable instructional and support services personnel to increase knowledge and skills in identifying the purpose and essential components in Service Coordination, Collaboration, and 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; use and interpretation of student data; identification of learning interventions; determining effectiveness of intervention strategies; and the use of coordinated intervention processes.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

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. Identify, interpret, and use relevant student data as a basis for selecting learning appropriate interventions.
6. Use student data as the basis of instructional decisions and program adjustments.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, professional learning community, independent inquiry such as action research, creating PD or resources, and structured coaching or mentoring.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to expected learner outcomes.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Professional learning community focused on expected learner outcomes.
4. Read and discuss professional literature related to expected learner outcomes.
5. Identify, learn to use, and/or practice using data collection tools and methods appropriate for identifying problems and using data as a basis for selecting and monitoring impact of learning interventions.
6. Obtain and analyze data of various types from a variety of sources and develop data summaries for project evaluation and reporting.
7. Develop a product related to the professional learning such as, but not limited to, an action plan, data summary report, instructional plan, parent communication, or presentation.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S

Implementation Support:

Participants may receive feedback and support from mentors, colleagues, administrator, or knowledgeable other, conduct action research to implement professional learning or work collaboratively with others with monitoring and feedback related to the professional learning. Educators may participate in electronic interactive or non-interactive, and/or develop products that demonstrate expected learning outcomes.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, G

Changes in the instructional or learning environment practices implemented in the classroom or directly with students, such as demonstrating implementation of required accommodations and monitoring the effect, instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, and/or changes in observed proficiency in practices that may occur without student present such as such as collegial team learning, problem-solving processes, and data analysis may also be used.

Evaluation Methods for Students Database Codes: A, B, C, D, F, G

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures to track student progress toward meeting academic and/or behavioral objectives, portfolios of student work, observation of student performance, and/or other performance assessments that reveal program impact on student achievement may be used. Additionally, parent and/or student feedback may be used.

Who will use the evaluation impact data gathered?

Instructional personnel, support personnel, site-based and district administrators

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

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

1. Instructional and support personnel will use impact data to gauge student progress toward mastery of academic standards and/or achieving behavioral goals and to gauge effectiveness of learning interventions.
2. District coordinators, site-based administrators, and in some cases FDOE or consortium personnel may use student data to monitor student progress, identify problems and successes, plan next steps, and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

STUDENTS WITH HEARING LOSS

Component Identifier Number: 1-105-014

Function: 1

Focus Area: 105

Local Sequence Number(s): 014

Maximum Inservice Points: 120

2. DESCRIPTION:

This component is to provide teachers and staff professional learning opportunities to develop and/or update knowledge and skills, necessary to effectively instruct students who have hearing loss, ranging from mild to profound, including those who are deaf.

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 FEL 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 FELS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☒ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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. List, describe and understand potential impact on student learning for 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 correlate the results with 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 deaf or hard of hearing students.
6. Identify and demonstrate instruments and use of cochlear implants and identify appropriate strategies for providing classroom support to students with cochlear implants.
7. Identify and demonstrate research-evidenced techniques/strategies for teaching deaf or hard of hearing students
8. Identify and demonstrate research-evidenced materials/programs for teaching deaf or hard of hearing 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 deaf or hard of hearing students.
10. Understand and use appropriate rules of behavior/basic etiquette when providing instruction (individually or in groups) or socializing with students who are deaf or hard of hearing.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning communities/lesson study groups, independent inquiry, and/or structured coaching or mentoring.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations on topics such as, but not limited to, American Sign Language, etiology of hearing loss, hearings aids versus cochlear implants, strategies to support students with hearing loss, rules of basic behavior/etiquette when working with students with hearing loss, resources, and assistive technologies, tools, and adaptive equipment.
2. Read and discuss professional literature focused on best practices for teaching students who are deaf or hard of hearing.
3. Review the *Individuals with Disabilities Education Act (IDEA)*, the *Americans with Disabilities Act (ADA)*, and Section 504 and discuss how they apply/interrelate to deaf or hard of hearing students.
4. Practice using various assistive and adaptive equipment to support deaf or hard of hearing students.
5. Learn and practice strategies to support effective student use of assistive technologies, tools, and adaptive equipment.
6. Examine, identify research-evidenced materials/programs for teaching deaf or hard of hearing students, and describe classroom use.
7. Engage in collaborative discussions and activities focused on developing/differentiating instruction that incorporates appropriate strategies, assistive technologies, tools, and/or adaptive equipment for deaf or hard of hearing students.
8. Develop a product related to the professional learning activity such as an action plan, lesson plan, individualized learning or behavioral plan, assessment tool, parent and student communication, or anecdotal record.

HOW

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S

Implementation Support:

Participants may receive support from coaches, mentors, and/or knowledgeable others such as consortium or FDOE personnel, on site or via electronic interactive/non-interactive means, participate in collaborative planning such as a professional learning community, conduct action research to implement professional learning, develop products related to the learning process such as resources, lesson plans, and/or student/parent presentation materials, provide a written reflection regarding the implementation process, examine lessons learned, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings.

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:

Evaluation Methods for Staff Database Code: A, C, D, F, G

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. Additionally, changes in student support practices, other changes in practices that support effective implementation of job responsibilities, changes in educator proficiency in FEAPS practices and in implementing targeted state standards, and changes that occur without students present such as lesson design, problem solving process, data analysis and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, observation of student performance, and/or other performance assessments that reveal impact on student achievement and/or behavioral growth.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student progress toward content and/or skill proficiency, as well as progress toward IEP/504 Plan goals.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward meeting content and/or skill proficiency and/or behavioral goals and to identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center

SUBSTANCE ABUSE PREVENTION

Component Identifier Number: 6-403-001

Function: 6

Focus Area: 403

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to enable participants to become familiar with signs and symptoms of substance abuse, risks associated with substance abuse, and strategies for substance misuse prevention.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate knowledge of the signs and symptoms associated with misuse of alcohol, prescription drugs and other drugs in students and adults in the workplace.
2. Become knowledgeable of research evidenced strategies/programs for educating students and adults in the workplace about the dangers of substance abuse.
3. Demonstrate skills and strategies for educating students and adults in the workplace about the dangers associated with substance abuse.
4. Demonstrate knowledge of substance misuse prevention strategies.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, professional learning community, independent inquiry such as action research, creating PD or resources, and structured coaching or mentoring.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to expected learner outcomes.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Identify, learn to use, and/or practice using data collection tools and methods such as, but not limited to, substance abuse social norms surveys to gauge student norms and attitudes regarding substance abuse.
4. Learn and implement strategies to educate adults in the workplace about the dangers of substance abuse.
5. Identify, practice with monitoring and feedback, and implement research-evidenced K-12 programs designed to mitigate risk factors and enhance protective factors related to alcohol, tobacco, and other drugs use.
6. Develop a product related to the professional learning such as, but not limited to, an action plan, presentation, informational resource for students or adults, parent communication, or presentation.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M,N, O, P, R, S

Implementation Support:

Participants may receive structured coaching/mentoring by knowledgeable others with monitoring and feedback, conduct action research to implement professional learning independently or work collaboratively in a professional learning community with others with job-embedded support. Educators may participate in electronic interactive or non-interactive, and/or develop products that demonstrate expected learning outcomes.

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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

Changes in the instructional or learning environment practices implemented in the classroom or directly with students, changes in instructional leadership or faculty development practices, changes in student support practices, other changes in practices supporting effective implementation of job responsibilities, and/or changes in observed proficiency in practices that may occur without student present such as such as collegial team learning, problem-solving processes, and data analysis may also be used.

Evaluation Methods for Students Database Codes: A, B, D, D, F

Student outcomes may be measured by results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures, portfolios of student work, observation of student performance, and/or other performance assessments. Age-appropriate substance abuse social norm surveys may be used to gauge student attitudes and identify behaviors and SESIR data will be used to monitor incidents of crime, violence or disruptive behaviors that may be indicative of substance abuse.

Who will use the evaluation impact data gathered?

Classroom teachers, Support personnel, Site-based and district administrators

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

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

2. Individual teachers will use impact data to gauge student (individual and/or class) progress toward achievement of standards mastery—content and/or skill proficiency and/or behavioral objectives. Educators will also review survey and SESIR data to identify trends in student attitudes and behaviors. Data will be used to gauge impact of strategies or programs and identify professional learning needs.
3. District coordinators and site-based administrators will monitor student academic achievement, survey data, SESIR data, as well as incidents of substance abuse by personnel. Data will be used to gauge impact of strategies or programs and identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

SUBSTITUTE TEACHER

Component Identifier Number: 8-506-002

Function: 8

Focus Area: 506

Local Sequence Number(s): 002

Maximum Inservice Points: 60

2. DESCRIPTION:

The purpose of this component is to enable participants to become familiar with signs and symptoms of substance abuse, risks associated with substance abuse, and strategies for substance misuse prevention.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate knowledge of the school system's philosophy and goals, regulations, policies, and ethical expectations concerning substitute teachers.
2. Demonstrate effective classroom management techniques.
3. Prepare and/or implement lesson plans.
4. Carry out school procedures such as, but not limited to, attendance, schedules, and emergencies.
5. Demonstrate use of effective instructional strategies.
6. Demonstrate skills related to interpersonal and instructional, age-appropriate behaviors for students and adults.
7. Demonstrate knowledge of how to access Florida's Academic Content Standards and resources that support Florida Standards-based instruction.
8. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools and district.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, professional learning community, independent inquiry such as action research, creating teaching resources, and structured coaching or mentoring. NOTE: The more intensive procedures may be used for long term substitutes.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to expected learner outcomes.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor and a specific score.
3. Review and discuss procedures and routines for the school and classroom.
4. Review and discuss the school's crisis management procedures.
5. Learn, practice, and implement high effect classroom management strategies.
6. Practice using CPALMS to access course descriptions, Florida's Academic Content Standards and standards-based resources and lessons.
7. Practice developing and implementing standards-based lesson plans with monitoring and feedback. Lessons may be those accessed through CPALMS or developed by the classroom teacher or substitute.
8. Develop a product related to the professional learning such as, but not limited to, a lesson plan or parent communication.

HOW

The component delivery may employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, independent inquiry, coaching and mentoring, implementation of high-effect practices with structured feedback, job-embedded, and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S

Implementation Support:

Participants may receive structured coaching/mentoring by knowledgeable others with monitoring and feedback, conduct action research to implement professional learning independently or work collaboratively in a professional learning community with others with job-embedded support. Educators may participate in electronic interactive or non-interactive, and/or develop products that demonstrate expected learning outcomes.

NOTE: More intensive implementation/monitoring procedures are appropriate for long-term substitutes.

Monitoring Procedures:

Participants will be required to have a minimum score of 100% on the electronic-non-interactive introductory course. Participants may also 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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, D, F, G

Changes in the instructional or learning environment practices implemented in the classroom or directly with students, other changes in practices supporting effective implementation of job responsibilities, changes in educator proficiency in implementing targeted state standards, changes in observed proficiency in practices that may occur without student present such as such as collegial team learning, problem-solving processes, and/or data analysis may also be used. A specific score on an assessment may also be required.

Evaluation Methods for Students Database Codes: A, B, D, D, F

Student outcomes may be measured by results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures, portfolios of student work, observation of student performance, and/or other performance assessments may be used.

Who will use the evaluation impact data gathered?

Substitute teachers, classroom teachers, and site-based administrators

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

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

1. Teachers and site-based administrators will gauge efficiency of substitutes in carrying out job assignments.
2. Site-based administrators will monitor student progress toward academic achievement and behavioral goals for long-term substitutes.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

TEACHER PERFORMANCE EVALUATION MODEL, POLICIES, AND PROCEDURES

Component Identifier Number: 7-507-003

Function: 7

Focus Area: 507

Local Sequence Number(s): 003

Maximum Inservice Points: 60

2. DESCRIPTION:

The purpose of this component is to provide instructional personnel with an overview of the school district's performance evaluation model and policies and an in-depth examination of the implementation procedures. Upon completion, teachers will be able to identify and describe all components of the teacher evaluation model and explain how the system and procedures will impact the performance evaluation.

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

3. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL Standard

4. 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

5. SPECIFIC LEARNER OUTCOMES:

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 district's teacher evaluation model, the policies, procedures, and components.
2. Explain the cause-and-effect relationship between instruction and student academic growth as it applies to the district evaluation model.
3. List and describe the district evaluation model components and how each is used to determine the evaluation result.
4. Identify the model's domains/indicators of a highly effective teacher and implement these indicators in the classroom.
5. Describe, in detail, supports available to enhance a teacher's inquiry process and support teacher growth during the evaluation period.
6. Using the district evaluation model's framework, identify long and short-term instructional goals to enhance student-learning concurrent with professional growth.

6. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, professional learning community, independent inquiry such as action research, creating teaching resources, and structured coaching or mentoring. NOTE: The more intensive procedures may be used for long term substitutes.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to expected learner outcomes.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Examine the teacher evaluation rubric and identify the indicators/characteristics of a highly effective teacher.
4. Read and discuss professional literature and/or watch video clips that describe or demonstrate high-effect instructional and classroom management practices.
5. Learn and practice high-effect instructional and classroom management practices with modeling and feedback from a presenter, instructional coach, or knowledgeable other.
6. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
7. Analyze student achievement data, identify areas of strength and weakness and develop a plan an action plan to address weakness or accelerate the student(s) in areas of strength.
8. Analyze and discuss student artifacts, scenarios, or case studies to identify common errors or student misconceptions and develop a plan to correct the error or misconception.
9. Develop a product related to the professional learning such as, but not limited to, a lesson plan, student or parent resource, assessment, or parent communication.
10. Examine the teacher evaluation rubric, identify personal area(s) for improvement or areas where professional learning may be needed and establish an action plan.

HOW

The component delivery may employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, independent inquiry, coaching and mentoring, implementation of high-effect practices with structured feedback, job-embedded, and occur in a workshop, small group, or individually.

7. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M,N, O, P, Q, R, S, T

Implementation Support:

Participants may receive structured coaching/mentoring by knowledgeable others with monitoring and feedback, conduct action research to implement professional learning independently, work collaboratively in a professional learning community with others with job-embedded support, or participate in a lesson study. Educators

may also participate in electronic interactive or non-interactive, develop products that demonstrate expected learning outcomes, or engage in evaluation of practice indicators with feedback.

Monitoring Procedures:

Participants may also 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.

8. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, D, F, G

Changes in the instructional or learning environment practices implemented in the classroom or directly with students, other changes in practices supporting effective implementation of job responsibilities, changes in educator proficiency in implementing targeted state standards, changes in observed proficiency in practices that may occur without student present such as such as collegial team learning, problem-solving processes, and/or data analysis may also be used.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Student outcomes may be measured by results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures, portfolios of student work, observation of student performance, and/or other performance assessments may be used.

Who will use the evaluation impact data gathered?

Teachers, site-based and district administrators

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

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

1. Teachers will use impact data to gauge student (individual and/or class) progress toward standards mastery or behavioral growth and evaluation data to identify areas of strength and/or areas for growth. These will be used as the basis of the teacher's professional learning goals.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use evaluation data to gauge student progress toward achievement, identify gaps and strengths, and determine professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

TECHNOLOGY APPLICATIONS STRATEGIES

Component Identifier Number: 3-003-001

Function: 3

Focus Area: 003

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide educators and staff with the knowledge and skills needed to use technology to increase productivity, integrate technology into instruction, maintain appropriate records, and stay abreast of emerging technologies.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
2. Demonstrate continual growth in technology knowledge, skills, and application to stay abreast of current and emerging technologies.
3. Use technology tools and resources to engage in ongoing professional learning.
4. Apply technology to increase productivity.
5. Use technology to communicate and collaborate with colleagues, students, parents, and the larger community to promote student learning.
6. Use technology tools and resources to enhance classroom instruction.
7. Use technology tools and resources as a means of providing classroom instruction.
8. Use technology tools and resources as a means of providing or participating in professional learning.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, professional learning community, independent inquiry such as action research, creating teaching resources, structured coaching or mentoring, implementation of high effect practices with structured feedback, a job-embedded event focused on modeling and supporting new or improved practices.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations related to expected learner outcomes.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature and/or watch video clips that describe or demonstrate effective use incorporation of technology into the classroom.
4. Learn and practice using technology for a specific purpose (with modeling and feedback) that may include, but not be limited to, devices, interactive tools, software, online resources, and/or video-conferencing platforms.
5. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
6. Develop a product related to the professional learning such as, but not limited to, a lesson plan, classroom management plan that uses technology, action plan, document, video conference, podcast, student or parent resource, assessment, web quest, and/or movie.

HOW

The component delivery may employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, independent inquiry, coaching and mentoring, implementation of high-effect practices with structured feedback, job-embedded, and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive structured coaching/mentoring by knowledgeable others with monitoring and feedback, conduct action research to implement professional learning independently, work collaboratively in a professional learning community with others with job-embedded support, or participate in a lesson study. Educators may also participate in electronic interactive or non-interactive learning, develop products that demonstrate expected learning outcomes, or engage in evaluation of practice indicators with feedback.

Monitoring Procedures:

Participants may also 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:

Evaluation Methods for Staff Database Code: A, B, C, D, F, G

Changes in the instructional or learning environment practices implemented in the classroom or directly with students, changes in instructional leadership/faculty development practices, other changes in practices supporting effective implementation of job responsibilities, changes in educator proficiency in implementing targeted state standards, changes in observed proficiency in practices that may occur without student present such as such as collegial team learning, using technology to develop instruction, problem-solving processes, and/or data analysis may also be used. 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 surveys.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Student outcomes may be measured by results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures, portfolios of student work, observation of student performance, and/or other performance assessments may be used.

Who will use the evaluation impact data gathered?

Teachers, site-based and district administrators

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

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

1. Teachers will use impact data to gauge student (individual and/or class) progress toward standards mastery or behavioral growth and evaluation data to identify areas of strength and/or areas for growth. These will be used as the basis of evaluating the teacher's professional learning goals and identifying professional learning needs.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use evaluation data to gauge student progress toward achievement, identify gaps and strengths, and determine professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center Author:

PAEC PDC

TECHNOLOGY FOR EDUCATIONAL LEADERS

Component Identifier Number: 7-003-001

Function: 7

Focus Area: 003

Local Sequence Number(s): 001

Maximum Inservice Points: 120

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:

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input type="checkbox"/> 1. 1: Professional learning needs
	<input type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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. Use appropriate survey(s) or other tools, such as those in the Technology Integration Evaluation Tools (TIM) system that may include, *TUPS: Technology Uses and Perceptions Survey*, *TIM-O: TIM Lesson Observation Tool*, *ARTI: Action Research for Technology Integration* and TIM Tools 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 MY+TSS (text-to-speech), 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 parterres, and other stakeholders to enhance involvement and support educators and student success.
8. Learn, practice, demonstrate, and promote exemplary digital citizenship and responsibility.

7 LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, 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: M, N, O, P, R, S, T

Implementation Support:

Ongoing support will be provided through mentoring that may include school or district technology support personnel, knowledgeable peers, or 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, and repeating the cycle, if necessary. Participants may also conduct action research, plan collaboratively with others, develop a product, participate in electronic-interactive or non-interactive learning with monitoring, and evaluation of practice indicators. Web-based resources that provide exemplars will be available for use.

Monitoring Procedures:

Leaders will be required to develop 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 walk through data and/or feedback, or written reflections 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: B

Changes in leadership 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 district's school 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 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?

Site-Based Administrators, District Technology Coordinators, School Improvement Teams, and district leadership Development Director.

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

Leaders will analyze faculty, staff and/or impact data, document results, review results 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 additional coaching, mentoring, or other forms of support may be needed.

What other forms of evaluation data will be gathered?

1. Online "Professional Learning Design" Survey
2. 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.
3. Data demonstrating effective planning and/or use of digital tools and/or resources.
4. Data may be used by site-based administrators, district technology coordinators, other district leaders, and/or PAEC personnel.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: February 2023

Development Connections (ePDC) at the Panhandle Area Educational Consortium.

Department: Instructional Services – PAEC Professional Learning Center Name(s) of

Component Author(s): Panhandle Area Educational Consortium PDC

TECHNOLOGY IN THE CLASSROOM/DIGITAL CURRICULUM

Component Identifier Number: 3-408-001 or 3-100-002 (ESE)

Function: 3

Focus Area: 408 or 100

Local Sequence Number(s): 001 or 002, respectively

Maximum Inservice Points: 120

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:

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

1. Use 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' interest 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 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. 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: A, B, G, H, 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, or individually.

KEY ISSUES to be included in participant implementation agreements (if used):

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

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 develop and submit a product such as a lesson plan, student assessment, rubric, video exemplar, case study, or written reflection 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, B, C, D, F, G

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 surveys. Each will be used as appropriate to evaluate changes in proficiency of the educator.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Student outcomes may be measured by results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures, portfolios of student work, observation of student performance, and/or other performance assessments may be used.

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:

Teachers will analyze student impact data, document results, review results with the site-based administrator or other designated individual. The focus will be on the impact of implementation 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 school and/or classroom environment.
2. The educator's proficiency using the tools, skills, and/or strategies that were targeted by the component and whether additional coaching, mentoring, or other forms of support may be needed.

What other forms of evaluation data will be gathered?

1. Online "Professional Learning Design" Survey
2. Data demonstrating improved/increased communication among educators and parents, educators, and students, and/or among students. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
3. Data may be used by site-based administrators, district technology coordinators, other district leaders, and/or PAEC personnel.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Professional Learning Center

Name(s) of Component Author(s): Panhandle Area Educational Consortium PDC

TITLE IX FOR SCHOOL PERSONNEL COMPONENT NUMBER: 6-410-001

Function: 6

Focus Area: 410

Local Sequence Number(s): 001

POINTS TO BE EARNED: 120 Maximum

2. DESCRIPTION:

Professional development within this component will ensure school personnel acquire knowledge, skills, and resources to comply with *Title IX of the Education Amendments of 1972* (Title IX). This law protects people from discrimination based on sex in all academic, educational, extracurricular, athletic, and other programs and activities related to school. Activities and locations may include a school bus, playground, class or training program or other location where an activity related to the school takes place.

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

4. FLORIDA PROFESSIONAL LEARNING PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0.1: Leadership
Planning	<input checked="" type="checkbox"/> 1.1: Professional Learning Needs
	<input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes
	<input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4.1: Evaluation of Professional Learning

☐ Not significantly related to any PL 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:

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

1. Demonstrate knowledge of the legal requirements of *Title IX of the Education Amendments of 1972* (Title IX), its implementing regulations and the protection it provides.
2. Demonstrate knowledge of administrative obligations required by Title IX regulations.
3. Demonstrate knowledge of the Title IX coordinator's responsibilities and authority.
4. Demonstrate knowledge of and establish an action plan to meet Title IX training requirements for district and school personnel.
5. Demonstrate knowledge of grievance procedures to be used when a Title IX complaint is received.
6. Know and employ appropriate procedures for investigating Title IX violations (alleged or actual).
7. Know and employ supportive measures for both parties during a Title IX investigation.
8. Know and employ appropriate procedures for implementing corrective actions to resolve Title IX violations.
9. Demonstrate knowledge of and implement district and school policies and procedures that positively impact school climate/safety to promote compliance with Title IX obligations.
10. Demonstrate knowledge of strategies for interceding in Title IX-related incidents.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, H

WHAT

During this professional learning opportunity, participants will take part in any combination of the following:

1. Participate in presentations by attorneys.
2. Review and discuss federal guidelines and demonstrate understanding of obligations required by Title IX for educators and support personnel.
3. Review exemplary action plans and develop a district or school action plan to meet Title IX obligations related to training requirements for personnel.
4. Learn and demonstrate understanding of appropriate procedures for investigating Title IX complaints.
5. Explore strategies for implementing corrective actions to resolve Title IX violations.
6. Learn strategies for providing physical and/or emotional support to victims of Title IX violations.
7. Review case law/studies related to Title IX violations, investigations, and resolutions.
8. Examine research-evidenced strategies shown to positively impact school climate/safety to promote title IX obligations.

HOW

Professional learning methods may be any combination of the following: workshop – face to face or virtual, electronic interactive or non-interactive, facilitated group discussions, and/or professional meetings.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P, R, S, T

Implementation Support:

Implementation support may be provided by attorney, risk management personnel, course instructor, a collaborative group at the district, regional or statewide level, and/or through mentoring support at the local or district level.

Monitoring Procedures:

Monitoring may take place by examination of procedures and processes, review of Title IX-related events and/or processes, evaluation and reflection regarding outcomes and examination of climate survey results.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: B, D

Evaluation for staff will involve changes in instructional leadership and other changes in practices that support effective implementation of job responsibilities.

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

Evaluation Methods for Students Database Codes: G

Staff evaluation is the more relevant measure.

Who will use the evaluation impact data gathered?

Site-Based Administrators, School, and District Coordinators

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

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

Districts/schools will monitor Title IX-related events/reports/complaints to determine if processes and procedures in place are adherent to law and if they were followed correctly. Evaluation will be used to determine professional development needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2022

Department: Instructional Services – PAEC Professional Learning Center Name(s)

of Component Author(s):PAEC PDC

VIRTUAL/DIGITAL LEARNING INSTRUCTIONAL METHODOLOGY

Component Identifier Number: 2-408-001

Function: 2

Focus Area: 408

Local Sequence Number(s): 001

Maximum Inservice Points: 60

2. DESCRIPTION:

Educators will learn and integrate virtual/digital instructional tools and strategies into instructional routines to enhance learning, provide digital learning options, assess students, and increase student engagement during virtual instruction.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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. Learn and demonstrate proficiency using a learning management system to provide or support grade-appropriate, Florida academic standards-based content instruction and to assess learning.
2. Adapt Florida academic standards-based content lesson plans or units of study for virtual learning to meet the needs of diverse learners.
3. Establish classroom expectations and a positive learning environment to support virtual learning,
4. Diversify instruction by providing materials in a variety of formats such as text, sound and imagery in virtual instructional design and delivery.
5. Employ synchronous, blended and/or asynchronous strategies that promote student participation and provide collaboration opportunities in a virtual classroom.
6. Incorporate authentic materials/resources into virtual instructional design and delivery to increase relevancy.
7. Use a variety of communication tools and strategies for student and parent communication.
8. Incorporate a variety of assessment strategies into virtual instructional design and delivery.
9. Provide targeted academic feedback that is meaningful and actionable.
10. Use digital tools used to detect student plagiarism.
11. Understand copyright laws, how they apply to virtual instruction and avoid copyright infringement
12. Plan for differentiating instruction in synchronous and asynchronous learning environment.
13. Use a learning management system or digital platform to provide professional learning opportunities.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, G, I

Professional learning methods are knowledge acquisition workshop, electronic interactive or non-interactive, learning community/lesson study group, structured coaching//mentoring, or job embedded.

WHAT

Educators may take part in any combination of the following:

1. Presentations, discussions, and activities focused on best practices in virtual learning design and delivery to include legal aspects.
2. Read and discuss research articles focused on evidenced-based practices related to the topic.
3. Learn and practice using a learning management system and other digital tools and resources with monitoring and feedback.
4. Hands-on activities focused on effectively using a learning management system and/or videoconferencing platform for instructional purposes.
5. Learn, practice, and use a digital tool to detect plagiarism with monitoring and feedback.
6. Work collaboratively with other educators to identify and incorporate appropriate strategies tools, resources, and materials into virtual instructional design and delivery.
7. Develop a product related to the professional learning activity such as, but not limited to, instructional plan, digital resource, professional learning materials, learning module in LMS, assessment in LMS, and/or action plan.
8. Participate in mentor/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.

HOW

The component will employ a variety of learning designs such as face-to-face instruction, synchronous or asynchronous virtual and occur in a workshop, study group, structured coaching/mentoring activity or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice independently through action research or collaboratively through a professional learning community or lesson study group, develop products related to the learning, and/or experience structured coaching or mentoring. Learning may also occur through electronic interactive or electronic non-interactive. Additionally, research-evidenced materials and/or curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment date, or written reflection describing the outcome of 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, B, C, D, E, F, G

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. Changes in instructional leadership or faculty development practices, changes in student services/support practices, observed or measured impact on job responsibilities, fidelity of implementation of the professional learning process, changes in observed educator proficiency in state standards implementation or initiatives, and/or changes in observed educator proficiency in changes that occur without students present may all be means of evaluation. Student surveys may also be used as a means to gauge the effective use of digital tools for learning.

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

Evaluation Methods for Students Database Codes: A, B, C, D, F

Determine the degree to which educator's professional learning contributed to student learning gains as measured by student growth measures, student portfolios, and/or observation of student performance.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and in some cases PAEC personnel.

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

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

1. Individual teachers will use impact data based on state assessments, classroom assessments, products, and performances as appropriate, to gauge each students' progress toward proficiency in mastering Florida's Academic Content Standards. Student survey data may be used to determine effective use of digital tools for instruction. Results will be reviewed with a mentor, site-based administrator, or other designated individual.
2. District coordinators, site-based administrators, instructional staff, and consortia personnel will use data from state, district, and classroom assessment to gauge progress toward positive student impact.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery, an evaluation tool developed by PAC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2021

Updated: February 2023

Department: Instructional Services- PAEC Professional Learning Center Name(s)
of Component Author(s): Brenda Crouch

VISUALLY IMPAIRED

Component Identifier Number: 1-105-012

Function: 1

Focus Area: 105

Local Sequence Number(s): 012

Maximum Inservice Points: 120

2. DESCRIPTION:

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 provide instruction and support for blind/low vision students.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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. 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 students who have visual impairments.
6. Identify and demonstrate basic orientation and mobility skills for visually impaired students.
7. Identify and demonstrate research-evidenced techniques/strategies for teaching visually impaired students.
8. Identify, evaluate, and demonstrate use of research-evidenced materials/programs/curricula to support Florida Standards-based instruction for teaching visually impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act, and Section 504 as they relate to visually impaired students.

7 LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

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

WHAT

1. Expert presentations on topics such as, but not limited to, Braille, etiology of vision loss, strategies to support students with low vision or blindness, rules of basic behavior/etiquette when working with students with diminished vision, resources, and assistive technologies, tools, and adaptive equipment.
2. Read and discuss professional literature focused on best practices for teaching students who have impaired vision.
3. Review the *Individuals with Disabilities Education Act (IDEA)*, the *Americans with Disabilities Act (ADA)*, and Section 504 and discuss how they apply/interrelate to students with impaired vision.
4. Practice using various assistive and adaptive equipment to support low vision or blind students.
5. Learn and practice strategies to support effective student use of assistive technologies, tools, and adaptive equipment.
6. Examine, identify research-evidenced materials/programs for teaching Florida standards-based instruction to students who have impaired vision, and describe classroom use.
7. Engage in collaborative discussions and activities focused on developing/differentiating instruction that incorporates appropriate strategies, assistive technologies, tools, and/or adaptive equipment for students with impaired vision.
8. Develop a product related to the professional learning activity such as an action plan, lesson plan, individualized learning or behavioral plan, IEP, documentation of accommodations and/or modifications, assessment tool, parent and student communication, or anecdotal record.

HOW

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, and/or knowledgeable others such as consortium or FDOE personnel, on site or via electronic interactive/non-interactive means, participate in collaborative planning such as a professional learning community, conduct action research to implement professional learning, develop products related to the learning process such as resources, lesson plans, and/or student/parent presentation materials, provide a written reflection regarding the implementation process, examine lessons learned, audio/video exemplars,

anecdotal evidence, samples of student work, and/or case study findings.

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, C, D, F, G

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. Additionally, changes in student support practices, other changes in practices that support effective implementation of job responsibilities, changes in educator proficiency in FEAPS practices and in implementing targeted state standards, and changes that occur without students present such as lesson design, problem solving process, data analysis and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, observation of student performance, and/or other performance assessments that reveal impact on student achievement and/or behavioral growth.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

1. Individual teachers will use impact data to gauge student progress toward content and/or skill proficiency, as well as progress toward IEP/504 Plan goals and to identify professional learning needs.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward meeting content and/or skill proficiency and/or behavioral goals and to identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

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

Department: Instructional Services – PAEC Professional Learning Center

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

Date Approved: February 2023

WORLD LANGUAGE SUBJECT CONTENT

Component Identifier Number: 1-004-001

Function: 1

Focus Area: 004

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

The purpose of this component is to provide teachers with the knowledge, skills and dispositions necessary to effectively implement Florida's World Language content standards appropriate to the job assignment.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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. Understand Florida's academic content standards related to the World Language teaching assignment to include, nomenclature, connecting benchmarks/horizontal alignment, and vertical alignment.
2. Examine content standards/benchmarks, identify student learning targets, success criteria, possible misconceptions, scaffold instruction and plan "checks" for understanding.
3. Maintain currency regarding changes in Florida's academic content standards related to the World Language teaching assignment.
4. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
5. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and points of view.
6. Become knowledgeable in how to access resources (teacher, student, and/or parent) aligned to Florida academic content standards of the World Language teaching assignment.
7. Use the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
8. Demonstrate of breadth of subject matter knowledge that enables the educator to collaborate with colleagues from other content subjects in the integration of instruction.
9. Develop lesson plans based on Florida's academic content standards related to the World Language teaching assignment and student needs, abilities, and interests.
10. Develop age/developmentally appropriate standards-based assessments at an appropriate level of rigor and criteria for scoring the assessments.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshop, electronic interactive, electronic non-interactive, learning community, independent inquiry such as action research, creating PD or teaching resources, structured coaching mentoring, implementation of "high-effect" practices, job embedded, and/or deliberate practice.

WHAT

Educators may take part in any combination of the following:

1. Presentations focused on Florida's World Language academic content standards.
2. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
3. Read and discuss professional literature and/or watch video clips focused on Florida's World Language academic content standards related to job assignment.
4. Collaborate with others who teach the same content.
5. Participate in a lesson-study group with those who teach like content or those from other content areas.
6. Develop a product related to the professional learning such as (but not limited to) an instructional plan, curriculum map or pacing guide, student resource, media, or other presentation for use in instruction, assessment, and/or rubric for grading a performance assessment.
7. Engage in discussions with other educators with a focus on vertical alignment, knowledge gaps, and strengths.
8. Video classroom instruction, receive feedback from an instructional coach, mentor or knowledgeable other, discuss feedback and develop an action plan to address areas of concern, if noted.
9. Engage in a professional learning community focused on content standards and content.
10. Collaborate with a coach, mentor, administrator, or knowledgeable other to identify and discuss a content-related problem of practice, develop and practice strategies to address the problem of practice, assess and reflect on impact.
11. Develop lesson/action plans for classroom implementation.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, deliberate practice and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, N, O, P, Q, R, S, T

Implementation Support:

Participants may receive support from coaches, mentors, colleagues and/or knowledgeable others, conduct action research to implement professional learning with students, participate in a professional learning community to plan collaboratively, develop products related to the learning process such as resources, lesson plans, assessments, or presentations, audio/video exemplars, anecdotal evidence, samples of student work, and/or case study findings. Educators may participate in a lesson study group with monitoring and feedback focused on the research-process and impact of the lesson, electronic interactive or non-interactive, and/or evaluation of practice indicators.

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:

Evaluation Methods for Staff Database Code: A, D, F, G

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. Other changes in practices supporting effective implementation of job responsibilities, changes in observed educator proficiency in implementing state standards, and changes in observed proficiency in practices such as lesson design, collegial team learning practices and sharing practices with colleagues.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress, portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators.

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

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

1. Individual teachers will use impact data to gauge student (individual and/or class) progress toward standards mastery—content and/or skill proficiency.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement and to identify professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

WRITING INSTRUCTION

Component Identifier Number: 2-017-001

Function: 2

Focus Area: 017

Local Sequence Number(s): 001

Maximum Inservice Points: 120

2. DESCRIPTION:

Educators will research, examine, and implement evidence-based instructional strategies in the area of writing instruction that is aligned with *Florida's B.E.S.T. Standards: English Language Arts*. Participants will also learn how to incorporate instructional techniques and strategies based on evidence-based research that supports the science of reading into the general and/or special education setting. Teachers will understand why and when multi-sensory strategies should be used to meet the specific needs of students including those with disabilities or other diverse needs including students with characteristics of dyslexia.

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 FEL standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Implementation of research-based strategies to teach writing
- ☐ 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 FELs)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Parent communication to increase involvement

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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 learn key content and strategies from the competencies listed below:

1. Express knowledge of *Florida's B.E.S.T. Standards: English Language Arts* related to writing, the design and organization, coding scheme, progression of foundations benchmarks, spirals in the vertical progression, and sample texts by benchmark.
2. Express knowledge of research-evidenced writing strategies, best practices, technology resources and materials for use in teaching writing.
3. Correlate research-evidenced writing strategies, technology resources, materials, and best practices to *Florida's B. E. S. T. Standards: English Language Arts*.
4. Identify, collect, and use a variety of sources of data to plan, deliver and assess effective writing instruction.
5. Identify ways strategies, technology resources, materials, and best practices, aligned to *Florida's B.E.S.T. Standards: English Language Arts*, may be used to meet specific student needs.
6. Incorporate practical applications of research-evidenced writing strategies, best practices, technology resources, and materials into explicit instruction of *Florida's B.E.S.T. Standards: English Language Arts*.
7. Develop activities that integrate writing into all curriculum content areas.
8. Develop activities that integrate technology tools and resources into the writing curriculum.
9. Identify curriculum resource materials, aligned to *Florida's B.E.S.T. Standards: English Language Arts*, and use them in the classroom to meet the needs of diverse learners.
10. Develop curriculum resource materials, aligned to *Florida's B.E.S.T. Standards: English Language Arts*, and use them in the classroom to meet the needs of diverse learners.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, D, G, H, I

Professional Learning methods are knowledge acquisition workshop, learning community/lesson study groups, structured coaching mentoring, and job embedded.

WHAT

Educators will:

1. Participate in presentations and engage in discussions and activities centered on *Florida's B.E.S.T. Standards: English Language Arts*, research-evidence writing strategies, best practices, technology resources and materials for use in teaching writing.
2. Take part in dialogue focused on how research-evidenced writing strategies, best practices, technology resources assessment, and materials may be used to meet the needs of the diverse learners they teach.
3. Practice using specific research-evidenced writing strategies best practices, technology resources, assessments, and materials to meet the needs of the diverse learners they teach.
4. Examine and use selected instructional curriculum, resources and/or assessments, aligned to *Florida's B.E.S.T. Standards: English Language Arts*.
5. Develop a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, analysis of assessment data, or written reflection.
6. Participate in mentor/coaching activities that may include, but not be limited to, direct observation, discussion, modeling or coaching as directed.

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, study group, structured coaching/mentoring or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a professional learning community or lesson study group, and/or experience coaching or mentoring. Additionally, research-evidenced materials and/or curriculum resources may be provided.

Monitoring Procedures:

Participants will be required to complete an implementation and evaluation activity. The participant may be required to submit a product related to the professional learning activity such as an action plan, instructional plan, curriculum resource(s), assessment, student artifact(s), anecdotal evidence, assessment data, or written reflection describing the outcome of 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, F

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 implementing targeted state standard or initiatives.

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

Evaluation Methods for Students Database Codes: A, B

Results of national, state or district-developed/standardized student performance measures will be used to track improvement in student achievement.

Who will use the evaluation impact data gathered?

Teachers, Site-Based Administrators, School and district Coordinators, School Improvement Teams, and in some instances Florida Department of Education and/or PAEC personnel.

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

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

1. Individual teachers will use impact data based on classroom assessments, products, and standardized exams as appropriate, to gauge each students' progress toward proficiency in achieving mastery of Florida's English Language arts content standards related to writing and review results with a mentor, site-base administrator, or other designated individual.
2. District coordinators, site-based administrators, instructional coaches, instructional personnel, and in some instances, Florida Department of Education and/or PAEC personnel will use results of state or local assessment measures to determine progress toward student achievement goals in writing.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of the professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date approved: August 2020

Department: Instructional Services- Professional Learning Center

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

YOUTH MENTAL HEALTH FIRST AID

Component Identifier Number: 6-414-002

Function: 6

Focus Area: 414

Local Sequence Number(s): 002

Maximum Inservice Points: 30

2. DESCRIPTION:

The purpose of this component is to provide educators and staff with information about the unique risk factors and warning signs of mental health problems in adolescents, build understanding of the importance of early intervention, and teach individuals how to help an adolescent in crisis or experiencing a mental health challenge.

(Resiliency Florida: Accessed from [https:// https://www.buildresiliency.org/](https://www.buildresiliency.org/)).

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional learning needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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. Demonstrate knowledge of risk factors and warning signs of a variety of mental health challenges common among adolescents including:
 - a. Anxiety
 - b. Depression
 - c. Psychosis
 - d. Eating Disorders
 - e. AD/HD
 - f. Disruptive Behavior Disorders
 - g. Substance Abuse Disorders
2. Become knowledgeable in how to support a youth developing signs and symptoms of a mental illness or in an emotional crisis by applying a core five-step action plan:
 - a. Assess for risk of suicide or harm
 - b. Listen nonjudgmentally
 - c. Give reassurance and information
 - d. Encourage appropriate professional help
 - e. Encourage self-help and other support strategies
3. Demonstrate knowledge of how to interact with a child or adolescent in crisis.
4. Demonstrate knowledge of how to connect the youth with appropriate help.
5. Understand workshops under this component do not teach participants to diagnose or provide therapy or counseling.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, G, I

Professional learning methods may be knowledge acquisition workshop, structured coaching/mentoring, and or a process with modeling and supporting practices being successfully demonstrated on the job.

WHAT

Educators may take part in any combination of the following:

1. Expert presentations focused on topics related to mental health services.
2. Participate in role play and simulations.
3. Develop a product such as an action plan.

HOW

The component delivery will employ a variety of learning designs, such as face-to-face, coaching and mentoring by a knowledgeable other, job-embedded, and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, P

Implementation Support:

Participants may receive support from administrators, mentors, colleagues and/or knowledgeable others and/or develop a product such as, but not limited to, an action plan or reflection exercise.

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:

Evaluation Methods for Staff Database Code: A, B, C, D

Evaluation methods may include changes in instructional or learning environment practices implemented directly with students and/or district or school level processes for tracking student academic and/or behavioral progress, changes in instructional leadership, changes in student support services practices, other changes in practices supporting effective implementation of job responsibilities, and changes in observed educator proficiency in practices that occur generally without students present such as collegial team learning, problem

solving process, and/or data analysis.

Evaluation Methods for Students Database Codes: A, B, C, D, F

Results of national, state or district-developed/standardized student performance measures, results of school/teacher-constructed student growth measures that track student progress toward standards mastery or behavioral goals, observation of student performance, other performance assessments that reveal impact on student achievement or mental health, and other assessments such as surveys that may be used to gauge student and parent perceptions of the school environment/climate and/or mental wellness support.

Who will use the evaluation impact data gathered?

Educators, mental health personnel, site-based and district administrators.

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

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

1. Educators and mental health personnel will use impact data to gauge student (individual and/or class) progress toward standards mastery—content, skill proficiency, behavioral or mental health goals, and/or student/parent perceptions of the school climate/environment and or level of mental health support.
2. District coordinators and site-base administrators, and in some cases FDOE or consortium personnel may use data to gauge student progress toward student achievement of content and skills, behavioral and/or mental health goals, perception of school environment/climate and/or mental wellness support services and use data to determine professional learning needs. Additionally, educator course completion records will be used to monitor compliance with the Youth Mental Health First Aid professional learning requirement.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date updated and approved: February 2023

Department: Instructional Services - PAEC Professional Learning Center



Add-On Endorsement Plans



**INSERVICE PROGRAM FOR ADDING
ATHLETIC COACHING ENDORSEMENT
TO A FLORIDA EDUCATOR'S CERTIFICATE**

**PREPARED BY
THE PANHANDLE AREA EDUCATIONAL CONSORTIUM
PROFESSIONAL LEARNING CENTER
753 WEST BOULEVARD
CHIPLEY, FL 32428**

2023-2028



*Advancing Schools and Communities for Student Success
Every Student, Every Day!*

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I. PROGRAM TITLE

Athletic Coaching Add-On Endorsement

II. PROGRAM RATIONALE AND PURPOSE

Pursuant to Florida Statute 1012.55(2)(a), each person who is employed and renders services as an athletic coach in any public school in any district in Florida shall hold a valid temporary or professional certificate or an athletic coaching certificate. The athletic coaching certificate may be used for either part-time or full-time district employees. The provisions of the subsection do not apply to any athletic coach who voluntarily renders service and who is not employed by any public school district of Florida.

Due to turnover in personnel, number of teachers who are onboarding with temporary certificates, and ongoing expansion of school sports program offerings, Panhandle Area Educational Consortium (PAEC) districts experience a continued need for teachers to become certified/endorsed in Athletic Coaching. The PAEC add-on endorsement program offers a variety of means for an individual to obtain the endorsement including 24/7 online courses. Although coursework is available through the university system, travel time, work schedules, and costs prohibit many from taking advantage of that option. Therefore, the Panhandle Area Educational Consortium (PAEC) Program, with 24/7 online course availability meets the needs of the districts and educators effectively. The program will provide teachers that hold a valid Florida teaching certificate a means to obtain the Athletic Coaching endorsement.

III. PROGRAM CONTENT/CURRICULUM

Florida State Board Rule, 6A-4.0282, Specialization Requirements for the Endorsement in Athletic Coaching – Academic Class, requires that the individual receiving an Endorsement in Athletic Coaching meet the following requirements:

1. Certification in another subject, and
2. Nine (9) semester hours in athletic coaching to include the areas specified below:
 - a. Three (3) semester hours in care and prevention of athletic injuries and the effects and dangers of drug use including performance enhancing drugs.
 - b. Three (3) semester hours in coaching theory; and
 - c. A course in theory and practice of coaching a specific sport; and,
3. A valid cardiopulmonary resuscitation course completion card or certificate issued by the American Heart Association or the American Red Cross or an equivalent cardiopulmonary resuscitation course completion card or certificate issued by an entity approved by the Florida Department of Health pursuant to Rule 64J-1.022, F.A.C.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 12-4-89, Amended 10-26-05, 1-16-08

A. Competencies

Competencies to be mastered by participants in this program are consistent with those from Florida Department of Education (Endorsement for Athletic Coaching Competencies, approved by Inservice Development Section, Florida Department of Education, August 1990) and correlate with current trends and research in Athletic Coaching. There are **11 Major Categories of Competencies** which will be demonstrated. They are listed below.

Knowledge of Human Growth and Development

1. Recognize the physical, cognitive, social, and emotional development of student athletes.
2. Identify learning and competitive experiences appropriate for student athletes at various stages of growth development.

3. Define individualized, age appropriate, non-injurious training methods for student athletes.

Knowledge of Instruction as it Relates to Athletic Coaching

4. Select appropriate instructional strategies for athletic coaching.
5. Outline the development of athletic program philosophy, including goals and objectives.
6. Recognize the importance of pre-assessment in establishing instructional level.
7. Distinguish characteristics of coaching in activity or sport.
8. List feedback methods used in athletic coaching.
9. Define methods used to evaluate student athletes and program effectiveness.
10. Analyze and utilize evaluative data when redesigning programs.
11. Identify available and suitable professional resources for coaching.

Knowledge of Biomechanical Foundations

12. Define normal human anatomical features and abnormal deviations.
13. Identify biomechanical principles and concepts appropriate to athletic coaching.
14. Apply appropriate physics principles in the acquisition of basic movement skills.

Knowledge of Sports Injuries

15. Detect athletic injuries.
16. Select the appropriate athletic injury treatment modalities.
17. Identify the appropriate first aid emergency planning and care procedures including cardiopulmonary resuscitation; the unconscious athlete; suspected head, neck, and spine injuries; and other life threatening circumstances.
18. Select appropriate techniques for rehabilitation and reconditioning.
19. Identify the basic skills involved in athletic injury counseling.
20. Recognize safe playing conditions in order to facilitate injury prevention and enhance athletic performance including selection of appropriate athletic uniforms, use of protective equipment, sanitary maintenance of uniforms and equipment, use of facilities, and avoidance of extreme weather conditions (e.g., heat, humidity, cold, lightning, etc.)
21. Identify appropriate athletic injury reporting systems.
22. Identify appropriate health-related policies and procedures for student athletes including parental medical consent, referral procedures, and medical examinations.
23. Explain the importance and responsibility of the athletic trainer and on-call physician.

Knowledge of Human Psychology

24. Recognize the psychological aspects of athletic coaching.
25. Identify instructional and humanistic coaching methods which assist student athletes in developing appropriate self-perceptions.
26. Identify instructional and humanistic coaching methods which enhance appropriate and constructive peer interactions.
27. Demonstrate by example the ability to recognize and take appropriate action relative to problems among student athletes including deficits in academic performance, inappropriate behaviors occurring inside and outside the athletic context, substance abuse, depression, burnout, child abuse, and suicidal tendencies.
28. Define coaching motivational techniques including awareness of performance enhancement techniques, visualization, stress reduction/relaxation, and attention focus.
29. Identify appropriate techniques for use in monitoring personal emotional self-control in athletic coaching situations.

Knowledge of Physiological Principles

30. Identify basic training principles (e.g., overload, progression, and specificity).
31. Identify the variables by which overload can be modified.
32. Evaluate and interpret the results of pre-physical fitness and motor assessments.
33. Using evaluative data, apply principles of training to formulate individual and group conditioning programs.

34. Explain body composition factors related to athletic performance potential including body weight as it affects performance and the percentage of body fat related to conditioning.
35. Identify environmental conditions and their effects on personal health, safety, and learning (e.g., temperature, humidity, lightning, etc.)

Knowledge of Substance Use and Abuse

36. Identify the negative effects of drugs on personal health and athletic performance.
37. Identify legal consequences of drug-taking behavior.
38. Identify symptoms of substance abuse.
39. Identify major characteristics of illegal substance use problems, to include the effects and dangers of drug use including performance enhancing drugs.
40. Identify referral techniques for student athletes with substance abuse problems.

Knowledge of Nutrition Principles

41. Explain the relationship between nutritional needs and athletic training.
42. Evaluate the adequacy of diets in meeting the nutritional needs of student athletes.
43. Recognize fallacies and dangers underlying selected dietary plans and supplements.
44. Explain the relationship between food intake, body weight, physical activity, and health.
45. Determine the relationship of hydration and dehydration to physical performance.

Knowledge of Legal Aspects Related to Athletic Coaching

46. Recognize tort liability in athletics including knowledge of adequate instruction and proper supervision.
47. Identify constitutional rights of student athletes with reference to discrimination(s), appropriate disciplinary techniques, and eliminating athletes from team.
48. Identify the minimum insurance coverage areas necessary for an athletic program.
49. Identify state procedures and regulations governing athletic participation.
50. Identify legal precedents and actions in athletic coaching involving assault and battery, sexual misconduct, and sexual harassment.

Knowledge of Public Relations Principles

51. Identify the elements of communication.
52. Recognize the importance of feedback to reduce distortion of the intended message.
53. Explain the importance of targeting a specific audience to promote an athletic program.
54. Identify methods to assess expectations of the school community, community at large, and media.

Knowledge of Sport Management

55. Outline theoretical principles and strategies for successful athletic coaching.
56. Identify managerial principles in the use of equipment, facilities, and deployment of personnel.
57. Outline athletic budget development and control procedures.
58. Define personnel and program evaluation techniques as used in athletic coaching.
59. Distinguish between ethical and unethical coaching behavior.

B. Specialization/Professional Studies

The PAEC Athletic Coaching Endorsement Plan is categorized as a professional education studies competency plan in that it prepares participants to work effectively in their area of specialization.

C. Nationally Recognized Guidelines

Review of the National Association for Sport and Physical Education's, *National Standards for Sport Coaches*, 3rd edition, 2021, indicated close alignment among the seven core responsibilities and 42 standards in the *National Standards for Sports Coaches* and the 11 major competency categories and 59 competencies addressed in the PAEC Athletic Coaching Endorsement Plan.

IV. INSTRUCTIONAL DELIVERY AND DESIGN

A. Instructional Strands with Major Competencies

Instructional Strand <i>Coaching Theory</i>	Instructional Strand <i>Theory and Practice of Coaching a Specific Sport</i>	Instructional Strand <i>Care and Prevention of Athletic Injuries</i>
Human Growth and Development Instruction as it Relates to Athletic Coaching Biomechanical Foundations Sports Injuries Human Psychology Physiological Principles Substance Use and Abuse Legal Aspects Public Relations Principles Sports Management	Human Growth and Development Instruction as it Relates to Athletic Coaching Sports Injuries Legal Aspects Public Relations Principles Sports Management	Biomechanical Foundations Sports Injuries Nutrition Principles Substance Use and Abuse

B. Professional Learning (Training) Components

Three, 60-hour PAEC Professional Learning Catalog components, *Care and Prevention of Athletic Injuries*, *Coaching Theory*, and *Theory and Practice of Coaching a Specific Sport* were developed for this add-on endorsement program. Components were designed to include the 59 competencies from the 11 major competency categories. Components are on the following pages.

CARE AND PREVENTION OF ATHLETIC INJURIES – ATHLETIC COACHING ENDORSEMENT

Component Identifier Number: 6-414-500

Function: 6

Focus Area: 414

Local Sequence Number(s): 500

Maximum Inservice Points: 60

2. DESCRIPTION:

This course is one of three sixty-hour courses designed to meet requirements for Florida certified teachers who wish to add the athletic coaching endorsement to their certificate. The course is designed for faculty or non-faculty personnel currently holding a valid Florida teaching certificate who wish to receive coaching certification, and athletic directors/activities coordinators who wish to upgrade content knowledge and skills.

In this course, participants will acquire knowledge and skills in care and prevention of athletic injuries. It specifically focuses on injury detection, treatment, prevention, rehabilitation, reconditioning, and counseling and provides a basis for understanding health lifestyle decisions and helping student athletes make healthy lifestyle decisions.

This component is designed to enable the participants to learn basic content focused on human anatomy and physiology and recent advances in care and prevention of athletic injuries. Participants will learn about athletic injury prevention including planning for and maintaining facilities and protective equipment needed to ensure safety. Participants will also learn to recognize athletic injuries, steps to take for emergency planning and care, appropriate documentation and record-keeping related to athletic injuries, injury treatment and rehabilitation, reconditioning, counseling, and dangers, symptoms, and possible long-term effects of drug use including performance-enhancing drugs. In addition, participants will learn about health related policies and procedures.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	_ 0. 1: Leadership
Planning	<u>x</u> 1. 1: Professional Learning Needs <u>x</u> 1. 2: Professional Learning Resources
Learning	<u>x</u> 2. 1: Learning Outcomes <u>x</u> 2. 2: Learning Designs
Implementing	<u>x</u> 3. 1: Implementation of Learning
Evaluating	<u>x</u> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standard

5. IMPACT AREA(s):

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

6. SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate knowledge of basic human anatomy and physiology – especially as related to sports biomechanics and sports medicine.
2. Demonstrate thorough knowledge of nutrition to support athletes and an ability to advise athletes concerning nutrition to include:
 - a. Relationship between nutritional needs and athletic training.
 - b. Evaluation of adequacy of diets in meeting nutritional needs of student athletes.
 - c. Fallacies and dangers underlying selected dietary plans and supplements.
 - d. Relationship among food intake, body weight, physical activity, and health.
 - e. Relationship of hydration and dehydration to physical performance.
3. Identify skills needed to recognize athletic injury.
4. Demonstrate ability to select appropriate athletic injury treatment modalities.
5. Identify appropriate first aid emergency planning and care procedures/protocols to include
 - a. Cardiopulmonary resuscitation and related activities.
 - b. Treatment and care of an unconscious athlete.
 - c. Care of suspected head, neck, and spine-injured athletes.
 - d. Consideration of other life threatening circumstances.
6. Determine the acceptable selection and use of rehabilitation and reconditioning techniques.
7. Demonstrate an understanding of athletic injury counseling methodology.
8. Demonstrate knowledge of managing maintenance of athletic facilities.
9. Describe conditions that impact safety of sports activities and steps needed to ensure player safety as related to those conditions.
10. Demonstrate knowledge of selection, use, and maintenance of protective equipment to ensure safety of athletes.
11. Demonstrate understanding of protocols for reporting athletic injuries.
12. Identify major characteristics of illegal substance use to include predisposing factors, characteristics, problems, effects, and dangers associated with use of illegal substances, including performance-enhancing drugs by athletes.
13. Demonstrate knowledge of research-evidenced drug use prevention strategies, resources to support drug prevention among student athletes and appropriate referral of identified athletes.
14. Demonstrate knowledge of appropriate health-related policies and procedures to include:
 - a. Parental medical consent
 - b. Establish policy/guidelines regarding health of athletes
 - c. Referral procedures

- d. Medical examinations
- e. Knowledge of role/importance of athletic trainer
- f. Emergency medical procedures
- g. On-call physician
- h. HIPPA

15. Demonstrate understanding of need to maintain currency in the field.

16. Identify importance of maintaining knowledge of sports medicine as a lifelong activity.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, F

WHAT

Professional learning methods may include knowledge acquisition workshop, electronic interactive, electronic non- interactive and independent inquiry. Participants may participate in a workshop led by a knowledgeable expert, view videotapes and complete related activities, read professional articles, and other course-related content, research and document knowledge of research-evidenced protocols and strategies, and demonstrate knowledge by compiling responses to course questions in an online portfolio or demonstrating knowledge by completing online assessments with a score of 80% or higher.

HOW

The component delivery may employ a variety of learning designs, such as face-to-face with coaching and modeling or online, and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: M, P, R, S

Implementation Support:

When component content is delivered in a face-to-face modality, participants will engage in structured coaching/mentoring by knowledgeable others. For online component content delivery, participants will receive support in learning via course content and interaction with an online course facilitator who is responsible for reviewing all assignment submissions to ensure accuracy and provide coaching toward satisfactory responses as needed.

Monitoring Procedures:

Participants will develop products related to the learning process such as an action plan, situation analysis and response plan, instructional plan, management and/or safety plan, portfolio of responses to online course questions, engage in on-going monitoring and feedback via online or face-to-face facilitation on targeted learning, demonstrate proficiency by observation, and/or engage in electronic non-interactive with learning monitored through online comprehension checks with response accuracy of 80% or higher.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, C, F, G

Participants' electronic portfolio responses will be reviewed for accuracy by a qualified online instructor and approved when the response is satisfactory. Feedback will be provided as well as coaching to correct responses or deeper understanding of content as necessary. Participants will be required to respond with a minimum of 80% accuracy to online comprehension checks. In addition, changes in instructional or learning environment practices, other changes that support effective implementation of job responsibilities, and changes in observed educator proficiency in implementing targeted state standards or initiatives or FEAPS practices will be observed by the athletic director, school administrators or other designated personnel.

Evaluation Methods for Students Database Codes: D, F

Observation of student performance, and/or other performance assessments may be used to track improvement in student achievement, physical fitness, and/or demonstration of athletic skills.

Who will use the evaluation impact data gathered?

Athletic director, athletic coaches, site-based and district administrators.

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

1. Athletic director and athletic coaches will use data to monitor impact of learning implementation. Data may include reports from monitoring of safety and maintenance of facilities and playing areas, injury reports, records of injury management, anecdotal data related to sports and nutritional counseling.
2. School district leadership and consortium risk management personnel may also use data to gauge impact of learning and identify additional professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date modified: March 2023

Department: Instructional Services - PAEC Professional Learning Center

COACHING THEORY – ATHLETIC COACHING ENDORSEMENT

Component Identifier Number: 1-011-541

Function: 1

Focus Area: 011

Local Sequence Number(s): 541

Maximum Inservice Points: 60

2. DESCRIPTION:

This course is one of three sixty-hour courses designed to meet requirements for Florida certified teachers who wish to add the athletic coaching endorsement to their certificate. The course is designed for faculty or non-faculty personnel currently holding a valid Florida teaching certificate who wish to receive coaching certification, and athletic directors/activities coordinators who wish to upgrade content knowledge and skills. This component is designed to enable the participants to acquire knowledge about legal aspects and protocols, human growth and development, psycho-social development, biophysiological foundations, sports management, and sports instruction to enhance athletic coaching effectiveness.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	<input type="checkbox"/> Not significantly related to any PL 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:

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

Legal Aspects of Athletic Coaching

1. Identify legal aspects related to athletic coaching.
2. Demonstrate knowledge of tort liability in athletics related to:
 - a. Adequate care and instruction.
 - b. Proper supervision.
3. Demonstrate knowledge of the constitutional rights of student athletes.
 - a. Identify ethnic or other types of discrimination.
 - b. Identify appropriate disciplinary techniques.
 - c. Decision making strategy/protocol in eliminating athlete(s) from the team.
4. Identify minimum necessary athletic insurance coverage(s).
5. Recognize and adhere to appropriate state and local policy and procedure regulations governing athletic participation.
6. Demonstrate knowledge of contractual law as applied to athletic coaching.
7. Be cognizant of appropriate coach/athlete interpersonal relations.
8. Demonstrate knowledge of legal precedents and actions in athletic coaching as related to:
 - a. Sexual misconduct
 - b. Sexual harassment
 - c. Assault/battery
9. Maintain currency in state regulations and local policies and protocols.

Human Growth and Development

10. Identify aspects of human growth and development related to student athletes.
11. Identify characteristics of student athletes as related to:
 - a. Normative differences in chronological age.
 - b. Maturational differences.
 - c. Readiness to learn, train, and compete.
12. Distinguish the experiences appropriate for student athletes at various stages of growth development.
13. Determine individualized, age appropriate, non-injurious training methods for student athletes.
14. Maintain currency in the field.

Psycho-Social Development

15. Identify the stages of psycho-social development as related to athletes.
16. Demonstrate knowledge of the psychological aspects of athletic coaching.
 - a. Identify instructional and humanistic coaching skills which assist student athletes to develop appropriate self-perceptions.
 - b. Identify instructional and humanistic coaching skills which enhance appropriate and constructive peer interactions.
 - c. Demonstrate ability to recognize and take appropriate action relative to problems among student athletes:
 - i. Deficient academic performance.
 - ii. Inappropriate behaviors/appropriate corrective measures.
 - iii. Inability to get along with others.

- iv. Inappropriate behaviors occurring outside the athletic context.
 - v. Substance abuse.
 - vi. Depression.
 - vii. Burnout.
 - viii. Child neglect and/or abuse.
 - ix. Suicidal tendencies.
17. Demonstrate proficiency in the use of appropriate motivational techniques for the student athlete including:
- a. Awareness of performance enhancement techniques.
 - i. Visualization.
 - ii. Stress reduction/relaxation.
 - iii. Attention focus.
18. Identify appropriate techniques for use in monitoring personal emotional self-control in all athletic coaching situations.
19. Determine personal physical/emotional status of well-being as an athletic coach.
20. Understand skills in effective interpersonal communication with athletes, parents, other coaches, administrators, other members of the school community, the media, and the public at large.
21. Identify available/suitable professional resources for athletic counseling.
22. Maintain currency in the field.

Bio-Physiological Foundations

23. Demonstrate current knowledge of normal human anatomical features and abnormal deviations.
24. Identify knowledge of biomechanical principles appropriate to athletic coaching.
- a. Demonstrate understanding of physics principles which form the basis of skills acquisition.
 - b. Demonstrate knowledge of biomechanical concepts as applied in athletic coaching.
25. Demonstrate understanding of exercise physiology as it relates to athletic coaching.
- a. Understand training program(s) for sport and demonstrate the ability to implement appropriate program(s).
 - b. Knowledge of appropriate environmental conditions and their effects on training and learning (temperature, humidity, lighting, etc.).
26. Demonstrate understanding of body composition factors related to athletic performance potential.
- a. Body weight as it affects performance.
 - b. Body fat percentage related to conditioning.
27. Maintain currency in the field.

Sport Management

28. Understand theoretical principles and strategies for successful athletic coaching.
29. Describe managerial skills in use of equipment, facilities, and the deployment of personnel.
30. Demonstrate knowledge of budget control skills.
31. Demonstrate knowledge of evaluation methods for:
- a. Personnel
 - b. Program
32. Demonstrate knowledge of ethical behaviors and decision making practices in personal relationships with others.

Instruction

33. Demonstrate knowledge of sound instructional strategies in athletic coaching to include:
- a. Philosophy of program (goals and objectives).
 - b. Initial pre-assessment
 - c. Instructional approaches to include:
 - i. Planning content.
 - ii. Developing procedures.
 - iii. Using appropriate instructional resources.

- d. Coaching the activity.
- e. Reevaluating students and evaluating program effectiveness.
- f. Obtaining and using feedback.
- g. Redesigning program as appropriate.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, F

WHAT

Professional learning methods may include knowledge acquisition workshop, electronic interactive, electronic non- interactive and independent inquiry. Participants may participate in a workshop led by a knowledgeable expert, view videotapes and complete related activities, read professional articles and other course-related content, research and document knowledge of research-evidenced protocols and strategies, and demonstrate knowledge by compiling responses to course questions in an online portfolio or demonstrating knowledge by completing online assessments with a score of 80% or higher.

HOW

The component delivery may employ a variety of learning designs, such as face-to-face with coaching and modeling or online, and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES: Implementation/Monitoring Data

Base Code: M, P, R, S

Implementation Support:

When component content is delivered in a face-to-face modality, participants will engage in structured coaching/mentoring by knowledgeable others. For online component content delivery, participants will receive support in learning via course content and interaction with an online course facilitator who is responsible for reviewing all assignment submissions to ensure accuracy and provide coaching toward satisfactory responses as needed..

Monitoring Procedures:

Participants will develop products related to the learning process such as an action plan, situation analysis and response plan, instructional plan, management and/or safety plan, portfolio of responses to online course questions, engage in on-going monitoring and feedback via online or face-to-face facilitation on targeted learning, demonstrate proficiency by observation, and/or engage in electronic non-interactive with learning monitored through online comprehension checks with response accuracy of 80% or higher.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, C, F, G

Participants' electronic portfolio responses will be reviewed for accuracy by a qualified online instructor and approved when the response is satisfactory. Feedback will be provided as well as coaching to correct responses or deeper understanding of content as necessary. Participants will be required to respond with a minimum of 80% accuracy to online comprehension checks.

Changes in instructional or learning environment practices, other changes that support effective implementation of job responsibilities, and changes in observed educator proficiency in implementing targeted state standards or initiatives or FEAPS practices will be observed by the athletic director, school administrators or other designated personnel. In addition, survey data related to the athletic program may be gathered from students, parents, or community stakeholders.

Evaluation Methods for Students Database Codes: D, F

Observation of student performance, and/or other performance assessments may be used to track improvement in student achievement, physical fitness, and or demonstration of athletic skills.

Who will use the evaluation impact data gathered?

Athletic director, athletic coaches, site-based and district administrators.

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

Athletic director and athletic coaches will use data to monitor impact of learning implementation. Data may include teacher evaluation data, reports from monitoring of safety and maintenance of facilities and playing areas, injury reports, communications, records detailing budget management, anecdotal data related to sports, or survey data from stakeholders.

School district leadership and consortium risk management personnel may also use data to gauge impact of learning and identify additional professional learning or to make decisions about athletic program.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date modified: March 2023

Department: Instructional Services - PAEC Professional Learning Center

Theory and Practice of Coaching a Specific Sport – ATHLETIC COACHING ENDORSEMENT

Component Identifier Number: 1-011-542

Function: 1

Focus Area: 011

Local Sequence Number(s): 542

Maximum Inservice Points: 60

2. DESCRIPTION:

This course is one of three sixty-hour courses designed to meet requirements for Florida certified teachers who wish to add the athletic coaching endorsement to their certificate. The course is designed for faculty or non-faculty personnel currently holding a valid Florida teaching certificate who wish to receive coaching certification, and athletic directors/activities coordinators who wish to upgrade content knowledge and skills.

This component is designed to enable the participants to add to their knowledge base about content and recent advances in coaching a selected interscholastic sport. The component addresses skill acquisition, coaching/instructional methods, current trends and appropriate safety precautions and procedures.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning

5. IMPACT AREA(s):

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

6. SPECIFIC LEARNER OUTCOMES:

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

1. Identify the importance of the selected interscholastic sport as a lifelong activity.
2. State the importance of the selected interscholastic sport as a part of our culture.
3. Identify the rules and terminology used in the selected interscholastic sport.
4. Identify the strategies of team and/or individual position play in selected interscholastic sport.
5. Identify the strategies of individual position play in selected interscholastic sport.
6. Demonstrate knowledge of safety practices necessary for management and participation in selected interscholastic sport.
7. State the physical fitness value derived from participation in selected interscholastic sports.
8. Identify the skills necessary to participate in selected interscholastic sports.
9. State the social skills derived from participation in selected interscholastic sports.
10. Identify positive sportsmanship techniques in participating in selected interscholastic sports.
11. Identify research-supported methods and techniques for more effective coaching in selected interscholastic sports.
12. Identify innovative methods of organizing and administering a selected interscholastic sport.
13. Identify current national, state, and local policies that affect administration of a selected interscholastic sport.
14. Demonstrate a basic understanding and knowledge of sports medicine as it pertains to selected interscholastic sport.
15. Demonstrate knowledge in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sport.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, F

WHAT

Professional learning methods may include knowledge acquisition workshop, electronic interactive, electronic non- interactive and independent inquiry. Participants may participate in a workshop led by a knowledgeable expert, view videotapes and complete related activities, read professional articles and other course-related content, research and document knowledge of research-evidenced protocols and strategies, and demonstrate knowledge by compiling responses to course questions in an online portfolio or demonstrating knowledge by completing online assessments with a score of 80% or higher.

HOW

The component delivery may employ a variety of learning designs, such as face-to-face with coaching and modeling or online, and occur in a workshop, small group, or individually.

8. IMPLEMENTATION/MONITORING PROCEDURES: Implementation/Monitoring

Database Code: M, P, R, S

Implementation Support:

When component content is delivered in a face-to-face modality, participants will engage in structured coaching/mentoring by knowledgeable others. For online component content delivery, participants will

receive support in learning via course content and interaction with an online course facilitator who is responsible for reviewing all assignment submissions to ensure accuracy and provide coaching toward satisfactory responses as needed.

Monitoring Procedures:

Participants will develop products related to the learning process such as an action plan, situation analysis and response plan, instructional plan, management and/or safety plan, portfolio of responses to online course questions, engage in on-going monitoring and feedback via online or face-to-face facilitation on targeted learning, demonstrate proficiency by observation, and/or engage in electronic non-interactive with learning monitored through online comprehension checks with response accuracy of 80% or higher.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, C, F, G

Participants' electronic portfolio responses will be reviewed for accuracy by a qualified online instructor and approved when the response is satisfactory. Feedback will be provided as well as coaching to correct responses or deeper understanding of content as necessary. Participants will be required to respond with a minimum of 80% accuracy to online comprehension checks.

Changes in instructional or learning environment practices, other changes that support effective implementation of job responsibilities, and changes in observed educator proficiency in implementing targeted state standards or initiatives or FEAPS practices will be observed by the athletic director, school administrators or other designated personnel. In addition, survey data related to the specific interscholastic athletic program may be gathered from students, parents, or community stakeholders.

Evaluation Methods for Students Database Codes: D, F

Observation of student performance, and/or other performance assessments may be used to track improvement in student achievement, physical fitness, and or demonstration of athletic skills.

Who will use the evaluation impact data gathered?

Athletic director, athletic coaches, site-based and district administrators.

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

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

Athletic director and athletic coaches will use data to monitor impact of learning implementation. Data may include teacher evaluation data, reports from monitoring of safety and maintenance of selected sport facilities and playing area, injury reports, communications, anecdotal data related to selected sports program, or survey data from stakeholders.

School district leadership and consortium risk management personnel may also use data to gauge impact of learning and identify additional professional learning or to make decisions about athletic program.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other professional learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

Date modified: March 2023

Department: Instructional Services - PAEC Professional Learning Center

C. Matrix

Competency Number	Component Name and Number	Specific Objective Number(s)	Method of Competency Demonstration
1	Coaching Theory/1-011-541	10, 11 (a, b, c), 12, 13, 14,	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Coaching Theory/1-011-541	11 (b, c), 12	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
2	Theory and Practice of Coaching A Specific Sport/1-011-542	4, 8,11	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Coaching Theory/1-011-541	13,14	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
3	Theory and Practice of Coaching A Specific Sport/1-011-542	4, 8	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Coaching Theory/1-011-541	33 (a, b, c)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
4	Theory and Practice of Coaching A Specific Sport/1-011-542	4,11	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Coaching Theory/1-011-541	33(a)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
5	Theory and Practice of Coaching A Specific Sport/1-011-542	2	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Coaching Theory/1-011-541		

Competency Number	Component Name and Number	Specific Objective Number(s)	Method of Competency Demonstration
6	Coaching Theory/1-011-541	13, 33(b)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
7	Coaching Theory/1-011-541	28	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Theory and Practice of Coaching A Specific Sport/1-011-542	11	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
8	Coaching Theory/1-011-541	33(c)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
9	Coaching Theory/1-011-541	33(c)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
10	Coaching Theory/1-011-541	33(c)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
11	Coaching Theory/1-011-541	9, 21, 33(c)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Theory and Practice of Coaching A Specific Sport/1-011-542	11,13	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Care and Prevention of Athletic Injuries/ 6-414-500	13	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
12	Coaching Theory/1-011-541	23	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation,

			reflection, or demonstration determined to be satisfactory by instructor.
Competency Number	Component Name and Number	Specific Objective Number(s)	Method of Competency Demonstration
13	Coaching Theory/1-011-541	24(a)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Care and Prevention of Athletic Injuries/ 6-414-500	1	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
14	Coaching Theory/1-011-541	24(b)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
15	Theory and Practice of Coaching A Specific Sport/1-011-542	15	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Care and Prevention of Athletic Injuries/ 6-414-500	3, 7	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
16	Care and Prevention of Athletic Injuries/ 6-414-500	4	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
17	Care and Prevention of Athletic Injuries/ 6-414-500	5(a-d)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
18	Care and Prevention of Athletic Injuries/ 6-414-500	6	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
19	Care and Prevention of Athletic Injuries/ 6-414-500	7	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Coaching Theory/1-011-541	21	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and

			determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
Competency Number	Component Name and Number	Specific Objective Number(s)	Method of Competency Demonstration
20	Care and Prevention of Athletic Injuries/ 6-414-500	8, 9, 10	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Coaching Theory/1-011-541	25(b)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Theory and Practice of Coaching A Specific Sport/1-011-542	6	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
21	Care and Prevention of Athletic Injuries/ 6-414-500	11	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
22	Care and Prevention of Athletic Injuries/ 6-414-500	14 (a-d)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Coaching Theory/1-011-541	1	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Theory and Practice of Coaching A Specific Sport/1-011-542	14	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
23	Care and Prevention of Athletic Injuries/ 6-414-500	14(e-h)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Coaching Theory/1-011-541	1	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Theory and Practice of Coaching A Specific Sport/1-011-542	14	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with

			product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
Competency Number	Component Name and Number	Specific Objective Number(s)	Method of Competency Demonstration
24	Coaching Theory/1-011-541	15, 16(a-c)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
25	Coaching Theory/1-011-541	16(a)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
26	Coaching Theory/1-011-541	16(b)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
27	Coaching Theory/1-011-541	16(c)(i-ix)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
28	Coaching Theory/1-011-541	17	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
29	Coaching Theory/1-011-541	18,19	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
30	Coaching Theory/1-011-541	24(a, b)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
31	Coaching Theory/1-011-541	24	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
32	Coaching Theory/1-011-541	33(b)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.

Competency Number	Component Name and Number	Specific Objective Number(s)	Method of Competency Demonstration
33	Coaching Theory/1-011-541	25(a)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
34	Coaching Theory/1-011-541	26	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
35	Coaching Theory/1-011-541	25(b)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
36	Care and Prevention of Athletic Injuries/ 6-414-500	12	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
37	Care and Prevention of Athletic Injuries/ 6-414-500	12	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Coaching Theory/1-011-541	1, 9, 16(c)(v.)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
38	Care and Prevention of Athletic Injuries/ 6-414-500	12	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
39	Care and Prevention of Athletic Injuries/ 6-414-500	12	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
40	Care and Prevention of Athletic Injuries/ 6-414-500	13	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
41	Care and Prevention of Athletic Injuries/ 6-414-500	2(a)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation,

			reflection, or demonstration determined to be satisfactory by instructor.
Competency Number	Component Name and Number	Specific Objective Number(s)	Method of Competency Demonstration
42	Care and Prevention of Athletic Injuries/ 6-414-500	2(b)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
43	Care and Prevention of Athletic Injuries/ 6-414-500	2(c)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
44	Care and Prevention of Athletic Injuries/ 6-414-500	2(d)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
45	Care and Prevention of Athletic Injuries/ 6-414-500	2(e)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
46	Coaching Theory/1-011-541	1, 2	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
47	Coaching Theory/1-011-541	3(a, b, c)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
48	Coaching Theory/1-011-541	4	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
49	Coaching Theory/1-011-541	5,6	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
50	Coaching Theory/1-011-541	8(a, b, c)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Theory and Practice of Coaching A Specific Sport/1-011-542	13	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and

			determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
Competency Number	Component Name and Number	Specific Objective Number(s)	Method of Competency Demonstration
51	Coaching Theory/1-011-541	28	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
52	Coaching Theory/1-011-541	31, 33(c, f)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
53	Coaching Theory/1-011-541	20	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Theory and Practice of Coaching A Specific Sport/1-011-542	12	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
54	Coaching Theory/1-011-541	31(b), 33(e, f, g)	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Theory and Practice of Coaching A Specific Sport/1-011-542	12	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
55	Coaching Theory/1-011-541	28	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
56	Coaching Theory/1-011-541	29	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Theory and Practice of Coaching A Specific Sport/1-011-542	12, 13	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.

Competency Number	Component Name and Number	Specific Objective Number(s)	Method of Competency Demonstration
57	Coaching Theory/1-011-541	30	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Theory and Practice of Coaching A Specific Sport/1-011-542	12, 13	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
58	Coaching Theory/1-011-541	31	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Theory and Practice of Coaching A Specific Sport/1-011-542	12, 13	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
59	Coaching Theory/1-011-541	32	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.
	Theory and Practice of Coaching A Specific Sport/1-011-542	12, 13	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods including test with score of 80% or higher, response to prompt with product submission or online portfolio entry which is reviewed and determined to be satisfactory by course instructor, and/or observation, reflection, or demonstration determined to be satisfactory by instructor.

D. Instructors

Instructors used in the training of certified educators in the Athletic Coaching Add-On Endorsement are as follows:

1. Educators holding a master's or bachelor's degree, certification in the field or an endorsement in Athletic Coaching, and a minimum of three years of successful experience as an athletic coach or in a comparable coaching/leadership position
2. College/University professors who teach in the field
3. Licensed personnel in the medical field and Sports Medicine
4. Certified or licensed personnel in the area of delivery

V. COMPLETION REQUIREMENTS

A. Program Completion

Successful completion of 180 inservice points/hours consistent with the program requirements (successful demonstration of all program competencies) as determined by:

1. Instructor verification of successful demonstration of all required competencies and products for each 60-hour component.
2. Verification of successful demonstration of all applicable competencies and products for each component by means of approved Professional Learning Catalog component from another district

where the component is part of an approved Athletic Coaching Endorsement Program in that district and where reasonable equivalency between the components may be established through a review of the component objectives.

3. Verification of successful demonstration of all applicable competencies for each component in which documentation of successful completion is provided and district review of course description, requirements, objectives and/or content, establishes a reasonable equivalence to the approved professional learning catalog component.
4. Official transcript from a college or university documenting successful completion of a course, the catalog description of which establishes a reasonable equivalence to the District component.

Upon receipt of proof of successful completion of the required components/competencies, the district's Professional Development Director will submit documentation to the district's Office of Certification providing verification of the participant's completion of all requirements necessary to add the Athletic Coaching Endorsement to his/her certificate.

B. Competency Demonstration

Verification of competency completion/mastery will be evidenced by satisfactory completion of each of the three required 60-hour components as evidenced by instructor review of products/online portfolio submissions or instructor observation and 80% or higher score on assessments. Successful completers will receive a certificate of completion for each component. Additionally, provision of a valid cardiopulmonary resuscitation course completion or certificate issued by the American Heart Association or the American Red Cross or an equivalent cardiopulmonary resuscitation course completion card or certificate issued by an entity approved by the Florida Department of Health pursuant to 64J-1.022, F.A.C. will be required.

C. Competency Verification

Verification of successful demonstration of competencies as stated in the add-on endorsement plan other than through the methods as stated above is not an option.

VI. PROGRAM EVALUATION

A. Evaluation Plan

The overall effectiveness of the PAEC Athletic Coaching Endorsement will be determined by evaluating the participants, the courses, and the program as described below.

Participants

Assessments/assignments designed by qualified instructors will be used to determine attainment/mastery of each required competency and course objective. Assessment strategies include assessments, products such as instructional plans, management plans, analysis of situations and response, safety plans, responses to questions, reports, online portfolio, and other instructor-determined methods of demonstration. Each participant must respond to assignments to the satisfaction of the instructor and complete all assessments with a minimum score of 80%.

Components/Courses

A course/component evaluation will be completed by participants using district professional learning procedures. PAEC course completers will complete an online evaluation rating professional learning content, strategies, activities, and resources. In addition, program components will be reviewed annually as part of the annual PAEC Professional Development Council Professional Learning Catalog review. The PAEC Professional Development Council is comprised of the Professional Development and Curriculum Directors of member districts. Course content relative to each component will be reviewed for currency by qualified course instructors.

B. Annual Review

Effectiveness of the management, operation, and delivery of the previous year's program to determine the degree of its efficiency, cost effectiveness and carry-over effects will be reviewed annually by the PAEC Professional Development Council. The outcome of these reviews will be considered when revising the program.

VII. MANAGEMENT

The district's Professional Development Director is designated by the Superintendent of Schools to monitor the implementation of the Athletic Coaching Add-On Endorsement Program and has the responsibility for admitting, evaluating transfer credit, and coordinating the delivery of the program's inservice components. The Panhandle Area Educational consortium will coordinate multi-district and/or online professional learning events to meet the needs of districts and participants more effectively.

A. Candidate Application and Admission

Admission Requirements

- a. Employed in a Florida Public School
- b. Valid Florida Professional certificate based upon a bachelor's degree or higher with certification in an academic, degreed vocational, administrative or specialty class coverage.
- c. Valid temporary Florida Educator's Certificate. An applicant who enters the Athletic Coaching Endorsement Program based on a temporary certificate must show proof of eligibility for a professional certificate prior to the district's verification of completion of the program.
- d. Permanent substitutes with valid Florida temporary or professional education certificates are eligible to enter the program.
- e. Recommendation by principal/work location supervisor.

B. Advisement

- a. Each participant will receive a copy of the Athletic Coaching Endorsement components.
- b. Advisement will be provided by the district director of professional development or other designee.
- c. A plan of inservice/professional learning will be completed with an endorsement time line and a copy provided to each applicant.
- d. PAEC professional learning personnel will be available on an ongoing basis to assist participants with course registration, navigation, and other course-related questions.
- e. The plan of inservice/professional learning will be signed off by the district director of professional development.

C. Attendance Requirement

Attendance is mandatory. Each course/component has a 60-hour requirement and participants must attend the required number of hours or spend a comparable amount of time learning and completing assignments in an online course designed to meet seat-time requirements. Classwork missed in a face-to-face or blended workshop could jeopardize a participant's ability to successfully complete the course. In the event of absence or tardiness, make up assignments, to be completed through a schedule approved by the instructor, will be provided. Each component in the program requires 60 hours of attendance/participation in order to receive 60 hours of inservice credit.

D. Transfer and Utilization of Credit

- a. Equivalent credit awarded by a regionally accredited post-secondary institution may be used to satisfy a course requirement provided a grade of "C" or higher was earned and the course credit was earned within the past ten (10) years. College credits are converted to inservice credits with each semester hour equivalent to twenty (20) hours of inservice credit. Participants must provide an official college transcript from the institution of higher education for the courses they wish to transfer. Course syllabi will be analyzed by the district professional development director to determine correlation with the appropriate athletic coaching endorsement component.

- b. Inservice credits earned while employed in another school district may be transferred provided the course content is equivalent or at a more rigorous level than that of the required component, the course was taken as part of an approved Add-On Endorsement Program, and has not been previously used for certification renewal. A written request along with an official Inservice Transfer Record showing coursework successfully completed will be required.
- c. Other Courses for District Review - Participants are required to submit a written request with documentation that includes course description, course objectives/syllabi along with an official transcript, official Inservice Transfer Record showing coursework successfully completed, and/or certificate of completion, showing hours of eligible inservice credit, to the District Director of Professional Development. The director will review the transfer of credit request and supporting documentation to determine whether the course content and requirements are equivalent or at a more rigorous level than that of the required component and notify the participant.

E. Certificate of Completion

A certificate of completion is available for completion of each course component. When a participant completes all program completion requirements, a District Verification Form (CT-115) for Completion of an Approved Add-On Program will be prepared by the district professional development director or designee and forwarded to the superintendent for signature and submission to Florida Department of Education by the certification officer. The participant will be advised regarding the formal application process to the Florida Department of Education.

F. Records

a. Participant

Each teacher in the districts covered by the PAEC Athletic Coaching Add-on Endorsement has an online professional learning transcript in the electronic Professional Learning Connections (ePDC). The record indicates the component name and number, description, course objectives, date of registration, and date of completion. Districts may also enter course transfer information into the ePDC. For face-to-face or blended professional learning, a record of participant attendance is also maintained in the system. Course/component evaluations are completed before the individual is eligible to earn inservice credit and evaluation data is accessible. Districts maintain a copy of the plan of study and advisement information.

b. Component

Course component information is maintained in the PAEC ePDC. Information includes a course title, description, component number, the FDOE Automated Staff Information System Data Elements related to professional learning, evaluative data, instructor information and other necessary information.

c. Program

District records are in compliance with the standards of the add-on endorsement program and applicable state board rules.

d. Forms

Forms for the PAEC Athletic Coaching Add-On Endorsement are contained in Appendix A.

VIII. SCHOOL BOARD APPROVAL

Upon FDOE approval of the PAEC Athletic Coaching Add-on Endorsement Plan, a statement signed by the District Superintendent and Chairman of the School Board of each district covered by the consortium's plan, stating that it has been approved by the local school board, and copies of the approved plan will be provided to the designated FDOE contact.

APPENDIX A

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
ATHLETIC COACHING ENDORSEMENT**

APPLICATION FORM (Form A)

NAME _____

DISTRICT _____ SCHOOL _____

EMAIL _____ PHONE _____

_____ I am planning to add Athletic Coaching/Sports Medicine to my current Florida teaching certificate. I understand that I will need to complete the three courses covering the topics prescribed by the State Board of Education Rule 6A-4.0131. I also understand that I must earn the full 60 points available for each course completion.

_____ I hold certification in "athletic coaching" or "physical education" on a current, valid certificate and wish to complete one of more of the Coaching Endorsement courses to earn in- service points for certificate renewal.

_____ Other: Please Describe.

_____ I have obtained approval from the Director of Professional Development in my district to enroll in this course as verified by his/her signature below.

Signature of Registrant _____

Date _____

Position _____

DOE Certification # (if applicable) _____

FOR DISTRICT USE ONLY

By signing below, I verify that the district has an Athletic Coaching Endorsement Plan approved by the Florida Department of Education.

District Director of Professional Development _____

Date _____

*** NOTES:**

- Applicants must return this completed form to the District Professional Development Director.
- The District Professional Development Director will send a copy of this form to the PAEC program contact,
- and the form will be maintained for the program evaluation.

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
ATHLETIC COACHING ENDORSEMENT
VERIFICATION OF INSERVICE POINTS (Form B)**

1. Name _____

2. District _____ 3. School _____

4. Employee Number _____ 5. Points on file: _____

6. Requirements

(1) ____ Care and Prevention of Athletic Injuries (60 inservice hours minimum)

(2) ____ Coaching Theory (60 inservice hours minimum)

(3) ____ Theory and Practice of Coaching a Specific Sport (60 inservice hours minimum)

College courses may be substituted, at district discretion, for any of the above components for which the course descriptions match the _____
County Master In-service Plan Components.

7. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>	<u>Date Completed</u>
Requirement #1 Min. 60			
Requirement #2 Min. 60			
Requirement #3 Min. 60			
Total Required 180			

FOR _____ DISTRICT OFFICE of CERTIFICATION USE ONLY

Status of Application:

_____ Sent to Florida Dept. of Education

_____ Returned for Additional Verification

Date

District Official

NOTE. The District Professional Development Director will send a copy of this form to the PAEC program contact, and the form will be maintained for the program evaluation.

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
ATHLETIC COACHING/SPORTS MEDICINE
TRANSFER OF COLLEGE CREDIT (Form C)**

1. Name _____

2. School _____ 3. District _____

4. Employee Number _____ 5. DOE No. _____

The attached college transcripts are submitted as part of the Athletic Coaching/Sports Medicine endorsement program. These courses meet the requirements of the following component(s) in the approved _____ county program for Athletic Coaching/Sports Medicine endorsement.

Program area:

Component# and Title	College Course Title

FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

Number Points Approved _____

Number Points Not Approved _____

COMMENTS:

Date

District Professional Development Director

NOTE. The District Professional Development Director will send a copy of this form to the PAEC program contact, and the form will be maintained for the program evaluation.

INSERVICE PROGRAM

FOR ADDING AN ENDORSEMENT IN

Autism Spectrum Disorder K-12

TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared by the

Panhandle Area Educational Consortium

2021-2026



*Advancing Schools and Communities for Student Success
Every Student, Every Day!*

753 West Boulevard
Chipley, FL 32428
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Autism Spectrum Disorder Add-On Endorsement

I. Title

In-service Program for Adding an Endorsement in Autism Spectrum Disorder

II. Program Rationale and Purpose

The Autism Spectrum Disorder Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder. The endorsement is intended to raise the awareness of the unique characteristics, emotional/social needs, and other challenges and issues related to students with Autism Spectrum Disorder and its range of pervasive developmental disorders that adversely affect functioning and result in the need for specially designed instruction and related services. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this diverse population.

The purpose of the Autism Spectrum Disorder Endorsement Program is to provide an alternative training program to reduce the number of out-of-field teachers in the area of K-12 students with Autism Spectrum Disorder and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the Autism Spectrum Disorder Endorsement Program is available for teachers in lieu of taking online courses made available through limited university options.

Additional information about Autism Spectrum Disorder can be found at the Florida Department of Education website: <http://www.fl DOE.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.shtml>

Due to the

- increase in the prevalence of children with ASD by the National Institute of Health(1:59 births, 2018),
- the subsequent increase in school populations of students with ASD and demand for services within schools,
- the identification by both the State of Florida and individual localities of ASD being a Critical Shortage Area, and
- an insufficient number of highly qualified teachers needed to staff ASD classrooms,

The add-on endorsement is designed for teachers who currently hold a bachelor's or higher degree with certification in any exceptional student education area.

III. Curriculum

Competencies

Competencies to be addressed in the program are

- aligned with the general parameters delineated by Florida Statute,
- consistent with the course descriptions and objectives of the Add-On Endorsement Programs for Autism Spectrum Disorder offered by state universities and existing programs within Florida school districts,
- aligned with the Council for Exceptional Children (CEC) Autism Standards, and are
- written with an emphasis on evidence-based practices as identified by the National Professional Learning Center on Autism Spectrum Disorder.

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

Specialization/Professional Studies

Specialization requirements for the Autism Spectrum Disorder Endorsement follow and are listed at: <https://www.flrules.org/gateway/ruleNo.asp?id=6A-4.01796>.

Participants will develop classroom behavior analysis techniques and positive behavior supports. They will increase their instructional strategy repertoire, learning goal development, and environmental management skills for working with students across the spectrum with an autism diagnosis. Additionally, participants will enhance their knowledge and skills of language and communication needs within the ASD population and available alternative and augmentative technology to address those needs. Finally, participants will further develop their assessment and diagnostic skills in working with students with autism.

The inservice courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the inservice courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

Nationally Recognized Guidelines

Each of the three inservice courses focuses on research-based classroom practices with an emphasis on school-age evidence-based practices as identified through a meta-analysis by the National Professional Learning Center on Autism Spectrum Disorder, 2017.

Validation of inservice content is important to ensure that teachers of students with autism have the skills needed to most effectively serve those students with the highest needs in the classroom. For this reason, course content has been keyed to The Council for Exceptional Children (CEC) Standards for Autism Spectrum Disorder and can be found in Appendix A.

The Add-on Endorsement Program will address both the Evidence-Based Practices and the CEC Standards for Autism Spectrum Disorder. In order to create and maintain the content, the Florida Diagnostic Learning Resources System (FDLRS) has contracted with and will continue to consult with professionals in the field to create course content and to facilitate inservice courses. Course content is reviewed on an on-going basis to ensure that new research and updated web resources are included.

St. John's County, Volusia County, Duval County Schools, Northeast Florida Educational Consortium (NEFEC) and Panhandle Area Educational Consortium (PAEC) existing plans, as well as course descriptions for state universities, were all consulted in the development of the autism endorsement plan.

IV. Instructional Design and Delivery

There are three modules in the Autism Spectrum Disorder Endorsement which cover assessment, diagnosis, behavior analysis, positive behavior supports, assistive technology, communication systems, and field experience (embedded in each course). Participants must complete all three modules.

There are three modules:

1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
2. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
3. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

Given the overall scope and intensity of the program, courses will be scheduled over a twelve-week period (per course). It is imperative that participants are given ample opportunity to acquire the necessary knowledge and skills needed for implementation. Practical application through field experience exercises will take time and guidance, as well. Providing time and support for both through experienced facilitators is paramount to participant success. Participants will document their field experiences and submit resulting artifacts to their facilitator

Instructional Strands

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
<ol style="list-style-type: none"> 1. The Basics of Autism 2. History and Assessment 3. Evidence Based Practices 4. Parental Involvement 5. Sensory Differences 6. Visual Schedules 7. Social Narratives and Social Skills 8. Structured Work Systems 9. Quality Individualized Education Program (IEP) 	<ol style="list-style-type: none"> 1. Challenging Behavior in Autism 2. Applied Behavioral Analysis (ABA) 3. Decreasing Challenging Behavior 4. The Power of Reinforcement 5. Social Skills 6. Beginning the Functional Behavioral Assessment (FBA) 7. Self-Monitoring 8. Data Collection 9. Completing the Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP) 	<ol style="list-style-type: none"> 1. The Basics-Communication in Autism Spectrum Disorders 2. Augmentative/Alternative Communication Systems (AAC) 3. AAC in the School Setting 4. Functional Communication Training 5. Assistive Technology 6. Technology Aided Instruction and Intervention (TAII) 7. Communication and Collaboration in the School 8. Transition and Community Based Instruction 9. Transition

REQUIRED PROFESSIONAL LEARNING COMPONENTS

Component Number	Professional Learning Plan Service Points	Component Title
2-103-545	80	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
5-101-546	80	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
3-100-547	80	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Title: Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

Component Number 2-103-545

Function: 2

Focus Area: 103

Local Sequence: 545

Number of Inservice Points: 80

Course Description: *Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience* is a brief description of content or general objectives

Participants will be able to identify characteristics associated with Autism Spectrum Disorders (ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

LINKS TO PRIORITY INITIATIVES: 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, DP, IPDP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other:

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1		<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, 1.2.5,		<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3		<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4		<input type="checkbox"/> 3.4.3, 3.4.7

IMPACT AREAS

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

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and its impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
 - a. criteria for determining eligibility (medical and educational)
 - b. autism-specific instruments
 - c. instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).

13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
 - a. opportunities to enhance communicative initiations and interactions;
 - b. opportunities for appropriate play and leisure activities;
 - c. self-regulation and self-control;
 - d. sensory-motor concerns and
 - e. direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and How? to accommodate for sensory issues in the school environment.
16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.
18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and data-based decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B

Electronic, Interactive

WHAT will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of strategies
- Cycles of feedback
- Data analysis
- Lesson planning
- Facilitated group discussions
- Case studies
- Reading professional texts
- Action planning
- Presentations

- Action research

HOW?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: R:

Electronic, Interactive

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

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

Evaluation Method for Staff Data Base Code: A

Evaluation Method for Students Database Code: B

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

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

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

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

Participants will provide feedback on the professional learning experience regarding How? well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

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

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project

Date 2019-2020

Title: Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Component Number 5-101-546

Function: 5

Focus Area: 101

Local Sequence Number: 546

Number of Inservice Points: 80

Course Description

Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience provides participants with an understanding of How? applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs.

LINKS TO PRIORITY INITIATIVES: 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, DP, IPDP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1		<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, 1.2.5,		<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3		<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4		<input type="checkbox"/> 3.4.3, 3.4.7

IMPACT AREAS

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

SPECIFIC LEARNER OUTCOMES: identify the priority study and/or on-the-job implementation outcomes.

Educators will:

1. Identify social and behavioral issues associated with ASD and How? those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
7. Describe methods for identifying reinforcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
13. Identify proactive and preventative methods for addressing problem behaviors.

14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B

Electronic, Interactive

WHAT will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of strategies
- Cycles of feedback
- Data analysis
- Lesson planning
- Facilitated group discussions
- Case studies
- Reading professional texts
- Action planning
- Presentations
- Action research

HOW?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: R.

Electronic, Interactive, with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning.

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact

Evaluation Method for Staff Data Base Code: A

Evaluation Method for Students Database Code: B

Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

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

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

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

Participants will provide feedback on the professional learning experience regarding How? well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

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

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration
Project Date: 2019-2020

Title: Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Component Number: 3-100-547

Function: 3

Focus Area: 100

Local Sequence Number: 547

Number of Inservice Points: 80

Course Description: *Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience* is a course to teach participants to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

LINKS TO PRIORITY INITIATIVES: 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, DP, IPDP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other:

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1		<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, 1.2.5,		<input checked="" type="checkbox"/> 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3		<input checked="" type="checkbox"/> 3.3.1, 3.3.2, 3.3.3
Evaluating	<input checked="" type="checkbox"/> 1.4.2, 1.4.3, 1.4.4		<input type="checkbox"/> 3.4.3, 3.4.7

IMPACT AREAS

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

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
 - a. Single message
 - b. Picture communication systems
 - c. Manual communication boards
 - d. Voice output communication devices
 - e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe How? to individualize a communication system for an individual student.
 - a. Identify vocabulary the student would need in specific environments.
 - b. Identify opportunities where the student would need to communicate.
7. Describe How? to manipulate the classroom/school environment to promote communication, including the use of “sabotage”.

8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
 - a. communication
 - b. social interactions
 - c. academics
 - d. daily living
 - e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
15. Identify transition assessments and How? the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
16. Describe How? individuals with autism are included in transition planning in your district.

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: B

Electronic, Interactive, (includes facilitation supporting development/application on the job)

WHAT will occur during this professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of strategies
- Cycles of feedback
- Data analysis
- Lesson planning
- Facilitated group discussions
- Case studies
- Reading professional texts
- Action planning
- Presentations
- Action research

HOW?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: R

Electronic, Interactive

Implementation, Support and Monitoring Procedure:

The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

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

Evaluation Method for Staff Data Base Code: A

Evaluation Method for Students Database Code: B

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

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

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS

What other forms of evaluation data will be gathered?

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

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

Participants will provide feedback on the professional learning experience regarding How? well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

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

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project

Project Date 2019-2020

Autism Spectrum Disorder Matrix

Competency Number*	Component Number	Specific Component Objective Number(s)	CEC Initial and Advanced Specialty Standards	Method of Competency Demonstration
Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience				
2a	2-103-545	1, 3	DDA.1.K1, DDA.1.K2, DDA.1.K3, SEDAS.1.S1, SEDAS.1.S2, DDA.6.K4, SEDAS.1.K5, SEDAS.1.S3, SEDAS.4.S1, SEDAS.4.S2, SEDAS.5.K1	<ol style="list-style-type: none"> 1. Research major characteristics of ASD 2. Describe autism and comorbid conditions 3. Application exercise that includes a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2d, 2e	2-103-545	2, 4, 5, 6	DDA.6.K3, SEDAS.4.K1, DDA.1.K1, DDA.1.K8, DDA.6.K5, DDA.6.K1, SEDAS.1.K1, DDA.4.K1, DDA.4.K3, SEDAS.1.K2, SEDAS.1.K3,	<ol style="list-style-type: none"> 1. Research project that addresses history as well as medical diagnosis and educational eligibility 2. Describe autism specific instruments and process used for comprehensive evaluation 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2e	2-103-545	14, 20, 22	DDA.1.K4, DDA.4.K2, DDA.5.S11, SEDAS.1.S3, SEDAS.3.S8, SEDAS.3.S11, SEDAS.3.S14, DDA.5.S6, DDA.5.K1, DDA.5.S9, DDA.5.S5, SEDAS.3.S5,	<ol style="list-style-type: none"> 1. Research Evidence-based Practices (EBP) 2. Application exercise that includes a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz

2a	2-103-545	7, 8	DDA.7.K1, SEDAS.1.S10, SEDAS.6.K1, SEDAS.6.K2, SEDAS.7.S4, DDA.6.K7	<ol style="list-style-type: none"> 1. Research data regarding parental involvement in schools and how this can be improved in their own school 2. Application exercise that includes a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a	2-103-545	15	DDA.1.K4	<ol style="list-style-type: none"> 1. Sensory graphic organizer 2. Application exercise that includes a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a, 2e	2-103-545	19	DDA.3.S4, SEDAS.3.S9	<ol style="list-style-type: none"> 1. Development and implementation of visual schedules 2. Application exercise that includes a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a, 2c, 2e	2-103-545	16, 17	DDA.2.S2, DDA.3.S5, DDA.5.S12, SEDAS.3.K1, DDA.2.S3, DDA.4.K2, DDA.5.S10, DDA.5.S15, DDA.5.S16, SEDAS.3.K2	<ol style="list-style-type: none"> 1. Development and implementation of a social narrative 2. Application exercise that includes a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a,2e	2-103-545	17, 18	DDA.2.S3, DDA.4.K2, DDA.5.S10, DDA.5.S15, DDA.5.S16, SEDAS.3.K2, DDA.2.S1, DDA3.S3,	<ol style="list-style-type: none"> 1. Development and implementation of structured work system; including progress monitoring tool 2. Develop and implement a visual to support the use of the structured work system 3. Application exercise that

			DDA.5.S13, SEDAS.3.K4	includes a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2d, 2e	2-103-545	9, 10, 11, 12, 13, 21	DDA.6.K2, SEDAS.1.S6, SEDAS.3.S1, DDA.2.S4, DDA.4.K4, DDA.5.S1, DDA.5.S3, SEDAS.1.S5, SEDAS.3.S14, DDA.5.S4, DDA.5.S14, DDA.5.S16, SEDAS.1.S6, SEDAS.3.S12, DDA.2.S4, DDA.3.S6, DDA.4.S1, DDA.5.S16, SEDAS.1.K4, SEDAS.1.S4, SEDAS.2.K2 SEDAS.6.S5 SEDAS.6.S6	1. Analysis of assessment results Development of IEP SMART goals 3. Make decisions regarding accommodations and instructional strategies 4. Field experience application of course concepts 5. Quiz

Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience				
2a, 2c, 2e	5-101-546	1, 2, 4	DDA.1.K1, DDA.1.K6, DDA.1.K8, DDA.1.K9, SEDAS.1.K1, SEDAS.1.S1, DDA.1.K7, DDA.1.K4, SEDAS.1.S2, SEDAS.3.K2	<ol style="list-style-type: none"> 1. Research project 2. Development of IEP SMART goals for social/emotional/behavior 3. Field experience application of course concepts 4. Quiz
2c	5-101-546	3, 5, 6		<ol style="list-style-type: none"> 1. Research basic principles of ABA 2. Choose an Evidenced Based Practice in the area of behavior to research 3. Application exercise that includes a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e	5-101-546	11, 12, 16	SEDAS.3.S11, SEDAS.4.K1, SEDAS.1.K2, SEDAS.6.K2, DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	<ol style="list-style-type: none"> 1. Collect behavioral data (ABC) 2. Application exercise that includes a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a, 2c, 2e	5-101-546	7, 8, 13, 14, 15	DDA.6.K7, SEDAS.3.S12, DDA.2.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.K2, DDA.5.S11, DDA.5.S12, DDA.5.S13, SEDAS.3.K1, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S14, SEDAS.4.K1, SEDAS.1.S5, DDA.5.S5, DDA.5.S10, DDA.6.K4, SEDAS.3.K1,	<ol style="list-style-type: none"> 1. Develop token economy system 2. Identify target/replacement behavior 3. Analyze reinforcer assessment 4. Application exercise that includes a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz

			SEDAS.3.K2, SEDAS.3.S5, DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	
2c, 2d, 2e	5-101-546	9	DDA.1.K9, DDA.2.S1, DDA.2.S3, DDA.3.S1, DDA.3.S5, DDA.5.S5, DDA.5.S11, DDA.5.S12, DDA.5.S15, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S14, SEDAS.6.S2, SEDAS.6.S4 SED.AS.7.S2	<ol style="list-style-type: none"> 1. Administer Functional Social Skills Assessment (FSSA) 2. Complete the Visual Social Skills Profile based on results of FSSA 3. Create and implement a social skills lesson that addresses the deficits from the above 4. Application exercise that includes a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2d, 2e	5-101-546	17, 18	DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8, DDA.4.S2, DDA.4.S3,	<ol style="list-style-type: none"> 1. Use ABC data to develop a hypothesis for the function of behavior 2. Research and design an intervention strategy that matches the function of the competing behavior
2c, 2d, 2e	5-101-546	9	DDA.1.K9, DDA.2.S1, DDA.2.S3, DDA.3.S1, DDA.3.S5, DDA.5.S5, DDA.5.S11, DDA.5.S12, DDA.5.S15, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S14, SEDAS.6.S2, SEDAS.6.S4	<ol style="list-style-type: none"> 1. Administer Functional Social Skills Assessment (FSSA) 2. Complete the Visual Social Skills Profile based on results of FSSA 3. Create and implement a social skills lesson that addresses the deficits from the above 4. Application exercise that includes a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz

2c, 2d, 2e	5-101-546	17, 18	DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8, DDA.4.S2, DDA.4.S3,	<ol style="list-style-type: none"> 1. Use ABC data to develop a hypothesis for the function of behavior 2. Research and design an intervention strategy that matches the function of the competing behavior 3. Implement intervention and collect data 4. Application exercise that includes a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c	5-101-546	10	DDA.1.K9, DDA.3.S5, DDA.5.S11, DDA.6.K4, SEDAS.3.S11, SEDAS.3.S12	<ol style="list-style-type: none"> 1. Develop and implement a self-monitoring system 2. Application exercise that includes a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2c, 2e	5-101-546	19	DDA.4.S2, DDA.4.S3, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	<ol style="list-style-type: none"> 1. Develop a graph that shows baseline and intervention data 2. Make instructional decisions based on data results 3. Application exercise that includes a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e	5-101-546	20	DDA.4.S2, DDA.4.S3, DDA.5.S5, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8	<ol style="list-style-type: none"> 1. Develop an FBA and PBIP based on data results 2. Application exercise that includes a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz

Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD with Field Experience				
2a	3-100-547	1	DDA.1.K2, DDA.1.K5, SEDAS.1.K1, SEDAS.1.S1, SEDAS.1.S2	<ol style="list-style-type: none"> 1. Research project 2. Application exercised that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2b, 2e	3-100-547	2, 3, 4, 6	DDA.3.S2, DDA.3.S4, DDA.3.S5, DDA.5.S2, SEDAS.1.S5, SEDAS.1.S6, SEDAS.2.K1, SEDAS.3.K3, SEDAS.3.S6, SEDAS.6.S3, DDA.1.K5, DDA.2.S2, DDA.2.S3, DDA.3.S1, DDA.4.K2, DDA.4.K4, DDA.5.S4, DDA.5.S13, DDA.5.S15, SEDAS.3.S7	<ol style="list-style-type: none"> 1. Research AAC devices; including PECS 2. Individualize AAC for a student 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2b	3-100-547	5, 7	DDA.1.K5, DDA.2.S2, DDA.3.S1, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.5.K1, DDA.5.S2, DDA.5.S3, DDA.5.S10, DDA.5.S14, DDA.5.S15, SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.6.S3, DDA.4.S1, DDA.4.S2, SEDAS.3.S5, SEDAS.3.S10	<ol style="list-style-type: none"> 1. Research AAC devices 2. Integration of AAC into classroom environment/curriculum 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz

2a, 2b, 2c, 2e	3-100-547	8	DDA.4.S2, DDA.5.S2, DDA.5.S5, DDA.5.S13, DDA.5.S15, DDA.6.K5, SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.S5	<ol style="list-style-type: none"> 1. Identify interfering behavior 2. Implement the Functional Communication Training (FTC) strategy 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2b	3-100-547	10, 11, 12	DDA.2.S4, DDA.4.K2, DDA.5.S2, DDA.5.S15, DDA.7.K1, SEDAS.1.S5, SEDAS.1.S7, DDA.1.K5, DDA.1.K8, DDA.2.S2, DDA.3.S2, DDA.4.S1, DDA.5.S1, DDA.5.S3, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.3.S9, SEDAS.6.S3, DDA.1.K7, DDA.2.S1, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S3, DDA.3.S4, DDA.3.S5, DDA.3.S6, DDA.4.K4, DDA.5.S2, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15, SEDAS.2.K1, SEDAS.3.K2, SEDAS.3.K4, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S14	<ol style="list-style-type: none"> 1. Research technology supports 2. Provide examples of low, mid, and high tech supports, 3. Review district AT evaluation process 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Quiz
2b, 2e	3-100-547	11, 12	DDA.1.K5, DDA.1.K8, DDA.2.S1, DDA.3.S2, DDA.3.S4, DDA.4.S1, DDA.5.S1, DDA.5.S3, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S7, SEDAS.3.S9, SEDAS.6.S3, DDA.1.K7, DDA.2.S2, DDA.2.S3, DDA.2.S4, DDA.3.S3, DDA.3.S5, DDA.3.S6, DDA.4.K4,	<ol style="list-style-type: none"> 1. Research Technology Aided Instruction and Intervention (TAII) resources 2. Describe the use of resources in the areas of communication, social interactions, academics, daily living, and executive functioning 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection

			DDA.5.S2, DDA.5.S4, DDA.5.S12, DDA.5.S13, DDA.5.S15, SEDAS.2.K1, SEDAS.3.K2, SEDAS.3.K4, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S14	<ol style="list-style-type: none"> 5. Field experience application of course concepts 6. Quiz
2a	3-100-547	9	DDA.2.S2, DDA.5.K1, DDA.5.S14, DDA.6.K6, DDA.7.K1, SEDAS.1.S6, SEDAS.1.S7, SEDAS.3.K1, SEDAS.3.S1, SEDAS.3.S14, SEDAS.5.S1, SEDAS.5.S2, SEDAS.5.S3, SEDAS.5.S4, SEDAS.5.S5, SEDAS.6.S1, SEDAS.6.S2, SEDAS.6.S4, SEDAS.7.S3, SEDAS.7.S4	<ol style="list-style-type: none"> 1. Describe collaboration and communication with stakeholders; including paras and service providers 2. Describe collaboration and communication among and between special education and general education teachers 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz

2a	3-100-547	13, 14	DDA.2.S1, DDA.5.S6, DDA.5.S7, DDA.5.S8, DDA.7.K1, SEDAS.3.S12, SEDAS.3.S13, SEDAS.5.S1, DDA.3.K1, DDA.5.K2, DDA.6.K2, DDA.6.K6, SEDAS.1.K6, SEDAS.1.S9, SEDAS.3.K4, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S8, SEDAS.6.S1, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S4, SEDAS.7.S5	<ol style="list-style-type: none"> 1. Research transition services statewide and in their community/district 2. Describe the benefits of community-based instruction 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2d, 2e	3-100-547	15, 16	DDA.5.K2, DDA.5.S6, DDA.5.S7, DDA.5.S9, DDA.5.S14, DDA.5.S16, DDA.6.K2, DDA.6.K6, DDA.7.K1, DDA.7.S1, SEDAS.1.K6, SEDAS.1.S9, SEDAS.3.S2, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S5, SEDAS.3.S12, SEDAS.3.S13, SEDAS.3.S14, SEDAS.7.S1, SEDAS.7.S2, SEDAS.7.S3, SEDAS.7.S5, DDA.5.K2	<ol style="list-style-type: none"> 1. Use assessment data to develop post-secondary transition IEP goals 2. Identify challenges facing families of transition aged students and how high-quality transition planning alleviates these challenges 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz

Note* Competency Number based upon Rule 6A-4.0179

Instructor Qualifications

Selection of instructors for the Add-On Certification: Autism Spectrum Disorder will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Education and Exceptional Student Education
- Background of successful staff development and/or adult training expertise
- Master's degree in Education or Special Education
- Three years of qualified experience in working with students diagnosed with Autism Spectrum Disorder
- Certified and experienced in the areas of content to be taught
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the training components
- Commitment to the Autism Spectrum Disorder Endorsement Program and to the delivery of training at times and places convenient to the participants

V. Completion Requirements

Program Completion

The option of completing the three components is available for teachers in lieu of taking college courses to earn the Autism Spectrum Disorder Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in any exceptional student education area and complete 12 semester hours or 240 inservice hours including the following: nature of autism spectrum disorder, use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with ASD, behavior management and positive behavior supports for students with ASD, and field-based experience with students with ASD.

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within are required for program completion. Satisfactory completion of individual components may be demonstrated through:

- Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program

In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must complete all requirements listed above.

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Upon successful completion of all three required courses, the participant will be provided with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder K-12.

Competency Demonstration

All those pursuing the addition of the Autism Spectrum Disorder Endorsement to their Florida Educators' Certificates must earn a minimum of 240 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, and follow-up activities.

Competency Verification

College and/or university coursework may be substituted for portions of the Autism Spectrum Disorder Add-on Endorsement requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the instructor that there is reasonable equivalence between the college/university courses and the add-on courses. Decisions will be made at the local level, in collaboration with the teacher certification office and the professional development office. Certificates will be issued to successful completers as a record of competency completion.

VI. Program Evaluation

Evaluation Plan

The overall effectiveness of the Autism Spectrum Disorder Endorsement Program will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below:

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district inservice requirements, any participant who wishes to receive inservice points must demonstrate competency on 100% of the specific objectives).
2. Each training component will be evaluated by utilizing staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and exceptional student education administrative and supervisory staff to determine program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Annual Review

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

An annual review of the efficacy of the program will be conducted by Exceptional Student Education administration in the school district via continuous programmatic review of data collection previously noted above in *Program Evaluation, Evaluation Plan*. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel, and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as to inform the next areas of professional development offered outside of the endorsement program.

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

Descriptive Data

Formal program evaluation will provide the following data:

1. Number of teachers who are out-of-field in autism spectrum disorders
2. Number and percentage of the above that have enrolled in the add-on program
3. Number of enrollees dropped for nonperformance
4. Number and percentage of program completers
5. Number and percentage of program completers teaching in the district

2. Client Satisfaction Data

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

1. The program is meeting candidate needs
2. The quality of instruction is consistent with professional development standards
3. The curriculum is pertinent to their classroom and professional development needs
4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities

3. Supervisory Evaluation Data

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

1. School and program needs are being met through the training provided by the add-on endorsement program
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others

Evidence exists of tangible benefit to students accruing from add-on training

Logistical Support

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations.

Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education.

Participants, instructors, and district staff will evaluate the program in the following areas:

- Scope and sequence of courses
- Instructional materials
- Relevance to effective teaching and learning
- Adequacy of preparation for teaching assignment/study

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

The budget for Autism Spectrum Disorder Endorsement will mostly be borne by the participating districts. Districts may be able to participate in Florida Diagnostic and Learning Resources System-sponsored courses that are offered free of charge. In some cases, districts may offer stipends to participants for successful completion time. Staff development personnel will monitor administrator time and effort to ascertain intangible program costs.

VII. Management

The FDLRS organization will be responsible for the overall management of the ASD Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.

Participant files will include a copy of the Plan of Study, schedule of courses, and a timeline with a projected date for completion.

Inservice training will be offered by districts and regional service providers. FDLRS will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

Candidate Application and Admission

The individuals designated above will share the process for application, admission, and verification of the Autism Spectrum Disorder Endorsement Program. Eligibility to participate in the program is predicated on a candidate's holding a bachelor's or higher degree with certification in any exceptional student education area. The candidate must hold a valid Florida Educator's Certificate (Temporary or Professional).

A candidate who enters the program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators who are currently classified as in need of Autism Spectrum Disorder Endorsement to meet employment requirements. Other participants will be admitted to the Program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes. If space allows, paraprofessionals directly involved with service to students with ASD can be enrolled to further their knowledge to assist with classroom instruction.

Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Autism Spectrum Disorder Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 80 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education by electronically submitting a CTE-115 Form to the Bureau of Educator Certification at Florida Department of Education.

Transfer and Utilization of Credit (College or Inservice)

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved Autism Endorsement Program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the Professional Development Director's Office. Inservice credit earned while employed in another district may be applied to the Add-On Certification provided:

- The component is of equivalent or higher content level
- The component was earned as part of a Florida-approved Add-On Certification Program

Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Autism Spectrum Disorder Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district certification specialist will assist the participant in filing the necessary online application and collecting the fees associated with adding the Autism Spectrum Disorders Endorsement to the educator's teaching certificate. The district will electronically submit the CT-115 form to the Bureau of Educator Certification verifying completion of the add-on program."

APPENDIX

**VERIFICATION OF INSERVICE POINTS APPLICABLE TOWARD
ADD-ON CERTIFICATION
FLORIDA AUTISM SPECTRUM DISORDER K-12 (Optional FormA)**

NAME: _____

DISTRICT: _____

SCHOOL: _____

Course Name	Points on File
1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience (80 points minimum)	
2. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)	
3. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)	

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Autism Spectrum Disorder inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Autism Spectrum Disorder provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Autism Spectrum Disorder. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

Points Required	Points Verified	Deficiency (if any)	District Initials
Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience (80 points minimum)			
Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)			
Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience (80 points minimum)			
TOTAL POINTS REQUIRED 240	TOTAL POINTS VERIFIED		

Signature District Official: _____

Date: _____

FOR _____

DISTRICT OFFICE OF CERTIFICATION USE ONLY.

(name of

district) Status of

Application:

_____ Sent to Florida Department of Education

_____ Returned for Additional Verification

Date _____

By _____

**INSERVICE PROGRAM FOR ADDING
DRIVER EDUCATION ENDORSEMENT
TO A FLORIDA EDUCATOR'S CERTIFICATE**

**PREPARED BY
THE PANHANDLE AREA EDUCATIONAL CONSORTIUM
PROFESSIONAL LEARNING CENTER
753 WEST BOULEVARD
CHIPLEY, FL 32428**

2023-2028



*Advancing Schools and Communities for Student Success
Every Student, Every Day!*

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I. TITLE

Panhandle Area Educational Consortium Driver Education Add-On Endorsement Program

II. PROGRAM RATIONALE

The responsibility of providing a Driver Education/Traffic Safety Program for secondary education students who want to participate in a driver education program has led the Panhandle Area Educational Consortium, on behalf of its member school districts, to make courses, which will provide skills and competencies necessary to teach Driver Education/Traffic Safety available to educators.

Specialization requirements for the Driver Education Endorsement, as specified in Florida State Board of Education Rule 6A-4.0131, are:

1. A bachelor's or higher degree with certification in another subject, and
2. Nine (9) semester hours in driver education to include the areas specified below:
 - a. Three (3) semester hours in basic driver education; and,
 - b. Three (3) semester hours in advanced driver education; and,
 - c. Three (3) semester hours in administration and supervision of driver traffic safety education.

III. PROGRAM CONTENT/CURRICULUM

The content of the program is based on the specialization requirements for the Driver Education Add-On Endorsement as stated in 6A-4.0131, F.A.C., and requirements may be met by successfully completing a total of nine (9) semester hours of college credit or 180 hours of inservice credit which meet the requirements of the inservice components included in this program.

A. Competencies

The Driver Education Add-On Endorsement will address the eleven competencies, which are aligned with Rule 6A-4.0131 and are listed below. The three components have been developed in accordance with the Professional Learning Catalog components and will be included in the PAEC Professional Learning Catalog. The competencies addressed by the components are listed below:

1. Knowledge of Vehicle Control and Traffic Procedures
2. Knowledge of Defensive Driving Strategies
3. Knowledge of Natural Laws and Their Application to Driving
4. Knowledge of the Responsibilities of Car Ownership and Maintenance
5. Knowledge of Physical and Mental Factors That Impact Driving Ability
6. Knowledge of Legal and Moral Obligations of a Licensed Driver
7. Knowledge of Motorcycle Operations and Interactions in the System
8. Knowledge of Planning for Safe Travel
9. Knowledge of Alcohol and Other Drugs
10. Knowledge of the Elements of the Highway Transportation System
11. Teaching Strategies to Develop Driving Skills and Knowledge

B. Specialization/Professional Studies

The PAEC Driver Education Endorsement is categorized as a professional education studies competency plan in that it is intended for teachers who currently hold or are eligible for a Florida Professional Educator's Certificate based on a Bachelor's or higher degree or teacher who has a valid temporary Florida Educator's Certificate and is able to show proof of eligibility for a professional certificate prior to the district's verification of completion of the program.

C. Nationally Recognized Guidelines

Guidelines include those listed by the Florida Department of Highway Safety and Motor Vehicles and Florida Department of Education Driver Education expectations, which mirror those of other states. Other guidelines that were reviewed and found to be in alignment with the course competencies include those from the National Highway Traffic Safety Administration, Insurance Institute for Highway Safety and Traffic Injury Research Foundation, United States Department of Transportation, National Safety Council, Association of National Stakeholders in Traffic Safety Education and American Driver and Traffic Safety Education Association.

IV. Instructional Delivery and Design

A. Instructional Strands with Major Competencies

Instructional Strand Basic Driver Education/Traffic Safety Component Number: 1-014-537	Instructional Strand Advanced Driver Education/Traffic Safety Component Number: 1-014-538	Instructional Strand Organization and Administration of Driver and Traffic Safety Education Component Number: 1-014-539
Knowledge of basic vehicle control and traffic procedures Knowledge of basic defensive driving strategies Knowledge of natural laws that apply to driving Knowledge of responsibilities of car ownership and maintenance Knowledge of physical and mental factors that impact driving ability Knowledge of legal and moral obligations of a licensed driver Knowledge of planning for safe travel Knowledge of alcohol and other drugs Knowledge of elements of Highway Transportation System	Advanced motor vehicle control and procedures Advanced knowledge of defensive driving strategies Advanced knowledge of natural laws that apply to driving Advanced knowledge of physical and mental factors that impact driving Application of Knowledge of Legal and Moral Obligations of a licensed driver Knowledge of motorcycle operations and interactions in the system Advanced knowledge of planning for safe travel Advanced knowledge of effect of alcohol and other drugs on driving Knowledge of elements of the Highway Transportation System	Recognition of motor vehicle control and procedures Application of defensive driving strategies Application of knowledge of natural laws that apply to driving Evaluation of knowledge of physical and mental factors that impact driving and measures for minimizing impact Analysis of legal and moral obligations of a licensed driver State regulations for driving and licensure Knowledge of motorcycle operations and interactions in the system Knowledge of the elements of the Highway Transportation System Knowledge of teaching strategies to develop driving skills and knowledge Evaluation of skills Prescribe instruction to meet individual needs Community resources

B. Professional Learning Components

Three, 60-hour PAEC Professional Learning Catalog components, *Basic Driver Education/Traffic Safety*, *Advanced Driver Education/Traffic Safety*, and *Organization and Administration of Driver and Safety Education* were developed for this add-on endorsement program. Components are the following pages.

BASIC DRIVER EDUCATION/TRAFFIC SAFETY – DRIVER EDUCATION ENDORSEMENT

Component Identifier Number: 1-014-537

Function: 1

Focus Area: 014

Local Sequence Number: 537

Maximum Inservice Points: 60

2. DESCRIPTION:

This course is to acquire knowledge in basic driving/traffic safety skills and competencies so the instructor will provide appropriate training to the participants.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Describe the basic aspects of the Highway Transportation System (HTS) – its purpose, the major elements, effectiveness, and the roles played by the main system.
2. Describe basic vehicle control, including exterior and interior pre-motion checks, control of motion and direction, and basic maneuvers.
3. Describe and interpret signs, signals, and pavement markings.
4. Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and describe appropriate execution of these decisions - Identify, Predict, Decide, and Execute (IPDE).
5. Describe the management of space requirements in all driving situations.
6. Describe the skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
7. Describe needed measures for correcting or minimizing the effects of temporary or permanent physical defects of limitations.
8. Describe the legal and moral responsibilities at the scene of highway collisions.
9. Describe the effects of attitudes and emotions on driving decisions.
10. Describe the effect of alcohol and other drugs on driving.
11. Describe the importance of vehicle maintenance for safe and efficient operation.
12. Describe the requirements for compliance with the laws that apply to drivers as well as owners of motor vehicles.
13. Describe the principles and practices related to planning for safe travel.
14. Describe the operation and interaction of motor driven cycles in the HTS.
15. Describe the specific decisions to be made when interacting with other users of the Highway Transportation System other than the automobile.
16. Describe the value and use of occupant vehicle restraints and other built-in safety features and devices.
17. Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of the highway safety program.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C

WHAT

Professional learning methods will primarily be online with electronic interactive and electronic non-interactive methods and by knowledge acquisition workshops which are face-to-face or virtual. Participants may participate in a workshop (online or face-to-face) led by a knowledgeable expert, view videotapes, read text assignments, professional articles, and other course-related content. Knowledge will be demonstrated by compiling responses to course questions, submitting an online portfolio, developing lesson plans and successfully completing assigned projects and assessments.

HOW

The component delivery may employ a variety of learning designs, such a knowledge acquisition workshop and/or online.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P, R, S

Implementation Support:

Participants will receive support in learning via course content and interaction with an online course or face-to-face instructor who is responsible for reviewing all assignment submissions to ensure accuracy and provide coaching toward satisfactory responses as needed.

Monitoring Procedures:

Participants will develop products related to the learning process such as responses to course questions, discussion board posts, situation analysis, lesson plans and projects as an electronic portfolio is compiled. On-going monitoring of assignments and feedback via online or in person will be provided.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, F, G

Participants' electronic portfolio responses will be reviewed for accuracy by a qualified online instructor and approved when the response is satisfactory. Feedback will be provided as well as coaching to correct responses or deeper understanding of content as necessary. Participants will be required to respond with a minimum of 80% accuracy to assignments.

In addition, changes in instructional or learning environment practices, changes in observed educator proficiency in implementing targeted state standards or initiatives or FEAPS practices, and changes in observed educator proficiency in practices that occur generally without students present will be observed by the school administrators or other designated personnel.

Evaluation Methods for Students Database Codes: A

Observation of student performance on state developed performance measures - the Florida Class E Knowledge and Driving Skills exams.

Who will use the evaluation impact data gathered?

Teacher and site-based and district administrators.

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

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

School district leadership and consortium personnel may use data to gauge impact of learning and identify additional professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district approved database.

Date modified: April 2023

Department: Instructional Services - PAEC Professional Learning Center

ADVANCED DRIVER EDUCATION/TRAFFIC SAFETY – DRIVER EDUCATION ENDORSEMENT

Component Identifier Number: 1-014-538

Function: 1

Focus Area: 014

Local Sequence Number: 538

Maximum Inservice Points: 60

2. DESCRIPTION:

This course is to acquire knowledge in advanced driving/traffic safety skills and competencies so the instructor will provide appropriate training to the participants.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standard

d

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:

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

1. Describe the aspects of the Highway Transportation System (HTS) – its purpose, the major elements, effectiveness, and the roles played by the main system.
2. Describe and demonstrate knowledge of basic vehicle control, including exterior and interior pre-motion checks, control of motion and direction, and basic maneuvers.
3. Describe, interpret, and react properly to signs, signals, and pavement markings.
4. Describe the need for identifying potential hazards in traffic, making predictions about possible occurrences, making wise decisions for action based on minimum risk, and demonstrate knowledge of appropriate execution of these decisions - Identify, Predict, Decide, and Execute (IPDE).
5. Describe and demonstrate understanding of management of space requirements in all driving situations.
6. Describe and demonstrate advanced knowledge of skills required to effectively control and take proper actions in emergency situations to avoid a collision or minimize the impact if unavoidable.
7. Evaluate and discuss needed measures for correcting or minimizing the effects of temporary or permanent physical defects of limitations.
8. Describe the legal and moral responsibilities at the scene of highway collisions.
9. Describe the effects of attitudes and emotions on driving decisions.
10. Analyze the effect of alcohol and other drugs on driving.
11. Describe the importance of vehicle maintenance for safe and efficient operation.
12. Describe the requirements for compliance with the laws that apply to drivers as well as owners of motor vehicles.
13. Describe the principles and practices related to planning for safe travel.
14. Describe the operation and interaction of motor driven cycles in the HTS.
15. Describe the demonstrate knowledge of specific decisions to be made when interacting with other users of the Highway Transportation System other than the automobile.
16. Describe the value and demonstrate knowledge of use of occupant vehicle restraints and other built-in safety features and devices.
17. Describe the need for actively supporting traffic law enforcement agencies and assisting in the improvement of the highway safety program.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C

WHAT

Professional learning methods will be online with electronic interactive and electronic non-interactive methods and/or knowledge acquisition workshops which are face-to-face or virtual. Participants may participate in a workshop (online or face-to-face) led by a knowledgeable expert, view videotapes, read text assignments, professional articles, and other course-related content. Knowledge will be demonstrated by compiling responses to course questions, submitting an online portfolio, developing lesson plans and completing assigned projects and assessments.

HOW

The component delivery may employ a variety of learning designs, such a knowledge acquisition workshop and/or online.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P, R, S

Implementation Support:

Participants will receive support in learning via course content and interaction with an online course or face-to-face instructor who is responsible for reviewing all assignment submissions to ensure accuracy and provide coaching toward satisfactory responses as needed.

Monitoring Procedures:

Participants will develop products related to the learning process such as responses to course questions, discussion board posts, situation analysis, lesson plans and projects as an electronic portfolio is compiled. On-going monitoring of assignments and feedback via online will be provided.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, F, G

Participants' electronic portfolio responses will be reviewed for accuracy by a qualified online instructor and approved when the response is satisfactory. Feedback will be provided as well as coaching to correct responses or deeper understanding of content as necessary. Participants will be required to respond with a minimum of 80% accuracy to assignments.

In addition, changes in instructional or learning environment practices, changes in observed educator proficiency in implementing targeted state standards or initiatives or FEAPS practices, and changes in observed educator proficiency in practices that occur generally without students present will be observed by the school administrators or other designated personnel.

Evaluation Methods for Students Database Codes: A

Observation of student performance on state developed performance measures - the Florida Class E Knowledge and Driving Skills exams.

Who will use the evaluation impact data gathered?

Teacher and site-based and district administrators.

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

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

School district leadership and consortium personnel may use data to gauge impact of learning and identify additional professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district approved database.

Date modified: April 2023

Department: Instructional Services - PAEC Professional Learning Center

ORGANIZATION AND ADMINISTRATION OF DRIVER AND TRAFFIC SAFETY EDUCATION— DRIVER EDUCATION ENDORSEMENT

Component Identifier Number: 1-014-539

Function: 1

Focus Area: 014

Local Sequence Number: 539

Maximum Inservice Points: 60

2. DESCRIPTION:

This course is to introduce instructors to the Highway Transportation System and its many teaching strategies that will help students develop driving knowledge related to the motorized society of today and tomorrow. The course will also provide an in-depth study of the scope and nature of preparing curriculum content to meet the needs of all students.

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

4. FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input type="checkbox"/> 0. 1: Leadership
Planning	<input checked="" type="checkbox"/> 1. 1: Professional Learning Needs
	<input checked="" type="checkbox"/> 1. 2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2. 1: Learning Outcomes
	<input checked="" type="checkbox"/> 2. 2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3. 1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL 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:

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

1. Identify the different job opportunities under the direction of the Highway Transportation System (D.O.T).
2. Identify the various safety programs offered by the National Safety Council and the Highway Transportation System.
3. Describe the various resources available for use in the traffic safety programs.
4. Describe the history of traffic safety in the United States and its future trends.
5. Identify the natural laws and how they apply to traffic safety education.
6. Plan a lesson for safe travel from the east to west coast including map studies.
7. Identify the various service organizations available to the driver education participants.
8. Adapt a lesson plan to accommodate handicapped students with special needs.
9. Recognize diverse cultural responses to common curriculum concepts.
10. Describe the need for a wide range of exploratory experiences for driver education.
11. Design a driving range for a school and/or community school program.
12. Describe the importance of a driver education program as it relates to the automobile insurance industry.
13. Identify and discuss those factors that are relevant when purchasing an automobile.
14. Identify some of the medical reasons that would prohibit an individual from obtaining a driver's license.
15. Demonstrate knowledge of the Florida Division of Driver Licenses and its function as related to the driver education/traffic safety program.
16. Demonstrate knowledge of the Florida Department of Education D.A.T.E. course and its importance to the driver education/traffic safety program.
17. Demonstrate knowledge of the Florida Division of Motor Vehicles Driver Education Licensing Assistance Program (DELAP) and its importance.
18. Identify and discuss societal reasons that would prohibit an individual from obtaining/maintaining a driver's license.
19. Identify procedures to follow when there is no standardized test to assess driving skills.
20. Evaluate and discuss need measures for correcting or minimizing the effects of temporary or permanent physical defects or limitations.

7. LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C

WHAT

Professional learning methods will be online with electronic interactive and electronic non-interactive methods and/or knowledge acquisition workshops which are face-to-face or virtual. Participants may participate in a workshop (online or face-to-face) led by a knowledgeable expert, view videotapes, read text assignments, professional articles, and other course-related content. Knowledge will be demonstrated by compiling responses to course questions, submitting an online portfolio, developing lesson plans and completing assigned projects and assessments.

HOW

The component delivery may employ a variety of learning designs, such a knowledge acquisition workshop and/or online.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Data Base Code: P, R, S

Implementation Support:

Participants will receive support in learning via course content and interaction with an online course or face-to-face instructor who is responsible for reviewing all assignment submissions to ensure accuracy and provide coaching toward satisfactory responses as needed.

Monitoring Procedures:

Participants will develop products related to the learning process such as responses to course questions, discussion board posts, situation analysis, lesson plans and projects as an electronic portfolio is compiled. On-going monitoring of assignments and feedback via online will be provided.

9. IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, F, G

Participants' electronic portfolio responses will be reviewed for accuracy by a qualified online instructor and approved when the response is satisfactory. Feedback will be provided as well as coaching to correct responses or deeper understanding of content as necessary. Participants will be required to respond with a minimum of 80% accuracy to assignments.

In addition, changes in instructional or learning environment practices, changes in observed educator proficiency in implementing targeted state standards or initiatives or FEAPS practices, and changes in observed educator proficiency in practices that occur generally without students present will be observed by the school administrators or other designated personnel.

Evaluation Methods for Students Database Codes: A

Observation of student performance on state developed performance measures - the Florida Class E Knowledge and Driving Skills exams.

Who will use the evaluation impact data gathered?

Site-based and district administrators.

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

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

School district leadership and consortium personnel may use data to gauge impact of learning and identify additional professional learning needs.

What other forms of evaluation data will be gathered?

To evaluate the effectiveness of professional learning design and delivery, an evaluation tool developed by PAEC, the district or other learning provider will be distributed or accessed electronically.

District record keeping data related to development of this component:

Records of professional learning completion will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district approved database.

Date modified: April 2023

Department: Instructional Services - PAEC Professional Learning Center

C. Matrix

Competency Number	Component Number(s)	Specific Component Objective Number(s)	Method of Competency Demonstration
1	1-014-537	2, 3, 5, 6, 7, 12, 15, 16	<p>Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods listed below with 80% or higher score or response/assignment which is reviewed and determined to be satisfactory by course instructor.</p> <ul style="list-style-type: none"> • Lesson/Unit Design • Response to Course Questions/Assignment • Project • Portfolio • Post-Test • Observation
	1-014-583	2, 3, 5, 6, 7, 12, 15, 15	
2	1-014-537	4, 5, 6	<p>Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods listed below with 80% or higher score or response/assignment which is reviewed and determined to be satisfactory by course instructor.</p> <ul style="list-style-type: none"> • Lesson/Unit Design • Response to Course Questions/Assignment • Project • Portfolio • Post-Test • Observation
	1-014-538	4, 5, 6	
	1-014-539	12	
3	1-014-537	5, 16	<p>Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods listed below with 80% or higher score or response/assignment which is reviewed and determined to be satisfactory by course instructor.</p> <ul style="list-style-type: none"> • Lesson/Unit Design • Response to Course Questions/Assignment • Project • Portfolio • Post-Test • Observation
	1-014-538	5,16	
	1-014-539	5	
4	1-014-537	11	<p>Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods listed below with 80% or higher score or response/assignment which is reviewed and determined to be satisfactory by course instructor.</p> <ul style="list-style-type: none"> • Lesson/Unit Design • Response to Course Questions/Assignment • Project • Portfolio • Post-Test • Observation
	1-014-538	11	
	1-014-539	13	
5	1-014-537	7, 9	<p>Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods listed below with 80% or higher score or response/assignment which is reviewed and determined to be satisfactory by course instructor.</p> <ul style="list-style-type: none"> • Lesson/Unit Design • Response to Course Questions/Assignment • Project • Portfolio • Post-Test • Observation
	1-014-538	7, 9	
	1-014-539	8, 14, 20	
6	1-014-537	8, 12, 16	<p>Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods listed below with 80% or higher score or response/assignment which is reviewed and determined to be satisfactory by course instructor.</p> <ul style="list-style-type: none"> • Lesson/Unit Design • Response to Course Questions/Assignment • Project • Portfolio • Post-Test • Observation
	1-014-538	8, 12, 16	
	1-014-539	9, 12, 14, 16, 18	

7	1-014-537	14, 15	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods listed below with 80% or higher score or response/assignment which is reviewed and determined to be satisfactory by course instructor. <ul style="list-style-type: none"> • Lesson/Unit Design • Response to Course Questions/Assignment • Project • Portfolio • Post-Test • Observation
	1-014-538	14, 15	
8	1-014-537	13	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods listed below with 80% or higher score or response/assignment which is reviewed and determined to be satisfactory by course instructor. <ul style="list-style-type: none"> • Lesson/Unit Design • Response to Course Questions/Assignment • Project • Portfolio • Post-Test • Observation
	1-014-538	13	
	1-014-539	3	
9	1-014-537	10	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods listed below with 80% or higher score or response/assignment which is reviewed and determined to be satisfactory by course instructor. <ul style="list-style-type: none"> • Lesson/Unit Design • Response to Course Questions/Assignment • Project • Portfolio • Post-Test • Observation
	1-014-538	10	
	1-014-539	16	
10	1-014-537	1, 17	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods listed below with 80% or higher score or response/assignment which is reviewed and determined to be satisfactory by course instructor. <ul style="list-style-type: none"> • Lesson/Unit Design • Response to Course Questions/Assignment • Project • Portfolio • Post-Test • Observation
	1-014-538	1, 17	
	1-014-539	1, 2, 3, 4, 7, 11, 15, 16, 17, 19	
11	1-014-539	6, 8, 9, 10	Competency demonstration will be determined by assessment of specific objectives and may include any combination of methods listed below with 80% or higher score or response/assignment which is reviewed and determined to be satisfactory by course instructor. <ul style="list-style-type: none"> • Lesson/Unit Design • Response to Course Questions/Assignment • Project • Portfolio • Post-Test • Observation

D. Instructors

Instructors will have a minimum of a bachelor's degree, certification in the appropriate content area, a minimum of three (3) years of successful experience in driver education instruction, strong knowledge of current research and trends in driver education, and expertise using technology to provide learning. Qualified Division of Driver License personnel or qualified National Safety Council personnel may be used. College/university instructors will meet instructor requirements as established by the college/university.

V. COMPLETION REQUIREMENTS

A. Program Completion

Courses that meet the state requirements, taken through other entities, will be accepted through this add-on endorsement program. It will be the responsibility of the individual district to review the course requirements to ensure alignment with requirements delineated in 6A-4.0131 F.A.C.

Successful program completion requires completion of nine semester hours of college/university coursework, the equivalent of one hundred eighty (180) inservice points, or completion of a FDOE-approved inservice program that addresses the stated competencies and meets the objectives as stated in the components.

Successful completion may be determined by:

1. Professional learning records indicating successful completion of the required components through the PAEC Driver Education Add-On Endorsement program.
2. Official transcript from Nova Southeastern University documenting successful completion of the courses as stated in the university's driver education add-on endorsement program. Nova Southeastern University and are available online. Program information is accessible at this link: <https://education.nova.edu/undergraduate/driver-ed-endorsement.html>
3. Official transcript from a college or university documenting successful completion of courses for which the catalog description and/or syllabi demonstrate reasonable equivalence to the district components.
4. Verification of successful demonstration of all applicable competencies and products for each component by means of approved professional learning catalog component from a district where the component is part of an approved Driver Education Endorsement Program in that district and where reasonable equivalency between the components may be established through a review of the component objectives.

The components are:

1. Basic Driver Education/Traffic Safety – 1-014-537
2. Advanced Driver Education/Traffic Safety – 1-014-038
3. Organization and Administration of Driver and Traffic Safety Education – 1-014-039

Upon receipt of proof of successful completion of the required components/competencies, the district Director of Professional Learning will verify the participant's credit and submit "Verification of Completion" documentation to the District Certification Specialist as verification of completion of the requirements for adding the Driver Education Endorsement to his/her Florida Educator's Certificate and provide documentation of completion to PAEC. The certification office will submit the required verification to FDOE.

For participants that choose to take online courses to add the Driver Education Endorsement, the district may request that a certified Driver Education Instructor document the "in-car" instructional competencies prior to final approval and before driving with students.

B. Competency Demonstration

1. Each individual competency will be evaluated by a qualified instructor and must be demonstrated successfully as determined by the instructor and as described in the add-on endorsement matrix.
2. Successful demonstration of all program competencies is a requirement of program completion.
3. Completion of all required inservice components or the equivalent are required.
4. Upon completion of the required college coursework or approved professional learning catalog components from a district where the component is part of an approved Driver Education Endorsement Program in that district, participants will submit a completed District Verification for Completion of an Approved Add-On Endorsement to the district professional learning director for final approval and program verification.

C. Competency Verification

Verification of successful demonstration of the competencies as stated in the PAEC Driver Education Add-On Endorsement Plan other than through the methods as stated above is not an option.

VI. PROGRAM EVALUATION

A. Evaluation Plan

The overall effectiveness of the PAEC Driver Education Endorsement will be determined by evaluating the participants, the courses, and the program as described below.

Participants

Assessments/assignments designed by qualified instructors or college/university instructors will be used to determine attainment/mastery of each required competency and course objective. Assessment strategies are described in each component and indicated in the add-on endorsement matrix. Each participant must respond to assignments to the satisfaction of the instructor and complete all assessments with a minimum score of 80%.

Components/Courses

Participants will complete a course/component evaluation using district professional learning procedures. PAEC component completers will complete an online evaluation rating professional learning content, strategies, activities, and resources. In addition, program components will be reviewed annually as part of the annual PAEC Professional Development Council (the consortium's professional learning and advisory group) Professional Learning Catalog review. The PAEC Professional Development Council is comprised of the Professional Development and Curriculum Directors of member districts.

B. Annual Review

Effectiveness of the management, operation, and delivery of the previous year's program to determine the degree of its efficiency, cost effectiveness and carry-over effects will be reviewed annually by the PAEC Professional Development Council. The outcome of these reviews will be considered when revising the program.

VII. MANAGEMENT

District Director of Professional Development: The district's Professional Development Director is designated by the Superintendent of Schools to monitor the implementation of the Driver Education Add-On Endorsement Program and has the responsibility for admitting, evaluating transfer credit, and coordinating the delivery of the program's inservice components. He/she will serve on the PAEC Professional Development Council and communicate regularly with consortium personnel.

Record Keeping: The district will maintain a file on each program participant containing performance, advisement, transfer, component completion information and other necessary data. A file will be maintained for each component offered containing performance and other evaluative data, instructor personnel data, and other necessary information. District records will be in compliance with the standards of the add-on endorsement program and applicable state board rules.

A. Candidate Application and Admission

Candidates must submit the Driver Education Add On Endorsement application to the district professional development director (see Appendix A).

Admission Requirements

- a. Employed in a Florida Public School

- b. Valid Florida Professional certificate based upon a bachelor's degree or higher with certification in an academic, degreed vocational, administrative or specialty class coverage.
- c. Valid temporary Florida Educator's Certificate. An applicant who enters the Driver Education Endorsement Program based on a temporary certificate must show proof of eligibility for a professional certificate prior to the district's verification of completion of the program.
- d. Permanent substitutes with valid Florida temporary or professional education certificates are eligible to enter the program.
- e. Recommendation by principal/work location supervisor.

Candidates must meet all criteria listed below.

- a. Be at least twenty-one (21) years of age and possess a valid Florida driver's license.
- b. Have a clear motor vehicle report (MVR) with no more than eight (8) points in the last five (5) years
- c. Have none of the following offenses: DUI, reckless driving, or leaving the scene of an accident; and,
- d. Have no felony or misdemeanor convictions ten (10) years prior to the application.

B. Advisement

- a. Each participant will receive a copy of the Driver Education Endorsement components.
- b. Advisement will be provided by the district director of professional development of other designee and a plan of inservice/professional learning will be completed with an endorsement timeline and a copy provided to each applicant.
- c. PAEC professional learning personnel will be available on an ongoing basis to provide requested technical assistance to district personnel and participants.

C. Attendance

Each course/component has a 60-hour requirement and participants must attend the required number of hours or spend a comparable amount of time learning and completing assignments in an online course designed to meet component objectives and seat-time requirements. Each component in the program requires 60 hours of attendance/participation or three (3) semester hours of college/university credit in order to receive 60 hours of inservice credit.

D. Transfer and Utilization of College Credit

- a. Equivalent credit awarded by a regionally accredited post-secondary institution may be used to satisfy a course requirement provided a grade of "C" or higher was earned and the course credit was earned within the past ten (10) years. College credits are converted to inservice credits with each semester hour equivalent to twenty (20) hours of inservice credit. Participants must provide an official college transcript from the institution of higher education for the courses they wish to transfer. Course descriptions and syllabi will be analyzed by the district professional development director to determine correlation with the required Driver Education Endorsement components.
- b. Inservice credits earned while employed in another school district may be transferred provided the course content is equivalent or at a more rigorous level than that of the required component, the course was taken as part of an approved Add-On Endorsement Program. A written request along with an official Inservice Transfer Record showing coursework successfully completed will be required.
- c. Other Courses for District Review - Participants are required to submit a written request with documentation that includes course description, course objectives/syllabi along with an official transcript, official Inservice Transfer Record showing coursework successfully completed, and/or certificate of completion, showing hours of eligible inservice credit, to the District Director of Professional Development. The director will review the transfer of credit request and supporting documentation to determine whether the course content and requirements are equivalent or at a more rigorous level than that of the required component and notify the participant.

E. Certificate of Completion

When a participant completes all program completion requirements, a District Verification Form (CT-115) for Completion of an Approved Add-On Program will be prepared by the district professional development director or designee and forwarded to the superintendent for signature and submission to Florida Department of Education by the district certification officer. The participant will be advised regarding the formal application process to the Florida Department of Education.

VIII. SCHOOL BOARD APPROVAL

Upon FDOE approval of the PAEC Driver Education Add-on Endorsement Plan, a statement signed by the District Superintendent and Chairman of the School Board of each district covered by the consortium's plan, stating that it has been approved by the local school board, and copies of the approved plan will be provided to the designated FDOE contact.

APPENDIX A

PROGRAM MANAGEMENT FORMS

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
DRIVER EDUCATION/TRAFFIC SAFETY APPLICATION
FORM (Form A)**

NAME _____ SSN (last 4 digits) _____

SCHOOL _____ DISTRICT _____

FDOE Certificate Number _____

I am planning to add the Driver Education/Traffic Safety to my current Florida teaching certificate. I understand that I will need to complete the three courses covering the topics prescribed by the State Board of Education Rule 6A-4.0131. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 inservice points available for each component.

I have completed the activities listed below (give dates) which I believe should be considered within this program.

Please give a brief statement of your reason(s) in pursuing this endorsement.

Please ask an administrator at your school/work location to make a brief statement in the space below as to your qualifications to pursue this program.

Printed Name

Driver License Number

Signature

Date

Signature
District Professional Development Director

Date

Please return this form to the district professional development director for review and approval. .

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
DRIVER EDUCATION ENDORSEMENT
VERIFICATION OF POINTS (Form B)**

NAME _____

SCHOOL _____

DISTRICT _____

SSN (last 4 digits) _____

FDOE CERTIFICATE# _____

Records on file:

Check Off	Requirements	Hours Credit	
1.	Basic Driver Education/Traffic Safety 60 points minimum		Course Work
2.	Advanced Driver Education/Traffic Safety 60 points minimum		Course Work
3.	Administration and Supervision of Driver Education/Traffic Safety Education - 60 points minimum		Course Work

College courses may be substituted for any of the above components for which the course descriptions/syllabi match the _____ County Professional Learning Plan Components.

Verification of Requirements

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>	<u>Date Completed</u>
Requirement #1 Minimum – 60 pts.	_____	_____	_____
Requirement #2 Minimum – 60 pts.	_____	_____	_____
Requirement #3 Minimum – 60 pts.	_____	_____	_____
Total Points	_____	_____	_____
Total Points Required - 180	_____	_____	_____

FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

Status of Application: _____

☐ Sent to Florida Department of Education

☐ Returned for Additional Verification

Signature District Certification Official _____

Date _____

Note: A copy of this form should be sent to the designated professional learning contact at PAEC for program evaluation record-keeping purposes.

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
DRIVER EDUCATION
TRANSFER OF COLLEGE CREDIT (Form C)**

Name _____

School _____

District _____

SSN (last 4 digits) _____

FDOE Certificate # _____

The attached college transcripts are submitted as part of the Driver Education/Traffic Safety endorsement program. These courses meet the requirements of the following component(s) in the approved school district program for Drivers Education/Traffic Safety endorsement.

Component Number	Title	College Course Number	College Course Title

Signature Participant _____

Date _____

Signature District Professional Development Director _____

Date _____

FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

_____ Number of Inservice Points Approved

_____ Number of Inservice Points Not Approved

COMMENTS:

Signature District Certification Official _____

Date _____

INSERVICE PROGRAM

FOR ADDING AN ENDORSEMENT IN

English for Speakers of Other Languages
ESOL Endorsement

TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared by the

Panhandle Area Educational Consortium

2019 - 2024



*Advancing Schools and Communities for Student Success
Every Student, Every Day!*

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The Panhandle Area Educational Consortium

ESOL Add-On Endorsement

I. PROGRAM TITLE

Panhandle Area Educational Consortium's Add-On Certification Program
English for Speakers of Other Languages (ESOL) Endorsement

II. PROGRAM RATIONALE AND PURPOSE

Florida school districts, including two of the largest in the nation, educate over 279,000 (2017-2018) English Language Learners (ELLs), with 230 different languages spoken among them. These demographics reflect a continued increase of ELLs throughout Florida. The Florida Department of Education's Bureau of Student Achievement through Language Acquisition (SALA) assists schools and districts, to ensure ELLs receive comprehensible instruction. In addition, the Bureau monitors schools and districts for compliance with state and federal rules, regulations, the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.

District Add-on Certification Programs for English for Speakers of Other Languages (ESOL) Endorsement must reflect the State Board of Education approved **FLORIDA TEACHER STANDARDS for ESOL ENDORSEMENT**; Rule [6A-4.02451](#).

The Panhandle Area Educational Consortium (PAEC) is composed of fourteen small and rural school districts in the northwest part of the state. Although these districts traditionally have fewer students who speak other languages, the number of students categorized as English Language Learners (ELLs) continues to increase. While significant progress has been made toward ensuring that teachers needing ESOL training have received appropriate professional development, the need to provide professional learning support is ongoing.

PAEC and its member districts offer a variety of ESOL-related professional learning solutions. These include face-to-face workshops, a blended combination of face-to-face workshops and online support components and fully online endorsement courses to provide professional learning opportunities that best meet the needs of teachers, administrators and guidance counselors. All options are delivered in an exemplary fashion to employ research-evidenced practices, proven effective with English Language Learners.

The PAEC and district-provided online ESOL options are designed so that participants have ongoing online interaction with the course facilitator. Through the PAEC electronic Professional Learning Connections, (ePDC) online course system, facilitators and participants discuss course content, educator implementation of best practices, evaluation of impact and self-reflection. The course instructor/facilitator is the gatekeeper for quality control in every instance. If a participant's response is faulty, not detailed enough, or lacks the superior quality required, the instructor responds and requires elaboration or justification from the participant. It is through this

meaningful dialogue that learning is demonstrated, and quality is maintained for all online course participants.

When a participant in a PAEC-offered online ESOL course successfully completes the course requirements, the number of credit hours is posted to the participant's transcript, housed within the ePDC. Completion records and other reports, tailored to district needs, are available to appropriate district personnel at any time, upon request.

Note: Each district is the authorizing body for approval of individual ESOL courses for endorsement, certification, or to meet Categories I, II, III and IV professional development requirements.

Certification Requirements

Certification requirements for teachers of ESOL include general and professional preparation as specified in State Board Rule 6A-4.0244 *Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 10-10-89, Amended 10-30-90, 9-15-97, 4-21-09.* ESOL may be added to a standard coverage through the earning of college course credit, district add-on program using in-service points, or a combination of in-service and course work. The PAEC Add-on Program deals with in-service and/or the combination of in-service with college credit. College course credits may be reported directly to the state teacher certification office if the endorsement is to be granted using college coursework alone. Statutory Authority Reference: Florida Statutes, 1001.02, 1012.55, and 1012.56.

Purposes

The purposes of the PAEC ESOL Add-On Endorsement Program are:

1. to ensure that English Language Learners have appropriately qualified teachers;
2. to develop competencies of teachers, guidance counselors, and school administrators, enabling them to effectively meet the academic, social, and emotional needs of English Language Learners;
3. to assist educators in obtaining or renewing certification; and,
4. to provide high-quality professional learning opportunities that are flexible and respectful of time and resources.

Current teaching credentials of each teacher participating in this program will be evaluated on an individual basis by the district certification contact and/or professional development director to determine which portions of the program must be completed. The in-service components, represent research-evidenced best practices and are appropriate for any teacher seeking renewal of certification, providing the component has not been previously completed. ESOL in-service hours may also be banked for later use.

III. PROGRAM CONTENT/CURRICULUM

This professional learning program focuses on topics of study reflected in the DOE/META Agreement and State Board Rule 6A-4.0244-Specialization Requirements for Adding English for Speakers of Other Languages Endorsement to a Florida Educator's Certificate. The following Domains have been approved by the Florida Department of Education for ESOL Endorsement Programs:

- Domain 1: Culture (Cross-cultural Communications)
- Domain 2: Language and Literacy (Applied Linguistics)
- Domain 3: Methods of Teaching English to Speakers of Other Language (ESOL)
- Domain 4: ESOL Curriculum and Materials Development
- Domain 5: Assessment (ESOL Testing and Evaluation)

A. PROFESSIONAL EDUCATION STUDIES

The *Florida Teacher Standards for ESOL Endorsement* are organized around domains, standards within each domain, and performance indicators for each standard. A domain may be seen as an overarching category of study that identifies a broad conceptual area. For this document, each domain is considered synonymous with the use of the term 'area' as used in the Florida Consent Decree Section IV, A1(3). Each domain is defined by its standards which identify the core knowledge, skills, and dispositions that must be addressed within each domain. For each standard, the document lists a set of key performance indicators, which provide specific criteria for demonstrating mastery of the standards.

B. NATIONALLY RECOGNIZED GUIDELINES

The Florida Professional Development Standards for Endorsement of teachers providing basic ESOL instruction to English Language Learners (henceforth, the *Florida Teacher Standards for ESOL Endorsement*) drew significantly from the revised draft Standards for the Recognition of Initial Teacher Preparation in P-12 ESL Teacher Education developed by Teachers of English to Speakers of Other Languages Inc. (TESOL), (TESOL, 2008; henceforth TESOL Teacher Standards). These standards are available at <http://www.tesol.org/advance-the-field/standards/standards-for-adult-education/standards-for-esl-efl-teachers-of-adults-> (2008).

Competencies

Table 1

Domains and Standards Considered in Development of PAEC Add-On Endorsement

Domain	Standard
Domain 1: Cross-Cultural Communications	1.1 Culture as a Factor in ELLs' Learning
Domain 2: Applied Linguistics	2.1 Language as a System 2.2 Language Acquisition and Development 2.3 Second Language Literacy Development
Domain 3: Methods of Teaching English to Speakers of Other Languages	3.1 ESL/ESOL Research and History 3.2 Standards-Based ESL and Content Instruction 3.3 Effective Use of Resources and Technologies
Domain 4: ESOL Curriculum and Materials Development	4.1 Planning for Standards-Based Instruction of ELLs 4.2 Instructional Resources and Technology
Domain 5: Assessment (ESOL Testing and Evaluation)	5.1 Assessment Issues for ELLs 5.2 Language Proficiency Assessment 5.3 Classroom-Based Assessment for ELLs

IV. INSTRUCTIONAL DESIGN AND DELIVERY

Domains and standards taken into consideration for the development of the PAEC ESOL Add-On Endorsement Program are listed below.

A. INSTRUCTIONAL STRANDS

Domain 1: Culture (Cross-Cultural Communications)

Standard 1: Culture as a Factor in ELLs' Learning

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

Domain 2: Language and Literacy (Applied Linguistics)

Standard 1: Language as a System

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.

Standard 2: Language Acquisition and Development

Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

Standard 3: Second Language Literacy Development.

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 1: ESL/ESOL Research and History

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

Standard 2: Standards-Based ESL and Content Instruction

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3: Effective Use of Resources and Technologies

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

Domain 4: ESOL Curriculum and Materials Development

Standard 1: Planning for Standards-Based Instruction of ELLs

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

Standard 2: Instructional Resources and Technology

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

Domain 5: Assessment (ESOL Testing and Evaluation)

Standard 1: Assessment Issues for ELLs

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

Standard 2: Language Proficiency Assessment

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of

language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Standard 3: Classroom-Based Assessment for ELLs

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

B. TRAINING COMPONENTS

ESOL ENDORSEMENT OPTIONS, CORRELATION OF INSTRUCTIONAL STRANDS, AND MAJOR TOPICS

While any certified teacher may opt to add on the ESOL Endorsement; Category I teachers (Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading, Developmental Language Arts or Reading to English Language Learners) are required to obtain the ESOL Endorsement/Certification. Options A – C provide an approved means to fulfill this requirement under the PAEC ESOL Add-On Program.

OPTION A

Participants, selecting this option, will complete each of the five, 60-hour professional learning courses listed below. Courses are available from PAEC (online, blended or face-to-face) or district-offered or approved options, for a total of 300 credit hours. See Table 2 for appropriate instructional strands and major topics.

ESOL: Methods of Teaching English to Speakers of Other Languages (ESOL) (Course One)

ESOL: Applied Linguistics (Course Two)

ESOL: Testing and Evaluation of ESOL (Course Three)

ESOL: Curriculum and Materials Development (Course Four)

ESOL: Cross-Cultural Communications (Course Five)

****Note:** Participants are encouraged to complete *ESOL: Methods of Teaching English to Speakers of Other Languages (ESOL)* first, followed by *ESOL: Applied Linguistics*. Although all courses may be taken in any order, the course numbers correspond to the suggested order.

Table 2
Option A Instructional Strands and Major Topics

Instructional Strands	Major Topics
Domain 1: Culture (Cross-Cultural Communications)	<ul style="list-style-type: none"> • Effect of culture in language learning and school achievement for ELLs from diverse backgrounds • Nature and role of culture • Nature and role of cultural groups • Nature and role of individual cultural identities
Domain 2: Language and Literacy (Applied Linguistics)	<ul style="list-style-type: none"> • Language as a system • Phonology • Morphology • Syntax • Semantics • Pragmatics • English acquisition to read, write and communicate orally in English • Research on second language acquisition and development • Components of literacy • Theories of second language literacy development
Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)	<ul style="list-style-type: none"> • History • Public Policy • Research and current practices in teaching ESL/ESOL • Teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing skills • Teaching language through academic content • Selection, adaptation, and use of standards-based materials, resources, and technologies
Domain 4: ESOL Curriculum and Materials Development	<ul style="list-style-type: none"> • Knowing, understanding, and applying concepts, research, best practices, and evidenced-based strategies for planning instruction • Supportive learning environment for ELLs • Planning multilevel classrooms for learners with diverse backgrounds using standards-based ESOL curriculum • Knowing, selecting, and adapting wide range of standards-based materials, resources, and technologies
Domain 5: Assessment (ESOL Testing and Evaluation)	<ul style="list-style-type: none"> • Understanding and applying knowledge of assessment issues that affect learning of ELLs from diverse backgrounds and varying levels of English proficiency <ul style="list-style-type: none"> ○ Cultural and linguistic bias ○ Testing in two languages ○ Sociopolitical and psychological factors ○ Special education testing and assessing giftedness

	<ul style="list-style-type: none">○ Importance of standards○ Formative vs. summative assessment○ Difference between language proficiency and other assessment types● Accountability issues<ul style="list-style-type: none">○ Implications of standardized vs. performance-based assessments○ Accommodations in formal testing● Use and interpretation of variety of language proficiency assessment instruments to meet district, state, and federal guidelines● Use of assessments to identify, place and demonstrate language growth of ELLs● Articulation of appropriateness of ELL assessments to appropriate stakeholders● Identifying, developing, and using various standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess learning
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OPTION B

Some participants may choose to combine components from Option A with college credit. This is permissible, provided all performance standards, for each of the five domains, are met and the total number of ESOL in-service hours equals at least 300. Participants, electing to use college credit to fulfill a portion of the ESOL Endorsement requirements, must provide a college transcript and course description to the appropriate district-level personnel. It will be the responsibility of the appropriate district-level personnel to review the course description(s) and make the determination regarding whether the college credit will be counted toward the inservice requirement for the ESOL endorsement.

ESOL In-service or Coursework must include the following areas:

- Cross-Cultural Communications
- Applied Linguistics
- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Testing and Evaluation of ESOL

Note: See **Table 2** for appropriate instructional strands and major topics.

OPTION C

Some participants may choose to combine components from Option A, college credit, district-provided, and/or ESOL courses from district-approved providers. In addition, for teachers who earned ESOL inservice credit while teaching in a school district not covered under the PAEC Add-On ESOL Endorsement Plan (within or outside the State of Florida), the district will assume responsibility for completing a careful review of the course description and/or course requirements and determining whether the inservice meets the performance standards required in order to use the inservice credit toward the ESOL endorsement.

Elements addressed in option C are permissible, provided all performance standards for each of the five domains are met and the total number of ESOL in-service hours equals at least 300. An individual plan of study form must be developed and approved by appropriate district-level personnel for all participants who elect to pursue this option.

Note: See **Table 2** for appropriate instructional strands and major topics.

ADDITIONAL TRAINING OPTIONS

Category II Teachers

Category II teachers (Social Studies, Mathematics, Science and Computer Literacy) may fulfill their ESOL in-service requirements by successfully completing 60 hours of approved ESOL professional development or three-semester credit hours of college coursework, aligned to the FLDOE-approved ESOL domains and standards.

Note: The recommended PAEC professional learning option for Category II teachers is *ESOL: Methods of Teaching English to Speakers of Other Languages (ESOL)* delivered via face-to-face, blended, or online. See the corresponding instructional strands under Option A, **Table 2**.

Category III Teachers

Category III teachers (subject areas, not included in Categories I and II) may fulfill their ESOL in-service requirements by successfully completing 18 hours of ESOL professional development or three-semester credit hours of college coursework aligned to the FLDOE-approved ESOL domains and standards. See the corresponding instructional strands and major topics under **Table 3**.

Note: The recommended PAEC online course for this category of teachers is *ESOL for Category III Teachers*.

Table 3
Category III Instructional Strands and Major Topics

Instructional Strands	Major Topics
Methods of Teaching ESOL	Demographics and Legal Requirements
Applied Linguistics	Language Learning
Cross-Cultural Communications	Culture
ESOL Curriculum and Materials Development	Effective Principles and Strategies
Testing and Evaluation of ESOL	Assessing ESOL Students

Category IV Personnel

Category IV personnel (school administrators and guidance counselors) may fulfill their ESOL professional learning requirements by successfully completing 60 hours of ESOL professional development or three semester credit hours of college coursework that addresses the FLDOE approved ESOL competencies for their respective areas. See **Table 4** for corresponding instructional strands and major topics for guidance counselors and **Table 5** for school administrators.

Note: PAEC offers the 60-hour online courses, *ESOL for School Administrators* and *ESOL for Guidance Counselors* to meet these professional learning needs. Additionally, each of these may be offered in a face-to-face or blended format upon request and pending sufficient enrollment.

Table 4***Category IV - Guidance Counselor - Instructional Strands and Major Topics***

Instructional Strands	Major Topics
Cross-Cultural Communications	Cultural Awareness
Applied Linguistics	Language Acquisition and Learning
Methods of Teaching English to Speakers of Other Languages (ESOL)	Literacy Development Demographics and Legal Requirements
Testing and Evaluation of ESOL Students	Assessment
All Strands	Academic Advisement
Instructional Strands	Case Study of ELL

Table 5***Category IV - School Administrator - Instructional Strands and Major Topics***

Instructional Strands	Major Topics
Methods of Teaching English to Speakers of Other Languages (ESOL)	Demographics and Legal Requirements
Applied Linguistics	Academic Competence, Part A Language Learning Literacy Development
ESOL Curriculum and Materials Development	Academic Competence, Part B
Cross-Cultural Communications	Culture, Part A Culture, Part B
Testing and Evaluation of ESOL Students	Assessment Assessing ESOL Students

B. TRAINING COMPONENTS

OPTION A

MASTER INSERVICE PLAN COMPONENT

Component Title: Cross-Cultural Communications (Course Five)

Identifier Numbers:

District-Provided: 2-705-422

PAEC-Provided: 2-705-522

Maximum Points: 60

General Objectives:

Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

Specific Objectives:

Standard 1: Culture as a Factor in ELLs' Learning

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

Performance Indicators

1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

1.1. b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1. c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1. e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families.

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

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Learning Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to 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.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)

- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

MASTER INSERVICE PLAN COMPONENT

Component Title: Applied Linguistics (Course Two)

Identifier Numbers:

District-Provided: 1-702-421

PAEC-Provided: 1-702-521

Maximum Points: 60

General Objectives:

Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

Specific Objectives:

Standard 1: Language as a System

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.

Performance Indicators

- 2.1. a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
- 2.1. b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.
- 2.1. c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
- 2.1. d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
- 2.1. e. Identify similarities and differences between English and other languages reflected in the ELL student population.

Standard 2: Language Acquisition and Development

Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

Performance Indicators

- 2.2. a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
- 2.2. b. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.

2.2. c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.

2.2. d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

Standard 3: Second Language Literacy Development

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

Performance Indicators

2.3. a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.

2.3. b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.

2.3. c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.

2.3. d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.

2.3. e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Learning Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to 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.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

MASTER INSERVICE PLAN COMPONENT

Component Title: Methods of Teaching English to Speakers of Other Languages (ESOL) (Course One)

Identifier Numbers:

District-Provided: 1-700-420

PAEC-Provided: 1-700-520

Maximum Points: 60

General Objectives:

Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Teachers support ESOL students' access to the core curriculum by teaching language through academic content.

Specific Objectives:

Standard 1: ESL/ESOL Research and History

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

Performance Indicators

- 3.1. a. Demonstrate knowledge of L2 teaching methods in their historical context.
- 3.1. b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
- 3.1. c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

Standard 2: Standards-Based ESL and Content Instruction

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

Performance Indicators

- 3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
- 3.2. b. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
- 3.2. c. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
- 3.2. d. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.
- 3.2. e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.

- 3.2. f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2. g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.
- 3.2. h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
- 3.2. i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2. j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.
- 3.2. k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

Standard 3: Effective Use of Resources and Technologies

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

Performance Indicators

- 3.3. a. Use culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
- 3.3. b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
- 3.3. c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Learning Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to 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.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Curriculum and Materials Development (Course Four)

Identifier Numbers:

District-Provided: 1-703-424

PAEC-Provided: 1-703-524

Maximum Points: 60

General Objectives:

Teachers know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Teachers are skilled in using a variety of classroom organization techniques, program models and teaching strategies for developing and integrating language skills. They can integrate technology and choose and adapt classroom resources.

Specific Objectives:

Standard 1: Planning for Standards-Based Instruction of ELLs

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

Performance Indicators

- 4.1. a. Plan for integrated standards-based ESOL and language sensitive content instruction.
- 4.1. b. Create supportive, accepting, student-centered classroom environments.
- 4.1. c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
- 4.1. d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
- 4.1. e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

Standard 2: Instructional Resources and Technology

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

Performance Indicators

- 4.2. a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
- 4.2. b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.
- 4.2. c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Learning Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to 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.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)

- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Testing and Evaluation (Course Three)

Identifier Numbers:

District-Provided: 1-701-423

PAEC-Provided: 1-701-523

Maximum Points: 60

General Objectives:

Teachers understand issues and concepts of formative and summative assessment and use standards-based procedures with ESOL students.

Specific Objectives:

Standard 1: Assessment Issues for ELLs

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

Performance Indicators

- 5.1. a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. e. Distinguish among ELLs' language differences, giftedness, and special education needs.

Standard 2: Language Proficiency Assessment

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Performance Indicators

- 5.2. a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.
- 5.2. b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
- 5.2. c. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.

Standard 3: Classroom-Based Assessment for ELLs

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Performance Indicators

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

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Learning Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to 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.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community

- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

C. MATRIX

The ESOL Add-On Endorsement matrix is a visual presentation of the components, in terms of how the competencies are addressed and what methods are used to demonstrate the competencies. All competencies identified in Section III must be included in the components and must be successfully demonstrated by professional learning participants prior to the district certifying program completion. **Table 6** indicates the component(s)/courses(s) and the component specific objective(s) or expected learner outcomes that address each competency identified in Section III and the method used to verify the competency demonstration.

Table 6

ESOL Endorsement Standards, Components, Performance Indicators and Evaluation Methods

ESOL Teacher Standard	Component Title and Number	Performance Indicators	Evaluation Method
Domain 1 Standard 1 Culture as a Factor in ELLs' Learning	Cross-Cultural Communications 1-705-422 1-705-522	1.1. a. - 1.1. f.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 2 Standard 1 Language as a System	Applied Linguistics 2-702-421 2-702-521	2.1. a. - 2.1. e.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 2 Standard 2 Language Acquisition and Development	Applied Linguistics 2-702-421 2-702-521	2.2. a. - 2.2. d.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 2 Standard 3 Second Language Literacy Development	Applied Linguistics 2-702-421 2-702-521	2.3. a. - 2.3. e.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 3 Standard 1 ESL/ESOL Research and History	Methods of Teaching ESOL 2-700-420 2-700-520	3.1. a. - 3.1. c.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure

Domain 3 Standard 2 Standards-Based ESL and Content Instruction	Methods of Teaching ESOL 2-700-420 2-700-520	3.2. a. - 3.2. k.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 3 Standard 3 Effective Use of Resources and Technologies	Methods of Teaching ESOL 2-700-420 2-700-520	3.3. a. - 3.3. c.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 4 Standard 1 Planning for Standards- Based Instruction of ELLs	ESOL Curriculum and Materials Development 2-703-424 2-703-525	4.1. a. - 4.1. e.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 4 Standard 2 Instructional Resources and Technology	ESOL Curriculum and Materials Development 2-703-424 2-703-525	4.2. a. - 4.2. c.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 5 Standard 1 Assessment Issues for ELLs	ESOL Testing and Evaluation 2-701-423 2-701-523	5.1. a. - 5.1. e.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 5 Standard 2 Language Proficiency Assessment	ESOL Testing and Evaluation 2-701-423 2-701-523	5.2. a. - 5.2. c.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure
Domain 5 Standard 3 Classroom-Based Assessment for ELLs	ESOL Testing and Evaluation 2-701-423 2-701-523	5.3. a. - 5.3. f.	Successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other acceptable method of measure

ADDITIONAL TRAINING OPTIONS

ESOL for Category III Teachers

COMPONENT IDENTIFIER NUMBER:

District-Provided: 2-704-428

PAEC-Provided: 2-704-528

Number of Points: 18

General Objective:

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 may use to assist ESOL students in understanding the curriculum and meeting Florida's state-adopted educational 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 ELLs.
9. Encourage communication with ELLs by using small group work.
10. Design lessons with no less rigor, but with increased assistance for ELLs.
11. Assess ELLs appropriately so that assessments measure what they are intended to measure.

Activities:

The PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Learning Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to 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.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

COMPONENT TITLE: ESOL for Guidance Counselors

COMPONENT IDENTIFIER NUMBER:

District-Provided: 2-704-425

PAEC-Provided: 2-704-525

Number of Points: 60

General Objective:

The purpose of the Panhandle Area Education Consortium's *ESOL for Guidance Counselors* On-line 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 ELL Committee process; development of ELL Student Plans, and implementation of the District ELL Plan.
6. Demonstrate ability to advocate for the educational needs of ELLs 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 PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Learning Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to 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.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

Table 7***Matrix Correlating Competency Demonstration to ESOL for Guidance Counselors Course Modules***

Standard A: The Guidance Counselor shall possess and demonstrate effective counseling skills which focus on understanding and promoting development and achievement of English Language Learners. Given the counselor's role as the academic advisement leader, the participant will:	
Competency	Competency Demonstration in Module
1. Possess individual & group counseling and communication skills to implement a balanced approach in order to assist English Language Learners and their families.	Two: Cultural Awareness Seven: Brief on Jose Luis
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.	Three: Language Acquisition and Learning Seven: Brief on Jose Luis
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.	Two: Cultural Awareness Seven: Brief on Jose Luis
4. Demonstrate ability to counsel ELLs regarding their individual rights as afforded to them under state & federal laws and regulations.	One: Demographics and Legal Requirements
5. Demonstrate ability to improve and extend services to 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.	Five: Assessment
6. 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 ELL Committee process; development of ELL Student Plans, and implementation of the District ELL Plan.	One: Demographics and Legal Requirements Five: Assessment
7. Demonstrate ability to advocate for the educational needs of ELLs and implement processes to ensure that these needs are addressed at every level of the ELLs' school experience.	Three: Language Acquisition and Learning Five: Assessment Seven: Brief on Jose Luis

8. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school-level personnel to support them in responding to the academic development, and guidance and counseling needs of ELLs.	One: Demographics and Legal Requirements Two: Cultural Awareness Three: Language Acquisition and Learning Four: Literacy Development
Standard B: The Guidance Counselor shall demonstrate the ability to counsel English Language Learners in the fulfillment of their academic potential by recognizing and appreciating cultural differences, and the unique instructional needs of ELLs. Given the counselor's role as the academic advisement leader, the participant will:	
Competency	Competency Demonstration in Module
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.	One: Demographics and Legal Requirements Two: Cultural Awareness
2. 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.	Five: Assessment Six: Academic Advisement
3. 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.	Five: Assessment Six: Academic Advisement
4. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ability to identify linguistic and cultural bias.	Five: Assessment
5. Demonstrate the ability to acquaint ELLs with the school-based and outreach services and support systems designed to address their unique academic needs.	Five: Assessment

Standard C: The Guidance Counselor shall demonstrate the ability to develop, collect, analyze, and interpret data and information to effective positive change in delivering of counseling services to English Language Learners. Given the counselor's role as the academic advisement leader, the participant will:	
Competency	Competency Demonstration in Module
1. 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; & state-wide assessments of academic content.	Three: Language Acquisition and Learning Four: Literacy Development Five: Assessment
2. 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.	Four: Literacy Development Five: Assessment
3. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper and equitable credit accrual, and appropriate grade/course placement of ELLs.	Seven: Brief on Jose Luis
4. 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.	Five: Assessment
5. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.	Three: Language Acquisition and Learning
6. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.	Three: Language Acquisition and Learning
7. Demonstrate the ability to communicate with ELLs, their families, & 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.	Five: Assessment

Standard D: The Guidance Counselor shall demonstrate the ability to integrate post-secondary and career development guidance and counseling in the fulfillment of English Language Learners' academic success. Given the counselor's role as the academic advisement leader, the participant will:	
Competency	Competency Demonstration in Module
1. Demonstrate the ability to provide information appropriate to the particular educational transition: from middle school to high school; from high school to postsecondary or career/vocational programs; & assist ELLs in understanding the relationship that their curricular experiences and academic achievement have on their future educational and employment opportunities.	Six: Academic Advisement
2. 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 postsecondary desires.	Six: Academic Advisement
3. 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.	Six: Academic Advisement
4. Demonstrate knowledge & ability to understand and interpret forms and data-driven documents that are a part of the postsecondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance; and other needs assessment documents.	Six: Academic Advisement
5. 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.	Six: Academic Advisement
6. 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.	Six: Academic Advisement
Method of Competency Demonstration For All Standards A-C	80% mastery of objectives as demonstrated by pre/post test or other valid means of measurement

COMPONENT TITLE: ESOL FOR SCHOOL ADMINISTRATORS, K-12

COMPONENT IDENTIFIER NUMBER:

District-Provided: 2-704-400

PAEC-Provided: 2-704-500

Number of Points: 60

General Objective:

The purpose of the ESOL for School 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 Florida's state-adopted educational standards and ESSA requirements; 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 PAEC-offered online course requires participants to develop a portfolio of online responses as a series of course modules are completed through the FloridaLearns Academy's electronic Professional Learning Connections (ePDC) Website. While participating in the online modules, participants may have the opportunity to view embedded video segments pertaining to the content of the module. In addition, participants must complete the reading selections embedded within each module, access online reading assignments, answer specific questions pertaining to each module, and complete individual assignments. Some assignments will require participants to implement strategies learned in the course in their current classrooms and reflect on the implementation process. The course facilitator will interact electronically with the participant, providing timely feedback regarding course responses. Online course activities are aligned to the Section C matrix.

PAEC-provided face-to-face or blended, district-provided and/or district-approved activities may employ a variety of learning delivery methods from those listed below. Activities must require successful demonstration of performance indicators as outlined in Section C matrix.

Evaluation Criteria:

The instructor will award component completion upon successful participant demonstration of one or more of the following: pre and post-tests, completed course assignments, products, demonstration of objectives or competencies, or other method of measurement acceptable to the professional learning facilitator. Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

In all cases participants will:

- Demonstrate all competencies of the component; and
- Satisfactorily complete assigned activities and assignments.

Component Evaluation:

Through the ePDC, the district Professional Development Director will receive notification of course completion. The system requires an online component evaluation to 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.

Learning (Delivery) Methods:

A professional learning activity under this component must align with at least one of the state-identified delivery methods listed below:

- Knowledge Acquisition Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)

- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)
- Job-embedded workshop

Delivery of the PAEC online course includes electronic, interactive delivery, one-on-one instruction by a coach (the course facilitator), and in some cases, independent inquiry.

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive
- Evaluation of practice indicators

Table 8***Matrix Correlating Competency Demonstration to ESOL for Administrators Course Modules***

Standard A: Establish a system that is welcoming and accessible to all English Language Learners and their families, as well as in compliance with federal and state regulations and the Consent Decree.

Competency	Competency Demonstration in Module
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.	Module 1: Demographics and Legal Requirements
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.	Module 4: Culture, Part A Module 8: Culture, Part B
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.	Module 4: Culture, Part A Module 6: Literacy Development Module 8: Culture, Part B
4. Demonstrate knowledge of available, necessary and appropriate instructional materials and resources that will facilitate comprehensible instruction for all ELLs.	Module 2: Academic Competence, Part A Module 3: Language Learning
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.).	Module 1: Demographics and Legal Requirements
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of ELLs.	Module 1: Demographics and Legal Requirements
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.	Module 1: Demographics and Legal Requirements
8. Demonstrate the ability to update staff, students, and parents on pertinent changes in the educational legislation, rules and ELLs and their families.	Module 1: Demographics and Legal Requirements

Standard B: Establish a system in which the school site appropriately identifies the needs of ELLs; ensures their proper placement; and accurately assesses the progress of English language acquisition and academic achievement of every ELL in the school.

Competency	Competency Demonstration in Module
1. Demonstrate knowledge of district's ELL Plan, which indicates the chosen model(s) of delivery of services to ELLs.	Module 1: Demographics and Legal Requirements Module 3: Language Learning
2. Demonstrate knowledge of the legal requirements of a student's ELL plan.	Module 1: Demographics and Legal Requirements
3. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.	Module 6: Literacy Development
4. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.	Module 3: Language Learning
5. 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.	Module 7: Assessing ESOL Students
6. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.	Module 6: Literacy Development Module 7: Assessing ESOL Students
7. Demonstrate knowledge of the indicators for student identification and participation in gifted programs, regardless of English language proficiency and of the program policies that must be in place in order to actively promote and sustain the participation of ELLs in advanced placement courses.	Module 7: Assessing ESOL Students
8. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based ELL committee.	Module 1: Demographics and Legal Requirements
9. 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.	Module 7: Assessing ESOL Students

Standard C: Establish and monitor school site and staff procedures to ensure that LEP students enjoy equal access to available programs and comprehensible instruction.

Competency	Competency Demonstration in Module
1. 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	Module 1: Demographics and Legal Requirements

Speakers of Other Languages program	
2. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from diverse cultural backgrounds and that have significantly varied levels of education in their own languages.	Module 2: Academic Competence, Part A Module 3: Language Learning Module 5: Academic Competence, Part B Module 6: Literacy Development
3. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to ELLs.	Module 3: Language Learning Module 5: Academic Competence, Part B Module 6: Literacy Development
4. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language instructional strategies in the instruction of ELLs.	Module 6: Literacy Development
Standard D: Properly evaluate student progress, and be able to identify and implement system improvements.	
Competency	Competency Demonstration in Module
1. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.	Module 3: Language Learning
2. 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.	Module 1: Demographics and Legal Requirements Module 7: Assessing ESOL Students
3. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to improve student achievement within the ELL population.	Module 2: Academic Competence, Part A Module 5: Academic Competence, Part B
4. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.	Module 2: Academic Competence, Part A Module 5: Academic Competence, Part B
Method of Competency Demonstration For All Standards A-D	80% mastery of objectives as demonstrated by pre/post test or other valid means of measurement

D. Instructors

Instructors selected for program options covered under the PAEC ESOL Add-On Endorsement will be given priority based on the credentials and experience listed below:

1. a master's degree in TESOL, ESOL, applied linguistics, bilingual education or allied language field, and successful experience with English Language Learners in the K-12 school system; knowledge of, and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
2. the five ESOL endorsement courses or ESOL certification and successful experience with ELLs in the K-12 school system; knowledge of and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
3. a master's degree in ESOL or applied linguistics and knowledge of and experience in research-evidenced and content-based ESOL instruction; experience as a trainer/facilitator.
4. a master's degree in an educational field other than language-related and successful experience in language-sensitive content instruction; professional learning aligned with Florida Department of Education ESOL professional learning requirements; experience as a trainer/facilitator.
5. minimum of five years of successful experience with ELLs in the K-12 school system, and knowledge of and experience in research-evidenced and content-based ESOL instruction and/or language-sensitive content instruction; professional learning aligned with Florida Department of Education ESOL professional learning requirements; experience as a trainer/facilitator.

V. COMPLETION REQUIREMENTS

A. Program Completion

Candidates endeavoring to add the ESOL Endorsement to the Florida Educator's Certificate must earn a minimum of three-hundred (300) inservice points by successfully completing the prescribed set of inservice components included in this program or their equivalent and demonstrate the competencies required for the certification endorsement. Competency demonstration of the performance indicators outlined in **Table 6** will be done through a variety of methods that may include successful completion of projects or products, portfolio, electronic portfolio, case study, pre- and post-assessments, or other method of measure acceptable to the course instructor/facilitator.

Satisfactory completion of individual components for add-on purposes may be demonstrated through:

1. Instructor's verification of successful demonstration of all applicable competencies and products within that component of the approved add-on program.
2. Verification of successful demonstration of all applicable competencies within a component of another district's ESOL add-on program shall be conducted by personnel from the district's professional development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or,

3. Successful completion with a grade of “B” or better, of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through a review of the course catalog description and course materials. This review shall be conducted by authorized personnel from the district’s professional development office. PAEC ESOL personnel will also provide technical assistance with interpretation upon request; however, final authority for approval is the district professional development and/or ESOL director.

B. Competency Demonstration

Candidates must satisfy all of the add-on program requirements for the option approved by appropriate district personnel, including demonstration of knowledge in each of the competencies which are required for the endorsement.

Procedures for evaluation of competency attainment within components will vary with the nature of the competency (see **Table 6**). Valid means of measurement shall include, but not be limited to the following:

- Demonstration of the competencies required for the certification coverage/endorsement
- Written test
- Completed projects or products
- Compilation of electronic portfolio
- Portfolio assessment
- Case study
- Other method of measure acceptable to the instructor/facilitator
- Satisfactory completion of individual assignments and activities
- Satisfactory responses to questions posed by the facilitator

C. COMPETENCY VERIFICATION

In rare instances, a district may choose to allow participants to verify competencies in lieu of taking some of the required training. If this occurs, the district must develop a competency verification system that includes the following parts:

- Competencies - general statements of what teachers are expected to be able to do, because of specific training; or prior training, practice, and experience.
- Assessment Criteria - measurable indicators related to identified competencies.
- Appropriate Data Collection Instruments and Procedures - methods for collecting sufficient evidence of the teacher's ability to demonstrate the unique set of competencies and obtain a passing score on appropriate state assessment for coverage add-ons.
- Well-Defined Implementation Policies and Procedures - written documents designed to ensure fair and consistent application of the competency verification system, including specification of who, when, how, and under what conditions the verification is done.

VI. PROGRAM EVALUATION

The process for evaluating the efficacy of the ESOL Add-On Endorsement online courses, as outlined in this document, is described in the subsequent sections.

Effect of In-service Education

Those who complete the ESOL Add-On Endorsement courses are typically classroom teachers who interact regularly with students who are English Language Learners (ELL). The effect of the inservice education and training in the educational setting (Rule 6A-5.071(4) (e) 3, F.A.C. will be determined as described in *Florida's Professional Development System Evaluation Protocol (2010-2014)*. As stated in Standard 1.4.4, the educator will use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, and/or portfolios of student work to assess the impact of professional learning. Additionally, as described in Standard 1.4.5, the educator will use the results of the Independent Professional Development Plan evaluation as part of a continuous improvement process to develop the following year's IPDP, and to revise professional learning goals, as needed, based on student performance results and documented teaching practice.

All of the PAEC online ESOL courses may be considered to be electronic portfolios, through which participants' classroom implementation of appropriate ESOL strategies and techniques, reflections and evaluation of efficacy may be tracked and monitored. Districts, covered by this Add-On Endorsement Plan identify teachers' professional development needs, based on data of the students they teach. Each district's teacher evaluation system is then used to determine whether the teacher achieves the stated professional development goals and the impact of the professional development as based on student performance and documented teaching practice.

Evaluation of Implementation – Competency Acquisition

The effectiveness of the program in its attempt to allow participants to acquire the competencies is determined by feedback from program participants. Completion of the feedback survey, Figure 1, as shown, is required before course credit is awarded.

Figure 1. *Evaluation of Professional Development Activity*

Parnhandle Area Educational Consortium Professional Learning Design Survey

Directions: Please indicate your level of agreement, from 1 (strongly agree) to 5 (strongly disagree) below regarding the professional learning content.

1-Strongly Agree 2-Agree 3-Somewhat Agree 4-Disagree 5-Strongly Disagree

The professional learning content:				
5	4	3	2	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Was research- and/or evidence-based and tied to the research/evidence that is being implemented by the facilitator/presenter.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Was focused primarily on the topic of the course-related content knowledge, content-specific instructional strategies, and/or instructional strategies in one or more of the content areas specified in state standards (1012:QS (b)(3) f.S).
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Was related directly to student achievement needs.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Was sufficient to give me confidence to implement what I learned.

The professional learning strategies:				
5	4	3	2	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Were designed to engage the audience.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Were aligned with the intended goals and objectives I was expected to learn.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Were appropriate for the delivery method.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Provided adequate opportunity for practice, application of skills or learning.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Provided opportunities for the facilitator/presenter to provide feedback regarding performance or skill.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Were the same or very similar to those I am expected to use with my students.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Terminology, appropriate to the content and skill being taught, as used.

The professional learning activity:				
4	3	2		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Was sufficient in time to allow me to feel confident in implementing what I learned.	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Was rigorous enough for me to feel confident in implementing what I learned.	

Professional learning resources:				
5	4	3	2	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Resources provided were sufficient in quantity.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Resources provided were sufficient in quality.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Contact information for presenter/facilitator or another knowledgeable individual in the content area was made available should I have questions.

Program Management, Operation, and Delivery

In order to evaluate the efficiency of the management, operation and delivery of this add-on endorsement, as well as its ability to meet the needs of the district and participants, PAEC will place as a permanent agenda item this discussion for all Professional Development Advisory Council meetings. PAEC is owned by its fourteen-member districts, and one of the consortium's responsibilities is to meet regularly with the curriculum coordinators and professional development directors. PAEC will assume responsibility for recording the minutes of these meetings and retain information related to discussion of the ESOL add-on Endorsement that takes place at each meeting during the period that this endorsement is in effect.

Review of Programmatic Data

Data from the evaluation instrument shown in Figure 1, as well as information about the number of teachers completing and currently enrolled in the program will be provided upon request.

ESOL-related items to be discussed by the Professional Development Advisory Council include:

How is the current add-on endorsement meeting the needs of your district?

How is the current add-on endorsement meeting the needs of your teachers and students?

While the evaluation instrument shown in Figure 1 provides some data regarding the carry-over effects of inservice education and training into the educational setting, (Rule 6A-5.071(7), F.A.C.), administrators at each school/district will also make determinations of the effectiveness of the PAEC ESOL Add-On Endorsement professional learning offerings based on the district's teacher evaluation system. Information regarding specific programmatic needs, if indicated, will be reported to the district's representative on the PAEC Professional Development Advisory Council. Curriculum coordinators and professional development directors will assume responsibility for determining the ESOL-related professional learning needs of educators in their respective district and make recommendations to PAEC, regarding programmatic adjustments, as specific needs are identified.

NOTE: A summary report of actual numbers regarding course participation and completion, as well as course evaluations will be made available upon request.

VII. MANAGEMENT

Overall management of this add-on program is the responsibility of each district's assigned staff development/add-on program coordinator or designee. This individual will be responsible for ensuring professional learning opportunities, related to ESOL, are included in the District's Professional Learning System and for program oversight to ensure compliance with State Standards for operation of add-on certification programs. This responsibility will be carried out in coordination with appropriate district certification personnel, ESOL administrative and supervisory personnel, and program instructors.

The Panhandle Area Education Consortium will be responsible for:

- Notifying districts when an applicant has successfully completed a component of the add-on program
- Updating and reviewing course content (face-to-face, blended, and workshop)
- Advertising the availability of the courses to the individual districts
- Providing qualified instructors/facilitators (see part IV, Instructors)

A. CANDIDATE APPLICATION AND ADMISSION

Candidates are expected to receive approval prior to pursuing the Add-On-Program through the office of their district professional development director. It is the responsibility of the professional development office to review the participant's information to ensure the applicant currently holds a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher in any ESOL Category I area as identified by FDOE. Any district educator is eligible and encouraged to enroll in the program.

The district professional development director or designee will advise the candidate and may use the PAEC-provided forms named below as a means of providing programmatic guidance and tracking educator participation.

PAEC-Provided Forms:

- A. Panhandle Area Educational Consortium ESOL Individual Plan of Study
- B. Panhandle Area Educational Consortium Online Application Form (if PAEC-provided online courses are used)

Participation in professional learning for earning an add-on endorsement is limited to individuals who hold a valid Florida Temporary or Professional Educator's Certificate, issued on the basis of a bachelor's degree or higher degree in an academic area.

Any applicant who begins the program based on a temporary certificate must complete the requirements for a professional certificate prior to the district's verification of program completion.

Admission to the program will be given to individuals currently teaching who meet one or more of the criteria listed below:

- currently assigned out-of-field in ESOL, assigned to teach English/language arts or intensive reading in a school where ESOL students are currently enrolled and are likely to be assigned as their English/language arts or intensive reading instructor in the future;
- assigned to teach English/language arts or intensive reading in a school where ESOL students could be in attendance and could be assigned as their English/language arts instructor in the future;
- seeking renewal of certification; or,
- seeking further professional learning opportunities to better meet the needs of students who are English Language Learners and students in general.

Individuals participating in this program will have access to their professional learning transcript through the ePDC which is used to track educator's professional learning and serves as official documentation of successful course completion. This transcript is also accessible to appropriate consortium personnel and the district Professional development directors of PAEC member districts.

B. ADVISEMENT

As part of the application process, applicants may be advised of the following:

- Requirements for continued employment in an out-of-field status;
- Requirements for adding the ESOL endorsement to the existing certificate (appropriate area of certification, specific courses and timelines required for completion of the add-on program, etc.);
- Availability of university or college courses to meet the requirements of the add-on program;
- The requirement that, for individuals holding a temporary certificate, valid Florida Professional Educator's Certificate must be obtained prior to completion of this program; and/or,
- Continuing advisement will be provided by the appropriate district office and PAEC ESOL contacts on matters related to certification, add-on offerings, and progress toward completion of program requirements.

C. ATTENDANCE

PAEC-provided online ESOL courses are self-paced and completion is not based on attendance. Instead, participants interact with course content and compile an electronic portfolio of responses to assignments, products, and reflections based on classroom implementation. All contents of the electronic portfolio are reviewed and must meet approval of the course facilitator before course credit is granted. For face-to-face workshops, attendance is mandatory unless the absence is excused by the instructor for serious or extreme emergencies. Excused absences and missed assignments must be satisfied through a "make-up" schedule approved by the instructor(s).

For PAEC-provided ESOL courses (online, face-to-face, blended), completion of individual components of the add-on program will be reported to the district professional development office and to the participant through the electronic Professional Learning Connections. It is the participant's responsibility to complete each component within the timelines established by the Florida Consent Decree and School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel.

D. TRANSFER AND UTILIZATION OF CREDIT

Professional development records for each participant are maintained in the form of an electronic transcript in the ePDC of the Panhandle Area Educational Consortium. Each district's Professional Development Director has access to the electronic transcripts of teachers in his/her district and

verification for certification endorsement or for conversion from college credit will be issued from that office, in consultation with the district Certification Office.

Credit earned in college courses (see Options B and C) from an accredited institution of higher education may be considered for transfer of credit to this add-on endorsement program. College courses are converted to in-service points with each semester credit hour equivalent to 20 in-service points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer.

In-service credit earned for ESOL courses while employed in another district or prior to the district's adoption of this add-on program may be applied to the add-on program, provided the component is of equivalent or higher content rigor. Participants must request an official In-service Transfer Record from the previous employer. The Professional Development Director of the district, in which the participant is employed, will determine the appropriateness of completed components and will transfer applicable credit.

E. CERTIFICATION OF COMPLETION

For those utilizing Option A, when the student transcript in the electronic Professional Learning Connections indicates successful completion of all add-on endorsement requirements, the district staff development office will prepare the District Verification Form for Completion of an Approved Add-On Program (CT-115) and submit it to the Florida Department of Education.

For those utilizing Option B, upon completion of all program requirement each participant must submit the following to the district professional development office:

- A completed Request for Verification of Completion form
- The approved and completed Individual Plan of Study form

Upon completion of all program requirements, each participant must submit the following to the district professional development office if Option B or C is utilized:

- A completed Request for Verification of Completion form
- The approved and completed Individual Plan of Study form
- Official university transcript for all completed university courses as specified in Options B and C, if applicable

VIII. SCHOOL BOARD APPROVAL

In order for the ESOL Add-On Endorsement Program to receive state approval, it must include a statement signed by the district superintendent or his/her designee from each participating member

district stating that it has been approved locally and requesting the continued approval of the ESOL Add-On Endorsement Program

Panhandle Area Educational Consortium Online Course Participation Form ESOL Courses

Name of Online Student: _____

District: _____ **School:** _____

Please check a course from the following list:

- ☐ ESOL: Methods of Teaching ESOL – Course One (60 hours)
- ☐ ESOL: Applied Linguistics – Course Two (60 hours)
- ☐ ESOL: Testing and Evaluation of ESOL – Course Three (60 hours)
- ☐ ESOL: Curriculum and Materials Development – Course Four (60 hours)
- ☐ ESOL: Cross Cultural Communication and Understanding – Course Five (60 hours)
- ☐ ESOL: ESOL for School Administrators (60 hours)
- ☐ ESOL: ESOL for Guidance Counselors (60 hours)
- ☐ ESOL: ESOL for Category III Teachers (18 hours)

I understand I have one year from the registration date to complete the ESOL course.

If I do not complete the assignments within the one-year timeframe, I forfeit the course fee and the coursework.

Student Signature

Date

The student named above is registering for the identified ESOL course with my full knowledge.

District ESOL Coordinator/Professional Development Director

Date

<p>If paying by check or cash, please send this completed form, along with payment to: Attention: Accounts Payable - PDC Panhandle Area Educational Consortium 753 West Blvd., Chipley, FL 32428</p>	<p>If paying by credit card, please fax a copy of this form to: Attention: PDC 850-68-6109</p>
--	--



*Advancing Schools and Communities for Student Success
Every Student, Every Day!*

Panhandle Area Educational Consortium ESOL Individual Plan of Study

Participant Name: _____

District: _____ School: _____

Home/Mailing Address: _____

City: _____ State: _____ Zip: _____

Work telephone: _____ Home telephone: _____

Have you been assigned to teach English/Language Arts to an ESOL student? Yes ____ No ____
If yes, in what school year were you first given this assignment? _____

Current Teaching Assignment: _____

Currently assigned Out-of-Field? Yes ____ No ____

Certification Area(s): _____

Florida Professional Educator's Certification Number: _____

Part A: Check Appropriate Box:

____ Category I	____ Category II	____ Category III
Primary Language Arts/ English, Developmental Language Arts, Intensive Reading, Reading	Social Studies, Mathematics, Science, Computer Literacy PAEC Recommended Course: <i>ESOL: Methods of Teaching ESOL</i>	All other subjects not included in Categories I or II PAEC Recommended Course: <i>ESOL for Category III Teachers Online Course, K-12</i>
Proceed to Parts B and C	Proceed to Part C	Proceed to Part C

Part B: ESOL Add-On Endorsement Plan for Category I Teachers

Maintain a copy of this the district Professional Development Office.

Required Components	PAEC Online Courses	Completion Date	In-Service Points	Courses (other than PAEC online courses)	Completion Date	In-Service Points
Methods of Teaching ESOL	<i>ESOL: Methods of Teaching ESOL</i>					
Applied Linguistics	<i>ESOL: Applied Linguistics</i>					
Cross Cultural Communication and Understanding	<i>ESOL: Cross Cultural Communication and Understanding</i>					
Curriculum Materials and Development	<i>ESOL: Curriculum Materials and Development</i>					
Testing and Evaluation	<i>ESOL: Testing and Evaluation</i>					
TOTAL In-service Points Completed						

Required Total Components: 5

Required Total In-service Points: 300

NOTE: Indicate acceptable transfer credit from institution of higher education and inservice participation by placing course/component name and number, inservice points, and completion date in the appropriate blanks. Attach copies of documentation, e.g., official transcript or In-service Transfer Record.

Part C: Signatures

I **understand** that, to obtain an add-on endorsement in ESOL I must:

- Hold a valid Florida Professional Educator's Certificate, issued on the basis of a bachelor's degree or higher and
- Successfully complete the approved add-on program outlined in the Individual Plan of Study.

I **have been counseled** and understand the following:

- Requirements for ESOL Professional Learning based on current teaching assignment.
- Requirements for adding an endorsement to an existing certificate.
- Availability of university or college courses that meet certification requirements.

I understand that the district will maintain documentation of my performance and completion. The district will provide, upon request, continuing advisement on matters related to this program

Applicant Signature	Date
Principal	Date
Professional Development Director	Date

Verification of Completion of ESOL Endorsement Program

Participant Name: _____

Date of admission to ESOL Endorsement Program: _____

REQUEST FOR VERIFICATION OF COMPLETION

I request that the district verify my completion of the program for Add-On Endorsement in ESOL.

Attached are: (Place a check by each item attached. Write N/A by items not applicable)

_____ Completed Individual Plan of Study

_____ In-service Transfer Record for components completed as part of an Approved Add-on Program (This refers to any relevant components approved and completed prior to employment in current district.)

_____ Official university transcripts for all completed college/university courses relevant to this program

Signature of Candidate

Date

DISTRICT VERIFICATION OF COMPLETION

This candidate has successfully completed the Plan of Study outlined on the attached Individual Plan of Study form for the ESOL Add-On Endorsement.

Signature of Professional Development Director

Date

Notes/Comments (optional)

Copy: participant, principal, staff development office
CT-115

INSERVICE PROGRAM
FOR ADDING AN ENDORSEMENT IN
Florida Gifted
TO A FLORIDA EDUCATOR'S CERTIFICATE
Prepared by the
Panhandle Area Educational Consortium
2021-2026



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Gifted Add-On Endorsement

I. Title

In-service Program for Adding an Endorsement in Florida Gifted

II. Program and Rationale and Purpose

The Gifted Endorsement is designed to increase the level of knowledge, expertise, and understanding of educators working with students who are gifted. The endorsement is intended to raise awareness of the unique characteristics, emotional/social needs, and other challenges and issues associated with students who are gifted. It is designed to foster an understanding of historical state and national trends, policies, and guidelines in order to ensure implementation of appropriate academic curriculum, differentiation strategies, educational intervention, and support for this diverse population.

III. Curriculum

Competencies

The specialization competencies for the District Alternative Program for Add-On Certification: Gifted Endorsement were developed by a Florida Department of Education sponsored certification task force, representing statewide stakeholders and constituent groups. The competencies are grouped to correlate with the major components of Rule 6A-4.01791, F.A.C.; Specialization Requirements for the Gifted Endorsement-Academic Class. In addition, the Council for Exceptional Children (CEC) and the National Association for Gifted Children (NAGC), two national organizations committed to promoting quality training programs, were used as resources in the final development of the competencies.

Competency 1.0: Participants will demonstrate an awareness of the following:

- The historical foundation of gifted education
- The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents
- The process of screening and identifying students who are gifted
- The knowledge of issues involved with planning, developing, and implementing services for students who are gifted
- The essential role of collaboration to support students who are gifted and teachers

Competency 2.0: Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues.
- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation.
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.

- Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted.
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Competency 3.0: Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following:

- Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1)
- Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5)
- Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5)
- Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3)
- Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1, 2.4, 4.3, 4.4)
- Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3)
- Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5)
- Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability. (2.2, 7.3)
- Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3, 7.1-7.3)
- Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3)
- Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3)
- Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3)
- Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5)

Competency 4.0: Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness,

understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3)
- The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5)
- The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5)
- Skills to assist in the screening and identification process (4.1 -4.5)
- The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5)
- The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 -7.3)
- Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)

Competency 5.0: Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, assessing creativity, and cultural conceptions of creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Knowledge of the nature and definition of creativity
- Self-reflection and strategies to enhance personal creativity
- Ideas and strategies for teaching students to develop and use their creativity

Specialization

6A-4.01791 Specialization Requirements for the Gifted Endorsement--Academic Class Beginning July 1, 1992. (Florida Statute):

(1) A bachelor's or higher degree with certification in an academic class coverage, and

(2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:

- (a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
- (b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
- (c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;
- (d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and

(e) Theory and development of creativity include elements of creativity such as fluency, flexibility, originality, and elaboration.

(3) This rule shall take effect July 1, 1992.

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

Nationally Recognized Guidelines

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

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

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

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

IV. Instructional Design and Delivery

Instructional Strands

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

The five instructional strands and major topics are the following:

Instructional Strands	Topics
1. Nature and Needs of Students Who Are Gifted	Defining Giftedness & Exploring Foundations Understanding Giftedness Identifying the Gifted Educating the Gifted Managing Gifted Services
2. Curriculum and Instructional Strategies for Teaching Gifted Students	Key Terms and Concepts Programs and State Standards Principles of Differentiated Instruction and Universal Design for Learning Curriculum Models Curriculum and Instructional Strategies Selecting Resources, Materials, and Technology Instructional Needs and Strategies Designing Units of Instruction Providing a Continuum of Services Student Outcomes and Educational Plan Communicating and Advocating Effectively Program Evaluation

3. Guidance and Counseling for the Gifted	<p>Understanding the Gifted</p> <p>Developmental Characteristics of Gifted Children</p> <p>Phenomenological Experience of Being Gifted</p> <p>Strengths and Vulnerabilities</p> <p>Personality Variance of the Gifted and Highly Gifted</p> <p>Special Populations</p> <p>From Risk to Resiliency</p> <p>Opportunities in Education Placement</p> <p>Counseling, Guidance, and Career Placement</p> <p>Supporting Social Skills and Leadership</p> <p>Advocates for the Gifted</p> <p>Parenting of the Gifted Child and Family Dynamics</p>
4. Education of Special Populations of Gifted	<p>Identification of Special Populations of Gifted Students</p> <p>Types of Gifted Students</p> <p>Multicultural Gifted Education: Incidence of Special Populations of Gifted</p> <p>Global Perspectives</p> <p>Linguistics</p> <p>Underachievement</p> <p>Socio-economic and Educational Disadvantage</p> <p>Twice-Exceptional Students</p> <p>Family Structures and Pressures</p> <p>Age: Young and Highly Gifted</p> <p>Evaluation of Effective Programs for Special Populations of Gifted Students</p>
5. Theory and Development of Creativity	<p>Valuing Creativity</p> <p>Defining Creativity</p> <p>Developing and Nurturing Creativity</p> <p>Measuring Creativity and Assessing Creative Outcomes</p> <p>Personalization and Commitment to Creativity</p>

V. Inservice Codes

Primary Purpose	Implementation Methods
<ul style="list-style-type: none"> A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building - Non-instructional F. W. Cecil Golden Professional Development Program for School Leaders G. Approved District Leadership Development Program H. No Certification, Job Acquisition, or Retention Purposes 	<ul style="list-style-type: none"> M. Structured Coaching/ Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-interactive T. Evaluation of Practice
Learning (Delivery) Methods	Evaluation (Staff/Participant)
<ul style="list-style-type: none"> A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-interactive D. Learning Community/ Lesson Study Group E. Independent Inquiry F. Structured Coaching/ Mentoring G. Implementation of "High Effect" Practice(s) H. Job-Embedded I. Deliberate Practice J. Problem Solving Process 	<ul style="list-style-type: none"> A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Development Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present
Florida Educator Accomplished Practices (FEAP)	Evaluation (Students)
<p>Quality of Instruction</p> <ul style="list-style-type: none"> A.1 Instructional Design and Lesson Planning A.2 The Learning Environment A.3 Instructional Delivery and Facilitation A.4 Assessment <p>Continuous Improvement, Responsibility, and Ethics</p> <ul style="list-style-type: none"> B.1: Continuous Professional Improvement B.2 Professional Responsibility and Ethical Conduct 	<ul style="list-style-type: none"> A. Results of State or District-Developed/ Standardized 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 E. Other Performance Assessment(s) F. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) Z. Did Not Evaluate Student Outcomes

VI. Program Content/Curriculum

Title: Nature and Needs of Students Who Are Gifted

Component Number 2-106-511

Number of Inservice Points: 60

Course Description: *Nature and Needs of Students Who Are Gifted* is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. *Nature and Needs of Students Who Are Gifted* provides an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted.

There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants.

Competency 1.0

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The historical foundation of gifted education (6.2)
- The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents (1.1, 1.2)
- The process of screening and identifying students who are gifted (4.3)
- The knowledge of issues involved with planning, developing, and implementing services for students who are gifted (4.4, 4.5)
- The essential role of collaboration to support students who are gifted and teachers (7.1, 7.2, 7.3)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

The content has been organized around five topics:

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

- Within these five topics are 20 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Specific Objectives:

Topic 1: Defining Giftedness and Exploring Foundations

- Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research.
- Demonstrate an understanding of major historical and contemporary trends that influence gifted education.
- Demonstrate knowledge of the historical, national, and state definitions of giftedness.
- Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida.

Topic 2: Understanding Giftedness

- Identify cognitive and affective characteristics of learners who are gifted.
- Identify the needs and challenges associated with common gifted characteristics.
- Compare and contrast the cognitive, experiential, and economic factors in supporting or inhibiting the development of giftedness.
- Understand the role of societal, experiential, and economic factors in supporting or inhibiting the development of giftedness.

Topic 3: Identifying the Gifted

- Identify issues related to the identification of students who may be gifted.
- Examine district screening practices and identification procedures.
- Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted.

Topic 4: Educating the Gifted

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

Topic 5: Managing Gifted Services

- Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including the relationship between exceptional student education and gifted programs.

- Identify and interpret implications of current research that impacts gifted education.
- Demonstrate an understanding of the teacher's responsibility for record keeping, including developing a suitable educational plan (EP) for an individual learner who is gifted.
- Examine the importance and role of the parent, teacher, and student in advocating for the gifted.

Professional Learning Delivery, Implementation, and Evaluation:

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

Professional Development Activity Descriptions:

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Learning (Delivery) Methods: A, B, E, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: A, D, F, Z

FEAP: A.2, A.3, A.4, B.1

Title: Curriculum and Instructional Strategies for Teaching Gifted Students

Component Number 2-106-540

Number of Inservice Points: 60

Course Description: *Curriculum and Instructional Strategies for Teaching Gifted Students* provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. Participants will be able to demonstrate adaptations in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners.

Competency 2.0

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. (1.1, 1.2, 3.2, 3.4)
- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. (3.1, 3.4, 5.1)
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. (5.1-5.5, 6.2, 6.3)
- Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted. (3.1-3.4, 5.1-5.5)
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. (2.4, 5.4, 7.3)
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (2.4, 4.1-4.5)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

The content has been organized around 12 topics:

- Key Terms & Concepts
- Program & State Standards
- Principles of DI & UDL
- Curriculum Models
- Curriculum & Instructional Strategies
- Selecting Resources, Materials, & Technology

- Instructional Needs & Strategies
- Designing Units of Instruction
- Providing a Continuum of Services
- Student Outcomes & the Educational Plan
- Communicating & Advocating Effectively
- Program Evaluation

Within these 12 topics are 21 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Specific Objectives:

Topic 1: Key Terms & Concepts

- Justify the need to differentiate or adapt instruction to respond to the needs of the gifted learner.
- Demonstrate understanding of the terminology used in the development of curriculum for the gifted.

Topic 2: Program & State Standards

- Demonstrate knowledge of the role of the current state and national standards of the general education curriculum and implications for the education of gifted students.

Topic 3: Principles of DI & UDL

- Demonstrate knowledge of the principles of differentiation and Universal Design for Learning (UDL).

Topic 4: Curriculum Models

- Demonstrate the ability to evaluate models for teaching gifted curriculum.

Topic 5: Curriculum & Instructional Strategies

- Develop an understanding of the issue of excellence as it relates to gifted.
- Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementing these strategies.
- Demonstrate the ability to select gifted curriculum and appropriate instructional strategies.
- Appreciate the role of assessment as an instructional strategy.

Topic 6: Selecting Resources, Materials, & Technology

- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.

Topic 7: Instructional Needs & Strategies

- Demonstrate the ability to match instructional strategies to individual needs of learners.
- Identify the impact of Response to Intervention (RtI) as it pertains to students who are gifted.

Topic 8: Designing Units of Instruction

- Demonstrate the ability to develop a unit of instruction aligning curricular components to Florida State Standards, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments to meet the cognitive and affective needs of gifted learners.

Topic 9: Providing a Continuum of Services

- Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students.

Topic 10: Student Outcomes & the Educational Plan

- Demonstrate the ability to identify various types of assessments and assessment strategies used before, during, and after instruction that provide evidence of student growth and understanding.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Topic 11: Communicating & Advocating Effectively

- Demonstrate the ability to effectively communicate and work in partnerships with students, families, and school personnel in the interest of students who are gifted.

Topic 12: Program Evaluation

- Establish criteria to evaluate the effectiveness of the gifted programs at local, district, and state levels based on research-based, valid approaches.
- Identify areas in which to assess gifted programs based on the parameters defining gifted services as set by state and national standards, laws, rules, and policies.
- Identify areas in which to assess gifted programs based on the unique needs of students who are gifted.
- Identify effects of the environment as well as family and key stakeholders in gifted programming.

Professional Learning Delivery, Implementation, and Evaluation:

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

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A

Learning (Delivery) Methods: A, B, E, H, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: C, E

FEAP: A.1, A.2, A.3, A.4, B.1

Title: Guidance and Counseling for Gifted Students

Component Number: 2-106-542

Number of Inservice Points: 60

Course Description: *Guidance and Counseling for the Gifted* is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. This course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

Competency 3.0

Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

The content has been organized around twelve topics:

- Understanding the Gifted
- Developmental Characteristics of Gifted Children
- Phenomenological Experience of Being Gifted
- Strengths and Vulnerabilities
- Personality Variance of the Gifted and Highly Gifted
- Special Populations
- From Risk to Resiliency
- Opportunities in Educational Placement
- Counseling, Guidance, and Career Placement
- Supporting Social Skills and Leadership
- Advocates for the Gifted
- Parenting the Gifted Child and Family Dynamics

Within these 12 topics are 45 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following:

- Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1)
- Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5)
- Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5)
- Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3)
- Describe thoroughly risk factors and resiliency related to students who are gifted. (2.1, 2.4, 4.3, 4.4)
- Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3)
- Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5)
- Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability. (2.2, 7.3)
- Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3, 7.1-7.3)
- Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3)
- Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3)
- Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3)
- Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5)

Specific Objectives:

Topic 1: Understanding the Gifted

- Identify common attitudes, biases, and preconceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
- Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them.
- Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home and in society at large.

Topic 2: Developmental Characteristics

- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, and spiritual/moral).
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life.

Topic 3: Phenomenological Experience

- Understand the inner experience of gifted children.
- Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted.
- Become cognizant of personality variables that affect the well-being of gifted children.
- Understand the distinguishing characteristics of spiritual giftedness.

Topic 4: Strengths and Vulnerabilities

- Understand strengths and vulnerabilities of a gifted individual that originate from within the self.
- Understand vulnerabilities that are due to another's reaction to giftedness.
- Understand the vulnerabilities that are due to a specific circumstance.

Topic 5: Personality Variance

- Realize that some researchers further categorize gifted people by IQ scores, into highly and profoundly gifted categories.
- Understand that a person who has an I.Q. that is two or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
- Recognize that a person with an I.Q. two or more standard deviations above the norm is different.
- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.

Topic 6: Special Populations

- Describe the different needs of gifted students from special populations, including socioeconomic status, twice exceptional, and underachieving students.
- Realize the need for additional or different assessment tools to identify special population students.
- Learn how to recognize, understand, and support gifted children with multiple differences.

Topic 7: From Risk to Resiliency

- Identify risk factors and resiliency as related to gifted students.
- Enumerate what you can do as a teacher to help students at risk.
- List symptoms in children and adults of addiction and physical or sexual abuse.

Topic 8: Opportunities in Educational Placement

- Read Templeton National Report on Acceleration- A nation deceived: How schools hold back America's brightest students. Vol. 1 and 2. (2004) and A Nation Empowered. Vol. 1 and 2 (2015) Colangelo, N., Assouline, S., & Gross, M.
- Understand two categories of acceleration - grade based and subject based - and list 18 acceleration options that respond to gifted students' academic and behavioral needs.

- Compare and contrast Florida's Acceleration Statute [1002.3105 f.s.](#) with your district's schools' policies and activities for acceleration.
- Recognize home-schooling as a positive option for some gifted students and families.
- Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns.

Topic 9: Counseling, Guidance, and Career Placement

- Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
- Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnose common characteristics of gifted individuals as pathology.
- Realize counseling provides empathy and partnership in times of need.
- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
- Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.

Topic 10: Supporting Social Skills and Leadership Development

- Learn how to help students develop social skills and inspire leadership.
- Support gifted children's experience of global interconnectedness and personal responsibility to take action.
- Realize that a primary need in life is to belong.
- Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind.
- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.

Topic 11: Advocates for the Gifted

- Acquire and refine the knowledge and skills needed to advocate for gifted learners.
- Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
- Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
- Support the necessity of self-advocacy by gifted students.

Topic 12: Parenting and Family Dynamics

- Understand that gifted children naturally have unique needs that parents are challenged to address daily.
- Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children.
- Realize that parents of gifted children may experience isolation from other parents due to other's lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
- Understand the significance of the quote from Mr. Rogers: "The best parents can do for children is to listen to them."

Topics developed in Guidance and Counseling for the Gifted address various objectives that attempt to answer 12 broad questions:

- What does it mean to be gifted?

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

Delivery Methods

Both facilitator and participants may use a variety of formats to augment this course. Some suggestions follow:

- Multiple presentation formats i.e.: Google Slides, Prezi, PowerPoint, Keynote
- Formative Assessment tools such i.e.: Google forms, Quizlet, Kahoot, Socrative
- Other formats appropriate for this course

Professional Learning Delivery, Implementation, and Evaluation:

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

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A

Learning (Delivery) Methods: A, B, E, H, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: A, D, F, Z

FEAP: A.2, A.3, A.4, B.1

Title: Education of Special Populations of Gifted Students

Component Number: 2-106-512

Number of Inservice Points: 60

Course Description: *Education of Special Populations of Gifted Students* course provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students, and concludes with a view of how to evaluate effective practices and exemplary programs for special populations of gifted students.

Competency 4.0

Participants will receive an overview of the challenges and issues that face populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3)
- The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5)
- The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5)
- Skills to assist in the screening and identification process (4.1 -4.5)
- The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5)
- The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 -7.3)
- Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5)

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

Within these 12 topics are 21 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council*

for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).

The course begins with a review of central concepts of giftedness in relation to diversity and current practices in identification, and then it is structured into three perspectives:

- Socio-cultural issues that examine global and geographical differences; ethnicity, religion, and linguistic diversity
- Personal issues that examine underachievement, physical disabilities, behavioral and emotional disorders, and learning disabilities
- Community issues that examine economic and educational disadvantaged; diverse family structures and pressures; the young gifted, highly gifted, and precocious; and gender differences

Topics developed in Education of Special Populations of Gifted Students address various objectives that attempt to answer four broad questions:

- Who are they?
- How do you find and identify them?
- Why do diverse gifted students need different programs and curricular options?
- How can you judge the effectiveness of the programs for diverse students?

The content has been organized around 12 topics:

- Identification of Special Populations
- Types of Gifted Students
- Multicultural Gifted Education: Incidence of Special Populations of Gifted
- Global Perspectives
- Linguistics
- Underachievement
- Socio-Economics
- Twice-Exceptional Students
- Family Structures & Pressures
- Young & Highly Gifted
- Evaluation of Effective Programs for Special Populations

Within these 12 topics are 57 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013).*

Specific Objectives:

Topic 1: Identification of Special Populations

- Demonstrate knowledge of Plan B (Florida Statutes and State Board of Education Rules, 6A. -6.03019 Special Instructional Programs for Students Who are Gifted) and 6A. -6. 03313 (Procedural Safeguards for Exceptional Students Who are Gifted).
- Demonstrate Knowledge of alternative assessments and non-traditional screening, and evaluation appropriate for use with students from special populations.
- Match appropriate screening and identification procedures with the needs of special populations.

Topic 2: Types of Gifted Students

- Within the broad spectrum of giftedness in the general population, identify subgroups and underserved populations.
- Understand the learning needs and challenges of gifted students.
- Identify the unique needs of gifted girls, rural, those with disabilities, underachieving, highly gifted, young gifted students, and disadvantaged gifted students.
- Examine the challenges of finding gifted students from underserved populations.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.

Topic 3: Multicultural Gifted Education: Incidence of Special Populations of Gifted

- Examine the nature of giftedness in relation to multicultural principles and underserved populations.
- Acquire knowledge of national standards in gifted education.
- Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
- Examine personal competencies. Topic

4: Global Perspectives

- Understand the impact of global issues in education of gifted students from global perspectives.
- Identify the characteristics of specific groups of gifted students.
- Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific groups.

Topic 5: Linguistics

- Understand the characteristics and needs of linguistically challenged gifted students.
- Appreciate and incorporate the linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
- Examine policies and procedures for working with gifted LEP (Limited English Proficient) or EL (English Learners) students.
- Examine ways to identify high potential linguistically challenged students.
- Identify strategies to effectively work with linguistically challenged students.
- Identify strategies to effectively work with linguistically challenged gifted students and those who are classified as LEP or EL students.

Topic 6: Underachievement

- Examine the impact of ethical and educational norms and expectations on underachievement in gifted students.

- Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student.
- Explore ways to identify gifted students from special populations who are unsuccessful in school.
- Examine the characteristics and needs of these students.
- Identify strategies to assist these students.

Topic 7: Socio-Economics

- Identify and describe low socio-economic status populations.
- Examine the nature of giftedness as masked by socio-economics.
- Identify inhibiting socio-economic factors.
- Identify key research on identification of disadvantaged gifted students from underserved populations.
- Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students.
- Examine methods and strategies that challenge the unique needs of gifted children.
- Research promising programs and services for gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community.

Topic 8: Twice-Exceptional Students

- Clarify and define diverse types of gifted twice-exceptional students.
- Demonstrate knowledge, characteristics, and needs of students who are both gifted and have a disability, including physical impairments, sensory impairments, emotional and behavioral disabilities, and learning disabilities.
- Identify the reasons that gifted students with disabilities are underrepresented in gifted programs.
- Discuss strategies and programming needs for gifted students who are twice exceptional.

Topic 9: Family Structures & Pressures

- Identify the unique characteristics and needs of gifted students and their families.
- Identify strategies for stimulating personal growth of gifted students.
- Identify community support systems for diverse families of gifted students.

Topic 10: Young & Highly Gifted

- Examine concepts of age-appropriate development in relation to concepts of giftedness.
- Understand the needs and characteristics of very young gifted students.
- Examine ways to identify very young gifted students in early childhood education and support their educational and personal needs.
- Understand the needs and characteristics of highly gifted students.
- Identify problems, challenges and present options for developing skills in highly gifted students.
- Examine exemplary practices and programs for meeting the needs of the highly gifted student.

Topic 11: Evaluation of Effective Programs for Special Populations

- Identify and describe criteria of effective programs.
- Examine theories of giftedness in relation to goals for gifted programs.

- Identify instructional methods that accommodate the needs of special populations.
- Identify key research on programs for special populations.
- Communicate and consult with school personnel to evaluate the effectiveness of programs in local schools/districts.

Professional Learning Delivery, Implementation, and Evaluation:

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

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A

Learning (Delivery) Methods: A, B, E, H, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: B

FEAP: A.1, A.2, A.3, A.4, B.1, B.2

Title: Gifted: Theory and Development of Creativity

Component Number: 2-106-543

Number of Inservice Points: 60

Course Description: *Theory and Development of Creativity* is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants. Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Competency 5.0

Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, assessing creativity, and cultural conceptions of creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Knowledge of the nature and definition of creativity (1.2, 3.2, 5.1).
- Self-reflection and strategies to enhance personal creativity (1.1, 3.2, 5.5, 6.4).
- Ideas and strategies for teaching students to develop and use their creativity (5.1, 5.2, 5.3, 5.4, 5.5).

This course infuses the 2013 Teacher Preparation Standards in Gifted and Talented Education in its objectives, as presented by the National Association for Gifted and Talented Children and the Council for Exceptional Children (*NAGC-CEC*).

The content has been organized around 5 topics:

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

Within these 5 topics are 19 objectives to be demonstrated by those who successfully complete the course. Objectives reference the *National Association of the Gifted and Talented and Council for Exceptional Children (NAGC-CEC) Teacher Knowledge & Skill Standards for Gifted and Talented Education (2013)*.

Specific Objectives:

Topic 1: Valuing Creativity

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

Topic 2: Defining Creativity

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

Topic 3: Developing and Nurturing Creativity

- Identify specific personal, developmental, socio-cultural, and educational experiences that facilitate and those that inhibit the development of creativity and its expression.
- Recognize ways to establish a classroom environment that fosters the development and expression of creativity.
- Plan appropriate teaching strategies and groupings that support the development and expression of creative abilities.
- Investigate tools and programs (e.g. Odyssey of the Mind, Future Problem Solving, Invent America) for generating ideas, focusing thought, and fostering creativity.
- Develop instructional plans to integrate creativity within and across the content areas on process and product.

Topic 4: Measuring Creativity and Assessing Creative Outcomes

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

Topic 5: Personalization and Commitment to Creativity

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

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation method 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 one or more of the evaluation methods following implementation of professional development strategies.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Lecture/discussion, professional reading, classroom observation, research paper, case study, lesson plan development/implementation, data collection/analysis, assessment design/delivery/analysis, and/or other activities approved by the instructor.

Primary Purpose: A

Learning (Delivery) Methods: A, B, E, H, I, J

Implementation Methods: P, R, T

Evaluation Methods:

Staff: A, F, G

Student: Z

FEAP: A.1 A.2, A.3, A.4, B.1

Gifted Endorsement Matrix

Competency	Specific NAGC Standards	Method of Competency Demonstration
<p>1.0: Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> • The historical foundation of gifted education • The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents • The process of screening and identifying students who are gifted • The knowledge of issues involved with planning, developing, and implementing services for students who are gifted • The essential role of collaboration to support students who are gifted and teachers 	1.1, 1.2, 4.3, 4.4, 4.5, 6.2, 7.1, 7.2, 7.3	Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study
<p>2.0: Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging.</p> <p>Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> • Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. • Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. 	1.1, 1.2, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 7.3	Discussions, Student Observations, Student Assessments, Presentations, Projects, Case study, Lesson plan, Unit of Study

<ul style="list-style-type: none"> • Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted. • Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. • Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP). (2.4, 4.1-4.5). 		
<p>3.0: Participants will receive an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom.</p> <p>Upon completion of this course, beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> • Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view. (1.1, 3.1, 5.1) • Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers. (1.2, 2.2, 5.5) • Describe personality variances of individuals who are gifted and profoundly gifted. (1.1, 1.2, 2.2, 5.5) • Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status. (1.1, 3.3, 3.4, 4.1, 7.3) • Describe thoroughly risk factors and resiliencyrelated to students who are gifted. (2.1,2.4, 4.3, 4.4) • Identify numerous educational opportunities available for students who are gifted and discuss the strengths and limitations of each. (2.4, 6.3, 7.3) • Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for coursework, college, career, and life choices. (2.4, 6.3-6.5) • Use knowledge of social skills training to assist students who are gifted in developing healthy 	<p>1.1, 1.2, 2.2, 3.1, 3.3, 3.4, 4.1, 5.1, 5.2, 5.3, 5.5, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3</p>	<p>Quizzes, discussions, classroom observations, district staff interviews, district policy review, student interviews, presentations, student assessments, projects</p>

<p>relationships and displaying leadership capability. (2.2, 7.3)</p> <ul style="list-style-type: none"> • Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students. (3.1, 5.3, 7.1-7.3) • Understand special needs in parenting the gifted child and in family dynamics. (5.3, 5.5, 6.5, 7.3) • Understand and support children who are emotionally gifted and spiritually gifted. (5.3, 5.5, 6.5, 7.3) • Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support. (6.4, 6.3, 6.5, 7.1-7.3) • Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use. (5.2, 6.1-6.5) 		
<p>4.0: Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.</p> <p>Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> • The teacher's own prejudices and stereotypes concerning students who are diverse gifted (1.1, 4.1, 6.3). • The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students (2.3, 4.1, 5.4, 6.4, 6.5). • The cognitive, physical, and affective characteristics of diverse gifted children (2.1, 2.3, 3.4, 5.5). • Skills to assist in the screening and identification process (4.1 -4.5). 	<p>1.1, 2.3, 4.1, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3</p>	<p>Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study, Lesson Plan</p>

<ul style="list-style-type: none"> • The process and content of individual psychological testing and assessment in the identification of the gifted (4.1-4.5) • The essential role of collaboration in supporting the needs of children from diverse populations who are gifted (4.3, 5.3, 7.1 -7.3). • Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children (4.4-4.5; 5.1-5.5) 		
<p>5.0: Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.</p> <p>Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:</p> <ul style="list-style-type: none"> • Knowledge of the nature and definition of creativity. • Self-reflection and strategies to enhance personal creativity. • Ideas and strategies for teaching students to develop and use their creativity. 	1.1, 1.2, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4	Discussions, Classroom Observations, Student Observations, Student Assessments, Interviews, Presentations, Projects, Case study

VII. Instructor Qualifications

Selection of instructors for the Gifted Endorsement Add-on Endorsement Program will be based on the following minimum selection criteria:

- Current Florida teaching certificate (or the equivalent) with gifted endorsement,
- Minimum three years successful teaching experience in gifted education
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module.

VIII. Completion Requirements

Program Completion

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within is required for program completion. Satisfactory completion of individual components for add-on purposes may be demonstrated through:

- A. Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program;
- B. Verification of successful demonstration of all applicable competencies within a component of another district's Gifted add-on program shall be conducted by personnel from the district's staff development office and will apply when reasonable equivalency between the components can be established through a review of the approved program; or,
- C. Successful completion of a college or university course documented by official transcript, where reasonable equivalence can be established between the component and the course through review of the course catalog description and course materials. This review shall be conducted by personnel from the district's staff development office.

Competency Demonstration

All those attempting to add the Gifted Endorsement to their Florida Educator's Certificates must earn a minimum of 300 in-service points by successfully completing the prescribed set of in-service components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. In-service training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, practicum (when applicable), and follow-up activities.

Competency Verification

Verification of competencies other than through the procedures stated above is not an option for the Gifted Add-on Endorsement Program. Certificates will be issued to successful completers as a record of competency completion.

IX. Program Evaluation

Evaluation Plan

Program assessment techniques, training components, and competency acquisition by individual participants will be used to evaluate the Gifted Endorsement Program. Methods by which the component coordinator will determine successful completion of individual participants are described for each component.

- D. Individual participants will be evaluated on the basis of having acquired the necessary competencies as verified by the instructor in accordance with approved methods and criteria.
- E. Participants, using district staff development program procedures, will evaluate each training component.

- F. The program may be assessed by participants, instructors, staff development personnel, district Gifted director, principals, or school-level coaching specialists to determine program effectiveness and program efficiency in terms of management, operation, and delivery.
- G. The budget for Gifted Endorsement will mostly be borne by the participating district. Participants may be able to participate in FDLRS-sponsored courses or district sponsored courses that are offered free of charge.
- H. Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

Annual Review

Data described below will be reviewed and analyzed per Rule 6A-5.071(7), F.A.C.:

1. Descriptive Data

- Number of teachers who are out-of-field in Gifted
- Number and percentages of out-of-field that have enrolled in the add-on program
- Number of program completers

2. Client Satisfaction Data

- Attitudes of candidates will be surveyed to determine the extent to which:
- The program is meeting candidate needs.
- The quality of instruction is consistent with professional development standards.
- The curriculum is pertinent to their coaching and professional development needs.
- The pace, quantity, and quality of assessments are compatible with their primary coaching responsibilities.

3. Supervisory Evaluation Data

- The add-on certification program is meeting school and program needs.
- Skills acquired in add-on training are practiced and shared with others.
- Evidence exists of tangible benefits to students accruing from add-on training.
- Implementation of the program is cost and time effective.
- The data collected during the annual review will be used to determine overall program performance

X. Management

1. **State Program Oversight:** The FDLRS organization will be responsible for the overall management of the Gifted Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.
2. **District Director of Professional Development:** Each district's Director of Professional Development Services is designated by the Superintendent of Schools for monitoring the implementation of the Florida Gifted Endorsement Program and has the responsibility for submitting an evaluation transfer credit and coordinating the delivery of the program's in-service components.

3. **Professional Learning Catalog:** The Florida Gifted Add-On Endorsement Program is a part of the district's professional learning catalog.
4. **Records:**
 - a. **Participant** – The district will maintain a file on each program participant containing performance, advisement, transfer, component completion and all other necessary data. Records are also maintained in the PAEC ePDC and are accessible digitally.
 - b. **Component** – The district will maintain a file for each component offered containing performance and other evaluative data, instructor personnel data, and other necessary information.
 - c. **Program** – District records will be in compliance with the standards of the add-on endorsement program and applicable State Board Rules.

Candidate Application and Admission

Certified teachers who plan to add the endorsement to their current certificate.

In recognition of the fact that teachers may desire to take courses from multiple providers while working to earn the Florida Gifted Endorsement, credit for completed coursework will be accepted by PAEC and the participant's professional development director under the following conditions:

- α. Participant obtains approval to register for the course PRIOR to enrolling, from the PAEC Program Consultant and/or the participant's district professional development director.
- β. The course is taught by an instructor who meets the Instructor Qualifications as described in the instructor section.
- χ. The course provider provides an authentic transcript of completed coursework with the authorized signature affixed.
- δ. The provider is able to provide a course description and completion and completion requirements, upon request.

NOTE: Acceptance of coursework completion under conditions stated above went into effect on October 1, 2010. Those who completed coursework prior to October 1, 2010 shall be "grandfathered" in and receive credit as long as work was done no earlier than 2000. Credit awarded from different providers prior to January 1, 2000 will not be accepted.

Advisement

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Gifted Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

Transfer and Utilization of Credit (College or Inservice)

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they

wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Gifted inservice course within the chosen plan of study.

Inservice credit earned in other school districts may be applied to the Gifted Endorsement Program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Gifted. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

Attendance Requirement for Inservice Points

Attendance is mandatory unless because of serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 60 hours per component. When participants have completed all program completion requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. District staff will acknowledge completion of all components and notify the Florida Department of Education.

Certification of Completion

When participants have completed all program requirements thereby demonstrating mastery of competencies and objectives, program completion is verified. Since records are kept during each step of the Gifted Endorsement Program by district staff development personnel, a professional development tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After the local verification process is complete, the district certification specialist will assist the participant in filing the necessary online application and collecting the fees associated with adding the Florida Gifted Endorsement to the educator's teaching certificate. The district will electronically submit the CT-115 form to the Bureau of Educator Certification verifying completion of the add-on program."

APPENDIX

**VERIFICATION OF INSERVICE POINTS
APPLICABLE TOWARD ADD-ON CERTIFICATION
FLORIDA GIFTED ENDORSEMENT (Optional Form A)**

NAME: _____

DISTRICT: _____

SCHOOL: _____

Course Name	Points on File
1. Nature and Needs of Students Who Are Gifted (60 points minimum)	
2. Curriculum and Instructional Strategies for Teaching Gifted Students (60 points minimum)	
3. Guidance and Counseling for Gifted Students (60 points minimum)	
4. Education of Special Populations of Gifted Students (60 points minimum)	
5. Gifted: Theory and Development of Creativity (60 points minimum)	

Credit earned in college courses from an accredited institution of higher education may be considered for transfer of credit to this add-on certification program. College courses are converted to inservice points with each semester credit hour equivalent to 20 inservice points. Participants must request an official college transcript from the institution of higher education for courses they wish to transfer; course syllabi will be analyzed to determine correlation to the appropriate Gifted inservice course within the chosen plan of study. Inservice credit earned in other school districts may be applied to the Gifted Endorsement Program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-on Certification Program for Gifted. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff development director.

Points Required	Points Verified	Deficiency (if any)	District Initials
Nature and Needs of Students Who Are Gifted (60 points minimum)			
Curriculum and Instructional Strategies for Teaching Gifted Students (60 points minimum)			
Guidance and Counseling for Gifted Students (60 points minimum)			
Education of Special Populations of Gifted Students (60 points minimum)			
Gifted: Theory and Development of Creativity (60 points minimum)			
Nature and Needs of Students Who Are Gifted (60 points minimum)			
TOTAL POINTS REQUIRED 300	TOTAL POINTS VERIFIED		
Signature Program Coordinator		Date:	

FOR

DISTRICT OFFICE OF CERTIFICATION USE ONLY.

(name of district)

Status of Application:

_____ Sent to Florida Department of Education

_____ Returned for Additional Verification

Date _____

By _____



1300 I Street, NW – Suite 400E
Washington, DC 20005
Tel: 202-785-4268
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November 29, 2023

Dear Commissioner Diaz:

Thank you for the opportunity to comment on the Florida Department of Education's proposed changes to rule 6A-4.01791, the Specialization Requirements for the Gifted Endorsement.

The National Association for Gifted Children (NAGC) is the nation's largest organization dedicated to empowering all who support children with advanced abilities in accessing equitable opportunities that develop their gifts and talents.

NAGC has serious concerns with the proposed changes to the state's gifted endorsement requirements, namely the elimination of language mentioning social and emotional characteristics of gifted children, minority gifted students, and those from economically disadvantaged backgrounds.

The social and emotional needs of gifted children vary greatly from their peers. Gifted children may feel troubled by social or ethical issues, express intense levels of empathy, struggle with perfectionism, have difficulty making friends with their same-age peers, be the victim of bullying, or a host of other social and emotional issues that tend to impact gifted learners. The proposal to eliminate the lone mention of social and emotional characteristics of gifted students and replace it with the generic term "behavioral needs" is disappointing and puzzling. NAGC recommends keeping the existing language to describe the needs of gifted learners more adequately.

Similarly, the proposed rule's erasure of language mentioning minority students and students from economically disadvantaged backgrounds, as it relates to educating special populations of gifted students, is very troubling. Minority students, particularly Black, Hispanic, and Native American students, are significantly less likely to be identified as needing gifted programs and services. Such disparities have led to a growing excellence gap at the top of the achievement scale between white students and students of color and between advanced students from low-income backgrounds and those from more advantaged circumstances. It is critical for teachers of gifted and talented children to understand the nuances and unique needs of gifted students from all backgrounds and special populations, as they can vary greatly. NAGC recommends that the language referencing minority and economically disadvantaged students remain.

Thank you again for the opportunity to provide the Department with our comments and feedback on this proposal.

Sincerely,

John Segota, MPS, CAE

Executive Director

National Association for Gifted Children

**INSERVICE PROGRAM
FOR ADDING AN ENDORSEMENT IN
READING K-12
TO A FLORIDA EDUCATOR'S CERTIFICATE**

Prepared by

The Panhandle Area Educational Consortium

2022



***Advancing Schools and Communities for Student Success
Every Student Every Day!***

John T. Selover, Executive Director

**Professional Learning Center 753
West Boulevard
Chipley, Florida 32428
Phone: (850) 638-6131**

Guiding Principles

The Florida Reading Endorsement Competencies are aligned with evidence-based instructional and intervention strategies grounded in the science of reading. The competencies address identification of the characteristics of conditions such as dyslexia, implementation of evidence-based classroom instruction and interventions including evidence-based reading instruction and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. The elements of Florida's Formula for Success are integrated throughout the Reading Endorsement Competencies by focusing on six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

Teachers will understand and deliver evidence-based reading instruction and interventions specifically designed for students with reading difficulties, including students with characteristics of dyslexia. Evidence-based reading instruction and intervention includes the use of explicit, systematic and sequential approaches to reading instruction developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies. Teachers will teach reading as an ongoing strategic process resulting in students comprehending diverse text.

Teachers will apply their knowledge of the Reading Endorsement Competency Performance Indicators to support standards-aligned instruction in reading and writing. Teachers will understand that all students have instructional needs and apply the systematic problem-solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem-solving process is recursive and ongoing, utilized for effective instructional decision making.

A comprehensive glossary is included. The glossary terms are identified throughout the Reading Endorsement Competencies with bold text.



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Instructions for Completion

The Florida Reading Endorsement Matrix provides a means for school districts, institutions of higher education and other entities that provide reading endorsement courses to document the alignment of their coursework to the competencies and indicators adopted by the State Board of Education in July 2022 pursuant to 6A-4.0163, Florida Administrative Code. Below are step-by-step directions for completing the fillable matrix. Note that all items in the directions **must** be addressed to adequately complete the Reading Endorsement Matrix.

Column 1: Course Number & Name of Course
<ul style="list-style-type: none"> Provide the course number and the name of the course used to satisfy a corresponding indicator. Districts will provide the component number for district-approved in-service offerings. More than one course may be used. Indicators in a competency can be satisfied in the same course; however, this is not required.
Column 2: Indicator Code with Specific Indicator Language
<ul style="list-style-type: none"> The Reading Endorsement indicator codes and specific indicator language are listed in the second column. These should not be modified.
Column 3: Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment
<ul style="list-style-type: none"> The curriculum study assignment(s) at the indicator level with built-in formative assessment used to satisfy the indicator must be described in the third column of the matrix. Assignments should state specific activities that will be accomplished by the teacher/teacher candidate rather than simply restating the indicator. One assignment may cover multiple indicators, but it must be clear how the teacher/teacher candidate will be asked to demonstrate mastery of each indicator covered by the assignment. Within Competencies 2-4, if the indicator reflects that there should be application by the teacher/teacher candidate (through the use of verbs such as apply, model, provide, etc.), the description should include how this will be accomplished. It is highly recommended that application-based activities are implemented with students, but not required. These activities can also be accomplished through tasks such as peer modeling, recording a lesson or applying the knowledge to a lesson plan or case study.

<ul style="list-style-type: none"> • The curriculum study assignment(s) should include required course reading(s) that will help build an understanding of the corresponding indicators in each section. This should include the title of any required reading resources, author, chapter and links used, as applicable. Any links that are included should be active. • The curriculum study assignment(s) used to satisfy the indicator must be described. The description should be thorough and complete and align with the indicator. It should be clear to those reviewing the matrix from afar that the assignment completed by the teacher/teacher candidate will lead to accomplishment of knowledge and/or skills needed to master the indicator. • Competency 5 requires that teachers/teacher candidates work with students in the field. It is a culminating experience and may be infused into an internship. This competency may not be infused into courses where teachers/teacher candidates are working to meet other reading competencies and indicators. • Specify if referring to students in the field or teacher candidates. Refrain from using the word "students" when referring to teacher candidates. • Provide a built-in formative assessment which correlates to each curriculum study assignment. The formative assessment serves to validate that the teacher/teacher candidate has met the indicator. The assessment does not need to be lengthy or formal but should correlate directly to the indicator and provide clear evidence that the indicator has been met. • Examples of formative assessments might include written tests, quizzes, written summaries, lesson plans, exit tickets, notes from small group discussion, etc.
Column 4: Summative Assessment(s)
<ul style="list-style-type: none"> • Provide a description of the summative assessment(s) that will be used to validate that the teacher/teacher candidate has met each competency. • Each of the Competencies 1-5 should have a unique summative assessment producing five total assessments.

Sample Florida Reading Endorsement Matrix

The following sample Reading Endorsement Matrix for Competencies 1 and 2 with Performance Indicators Oral Language and Phonological Awareness is provided, as an example only, to support understanding of types of information and level of detail needed for the matrix completion.

Sample Competency 1 <i>Foundations of Reading Instruction</i>			
Performance Indicator A: Oral Language			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.A.2 Understand the differences between social and academic language .	<p>Required Course Reading(s): Sample: Read chapter 3 of xxx by xxx.</p> <p>Curriculum Study Assignment at Indicator Level: Sample: While reading chapter 3, teacher candidates will take notes using a “T Chart” graphic organizer, comparing social and academic language, then participate in a discussion with peers regarding their learning.</p> <p>Formative Assessment at Indicator Level: Sample: Teacher candidates will write a summary paragraph explaining the differences between social and academic language.</p>	<p>Sample: Teacher candidates will participate in a cumulative exam assessing oral language foundations of reading instruction. The exam will require teacher candidates to respond to multiple choice, true or false and open response questions.</p>

Sample Competency 2 <i>Application of Evidence-based Instructional Practices</i>			
Performance Indicator A: Oral Language			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	2.A.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts .	<p>Required Course Reading(s): Sample: Read chapter 3 of xxx by xxx.</p> <p>Curriculum Study Assignment at Indicator Level: Sample: Teacher candidates will choose 8 diverse texts. For each text, teacher candidates will develop one sentence stem using social language and one sentence stem using academic language to discuss each diverse text.</p> <p>Formative Assessment at Indicator Level: Sample: Teacher candidates will create a small group reading center for students to practice appropriate social and academic language to discuss diverse texts.</p>	<p>Sample: Teacher candidates will create an oral language project to implement with students, which applies evidence-based instructional practices. The oral language project will document understanding of:</p> <ul style="list-style-type: none"> • Applying intentional, explicit, systematic and sequential instructional practices for scaffolding • Creating an environment where students practice appropriate social and academic language to discuss diverse text • Incorporating word building and writing experiences • Providing and documenting opportunities for extended discussion in discerning text meaning and interpretation

			<ul style="list-style-type: none"> Applying an English learner's home language proficiency and scaffold discussions to facilitate the comprehension of text. Administering and documenting appropriate informal and formal assessments <p>The oral language project should include differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia, based on their strengths and needs.</p>
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Sample Competency 1 <i>Foundations of Reading Instruction</i>			
Performance Indicator B: Phonological Awareness			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.B.3 Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters).	Required Course Reading(s): Sample: Read the article: Evidence-Based Practices for Teaching Phonological and Phonemic Awareness:	Sample: Teacher candidates will write a 500 word essay explaining phonological awareness foundations of

		<p>https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/pdf/CoachingMemo_508.pdf</p> <p>Sample: View the video Reading Rockets: Elkonin Sound Boxes (small group) https://youtu.be/Pzg5jRy1PwE</p> <p>Curriculum Study Assignment at Indicator Level: Sample: Teacher candidates will participate in mock evidence-based phonemic awareness activities using Elkonin boxes.</p> <p>Formative Assessment at Indicator Level Sample: The teacher candidate will write a paragraph summarizing how evidence-based and multisensory practices develop students' phonemic awareness.</p>	<p>reading. The essay will include information about:</p> <ul style="list-style-type: none"> • The differences between phonological awareness and phonemic awareness • The importance of phonemic awareness in the development of phonic decoding skills • Evidence-based and multisensory practices • Information on how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language development, reading and written and oral language • Understanding that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills • Understanding the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and
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			<p>how they affect phonemic awareness</p> <ul style="list-style-type: none"> • Evidence-based practices for teaching phonemic awareness to English learners • The role of phonological awareness informal and formal assessment
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<p>Sample Competency 2 <i>Application of Evidence-based Instructional Practices</i> Performance Indicator B: Phonological Awareness</p>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	<p>2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters).</p>	<p>Required Course Reading(s): Sample: Read the article: Evidence-Based Practices for Teaching Phonological and Phonemic Awareness: https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/pdf/CoachingMemo_508.pdf</p> <p>Sample: View the video Reading Rockets: Elkonin Sound Boxes (small group) https://youtu.be/Pzg5jRy1PwE</p>	<p>Sample: The teacher candidate will create a phonological awareness unit that includes:</p> <ul style="list-style-type: none"> • Explicit, systematic and sequential evidence-based instructional practices for phonemic awareness • Multisensory activities • Addresses how variations in phonology across dialects affect the development of

		<p>Curriculum Study Assignment at Indicator Level: Sample: Conduct research to find another example of a multisensory approach to teaching phonemic awareness.</p> <p>Formative Assessment at Indicator Level Sample: The teacher candidate will write a lesson plan that teaches the multisensory approach from their research.</p>	<p>phonemic awareness and written and oral language</p> <ul style="list-style-type: none"> • Strategies for enhancing encoding and decoding • Instructional practices for students with reading difficulties, including students with dyslexia and English Language Learners • Formal and informal phonological assessments
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PAEC

Competency 1 Introduction

Competency 1 encompasses the reading process with a focus on developing emergent literacy skills and progressing through the phases of word reading, resulting in comprehension as the final outcome. Teachers will develop substantive understanding of six components of reading as a process: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The total inventory of Performance Indicators (A-G) satisfies Competency 1. (60 In-service hours)

Competency 1 <i>Foundations of Reading Instruction</i>			
Performance Indicator A: Oral Language			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
01-013-006	1.A.1 Understand how the students' development of oral language (i.e., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension .	<p>Required Course Reading(s) : Pages 9-11 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p> <p>Curriculum Study Assignment at Indicator Level: : In small groups, teachers will review Example 1.4 and 1.5 on complex grammatical structures and elements of linguistic structure. Teachers discuss how to explicitly engage students in developing narrative language skills.</p> <p>Formative Assessment at Indicator Level: Teachers complete Activity 4 on page 4 of the Foundational Skills to Support Reading for</p>	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons

		Understanding in Kindergarten Through 3 rd Grade PLC participants guide and provide examples of text with complex grammatical structures and specific linguistic structures.	will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.
	1.A.2 Understand the differences between social and academic language .	<p>Required Course Reading(s): Pages 7-8 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review Example 1.1 on page 7 and discuss how social and academic language differ. They also discuss inferential language, narrative language, and academic vocabulary.</p> <p>Formative Assessment at Indicator Level: Teachers chart ideas to create an environment where students can practice social and academic language and discuss diverse texts. Teachers also share resources for diverse texts and titles. In small groups, teachers will describe and discuss the characteristics of an environment that provides opportunities for students to practice social and academic language</p>	
	1.A.3 Understand that writing enhances the development of oral language .	Required Course Reading(s): Teachers read pages 11-12 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade (Part 3 of Recommendation 1) on teaching academic	

		<p>vocabulary in the context of other reading activities.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how writing can be used to develop academic vocabulary and oral language</p> <p>Formative Assessment at Indicator Level: Teachers work in small groups to brainstorm writing experiences to enhance oral language</p>	
	<p>1.A.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.</p>	<p>Required Course Reading(s): Pages 9-11 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review Example 1.1 on page 7 and discuss how social and academic language differ. They also discuss inferential language, narrative language, and academic vocabulary and how to differentiate instruction accounting for a student's individual oral language development.</p> <p>Formative Assessment at Indicator Level: Teachers complete Activity 4 on page 4 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade PLC participants guide and provide examples of text with complex grammatical structures and specific linguistic structures.</p>	

	<p>1.A.5 Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.</p>	<p>Required Course Reading(s): Pages 21-25 of the Improving Adolescent Literacy: Effective Classroom and Intervention Practices</p> <p>Curriculum Study Assignment at Indicator Level: In small groups, discuss how to facilitate an extended text discussion in the classroom. Share out in whole group.</p> <p>Formative Assessment at Indicator Level: : In small groups, teachers will create an outline of an extended text discussion based on one of their texts. They will include a format for the discussion, generate potential questions, follow-up questions, and reflect how the discussion will conclude.</p>	
	<p>1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.</p>	<p>Required Course Reading(s): International Dyslexia Association Fact Sheet – Oral Language Impairments and Dyslexia</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will discuss the fact sheet with a partner.</p> <p>Formative Assessment at Indicator Level: Click or tap here to enter text. Partners will work together to create a summary or infographic of the fact sheet. They will share their summaries in small groups.</p>	
	<p>1.A.7 Recognize the importance of English learners’ home languages and their significance in learning to read English.</p>	<p>Required Course Reading(s): Pages 2-3 of the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School practice guide and pgs. 18-21 (Part 3 of Recommendation 1)</p>	

		Curriculum Study Assignment at Indicator Level: Discuss the significance of a students’ home language for learning Formative Assessment at Indicator Level: Teachers work in small groups to develop an activity that will build vocabulary based on a students’ home language.	
	1.A.8 Understand the role of oral language informal and formal assessment , including documentation of results to inform instruction determined by individual student strengths and needs.	Required Course Reading(s): Assessment section of Reading 101:A Guide to Teaching Reading and Writing and discuss the Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing Curriculum Study Assignment at Indicator Level: Teachers review the assessments available in their district and discuss how they use the data to drive instruction. Formative Assessment at Indicator Level: Teachers create a list of assessments they use that target oral language development.	
Competency 1 <i>Foundations of Reading Instruction</i>			
Performance Indicator B: Phonological Awareness			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.B.1 Understand the differences between phonological awareness (e.g., words, syllables , rimes) and phonemic	Required Course Reading(s): Teachers read pages 14-15 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade practice	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating

	<p>awareness (phonemes) and that they develop independently from one another.</p>	<p>guide regarding the development of awareness of the segments of sounds in speech and how they link to letters (Recommendation 2).</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups the implications of the research that supports Recommendation 2 and overview the 17 studies referenced in the practice guide and the importance of explicit instruction for struggling readers, especially those who are dyslexic.</p> <p>Formative Assessment at Indicator Level: Teachers share out a summary of their discussion in whole group.</p>	<p>activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons</p>
	<p>1.B.2 Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.</p>	<p>Required Course Reading(s): Pages 16-18 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide</p> <p>Curriculum Study Assignment at Indicator Level: In small groups teachers discuss what they know about teaching students to recognize and manipulate segments of sounds in speech and how that relates to phonics. Teachers watch video #10 from the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide PLC</p> <p>Formative Assessment at Indicator Level: Teachers complete the video reflection guide</p>	

		and record what students learned, lesson delivery, materials/resources, student engagement, and teacher feedback. Teachers discuss their notes following the video.	during the last session of the course.
	1.B.3 Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters).	<p>Required Course Reading(s): Pages 16-18 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the following questions: Why is it important to teach phonological awareness? What is the sequence of instruction in phonological awareness skills and what are some multi-sensory activities that can be used to support these skills? What are Elkonin sound boxes and how are they used to support instruction in phonemic awareness. Teachers watch video #11 from the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide PLC on compound words and record what they learned that confirms or contradicts what they already knew about teaching the specific skill. They discuss the use of multi-sensory practices that are used. Teachers watch video #12 from the PLC on syllables and complete the video reflection guide and record what students learned, lesson delivery, materials/resources, student</p>	

		<p>engagement, and teacher feedback. Teachers discuss their notes and multi-sensory practices they saw following the video. Teachers watch video #13 from the PLC on rhyming and record what they learned that confirms or contradicts what they already knew about teaching the specific skill.</p> <p>Formative Assessment at Indicator Level: Notes from the video reflection guides.3.0</p>	
	<p>1.B.4 Understand how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language development and reading (e.g., phonological processing, body-coda, phonemic analysis and synthesis).</p>	<p>Required Course Reading(s):): Pages 4 and 5 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade that explain how the recommendations included pertain to English learners.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how the information they have learned from the practice guide can be applied in the classroom in teaching English learners and those with variations in dialects and speech patterns.</p> <p>Formative Assessment at Indicator Level: Teachers will include instructional strategies in their lesson plans for addressing phonology with English learners.</p>	
	<p>1.B.5 Understand how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).</p>	<p>Required Course Reading(s): Pages 4 and 5 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade that explain how the</p>	

		<p>recommendations included pertain to English learners.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how the information they have learned from the practice guide can be applied in the classroom in teaching students with speech and language disorders, and language and dialect differences.</p> <p>Formative Assessment at Indicator Level: Teachers will include instructional strategies in their lesson plans for addressing phonology with students who have speech and language disorders, and language and dialect differences.</p>	
	<p>1.B.6 Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.</p>	<p>Required Course Reading(s): Reading Rockets – Phonics Instruction: The Value of a Multi-sensory approach</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how multi-sensory approaches can address phonics skills and at the same time improve phonemic awareness since multiple senses are being used in instruction.</p> <p>Formative Assessment at Indicator Level: Teachers choose an activity from the reading to incorporate in their classes and develop a short plan of how they would implement the activity.</p>	

	<p>1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia and how they affect phonemic awareness.</p>	<p>Required Course Reading(s): Defining and Understanding Dyslexia: Past, Present, and Future by Snowling, Hulme, and Nation. 2020 Curriculum Study Assignment at Indicator Level: Teachers read the article and discuss the section Putting Learning into the Definition of Dyslexia and the Phonological Deficit Hypothesis. Teachers summarize this section in small groups. Formative Assessment at Indicator Level: Summaries developed in small groups.</p>	
	<p>1.B.8 Understand evidence-based practices for teaching phonemic awareness to English learners.</p>	<p>Required Course Reading(s): Pages 4 and 5 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide that explain how the recommendations included pertain to English learners. Curriculum Study Assignment at Indicator Level: Teachers discuss how the information they have learned from the practice guide can be applied in the classroom in teaching English learners. Formative Assessment at Indicator Level: Teachers will include instructional strategies in their lesson plans for addressing phonology with English learners.</p>	
	<p>1.B.9 Understand the role of phonological awareness informal and formal assessment, including documentation of results, to inform instructional decisions</p>	<p>Required Course Reading(s): Click or tap here to enter text. Pages 11-16 of the Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier</p>	

	to meet individual student strengths and needs.	Intervention in the Primary Grades practice guide. Curriculum Study Assignment at Indicator Level: Teachers discuss Table 3 on page 13 in small groups as well as assessments they use in their classrooms. Formative Assessment at Indicator Level: Teachers create a list of assessments they use that target phonological awareness.	
<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>			
<p style="text-align: center;">Performance Indicator C: Phonics</p>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.C.1 Understand the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.	Required Course Reading(s): Pages 22-31 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade practice guide focusing on how-to steps for teaching recommendation 3. Curriculum Study Assignment at Indicator Level: Review Example 3.3 on consonant, vowel, and syllable construction patterns on page 25 and discuss. Teachers watch video #12 from the foundational reading skills practice guide PLC on syllables and complete the video reflection guide and record what students learned, lesson delivery,	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency,

		materials/resources, student engagement, and teacher feedback. Formative Assessment at Indicator Level: Completed video reflection guide and notes	and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.
	1.C.2 Understand grapheme-phoneme patterns and how they relate to spelling and written expression.	Required Course Reading(s): Pages 22-31 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade practice guide focusing on how-to steps for teaching recommendation 3. Curriculum Study Assignment at Indicator Level: Review Example 3.3 on consonant, vowel, and syllable construction patterns on page 25 and discuss. Teachers watch video #12 from the foundational reading skills practice guide PLC on syllables and complete the video reflection guide and record what students learned, lesson delivery, materials/resources, student engagement, and teacher feedback. Formative Assessment at Indicator Level: Completed video reflection guide and notes	
	1.C.3 Understand structural analysis and morphology of words.	Required Course Reading(s): Pages 25-27 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade practice guide Curriculum Study Assignment at Indicator Level: Teachers practice strategies on manipulating word parts and word-analysis strategies in Examples 3.5 and 3.6 on page 27 of the practice guide.	

		<p>Formative Assessment at Indicator Level: Teachers create a summary describing how they incorporate word-analysis strategies, including structural analysis and morphology into their instruction.</p>	
	<p>1.C.4 Understand that evidence-based spelling and writing practices can enhance phonics instruction and connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).</p>	<p>Required Course Reading(s): Videos 21-23 from the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide PLC, which address blending by sounding out and chunking, building words with sound boxes, and vowel pattern sorts.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers complete video viewing guides for the videos and discuss the importance of oral language in these activities and other methods to use language and writing to enhance phonics instruction.</p> <p>Formative Assessment at Indicator Level: Completed video viewing guides.</p>	
	<p>1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development.</p>	<p>Required Course Reading(s): Defining and Understanding Dyslexia: Past, Present, and Future by Snowling, Hulme, and Nation. 2020</p> <p>Curriculum Study Assignment at Indicator Level: Defining and Understanding Dyslexia: Past, Present, and Future by Snowling, Hulme, and Nation. 2020</p> <p>Formative Assessment at Indicator Level: Summaries developed in small groups</p>	

	<p>1.C.6 Understand an English learner’s home language as a foundation and strength to support the development of phonics in English.</p>	<p>Required Course Reading(s): “Unlocking the Research on English Learners” by Claude Goldenberg, Education Digest 2014</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups how the article addresses how learning to read in their home language can assist instruction in English.</p> <p>Formative Assessment at Indicator Level: Teachers summarize their discussion and share out in whole group.</p>	
	<p>1.C.7 Understand the role of phonics informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.</p>	<p>Required Course Reading(s): Pages 11-15 of the Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades which addresses recommendation 1.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review Table 3 on page 13 – Recommended Target Areas for Early Screening and Progress Monitoring. Teachers discuss each type of assessment and share the ones they use and how they use the data.</p> <p>Formative Assessment at Indicator Level: Teachers share anonymous data from their assessments with one another in small groups and reflect how the data could be used to guide instruction.</p>	

Competency 1 <i>Foundations of Reading Instruction</i>			
Performance Indicator D: Fluency			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.D.1 Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension .	<p>Required Course Reading(s): Pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide on Recommendation 4 which addresses ensuring each student reads connected text every day to support reading accuracy fluency, and comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: : Teachers discuss the how-to steps to implementing the recommendation including modeling strategies, scaffold, and provide feedback to support student reading accurately and with efficient word identification; teaching students to self-monitor their understanding of the text and to self-correct word-reading errors; provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression. Teachers view videos 32 and 33 from the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide PLC addressing word reading strategies</p>	<p>CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The</p>

		<p>and The Fix-It Game and complete the video viewing guides for both videos.</p> <p>Formative Assessment at Indicator Level: In small groups, teachers share plans to implement an activity to enhance fluency and share with the whole group. Completed video viewing guides</p>	<p>teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	<p>1.D.2 Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading and their purpose for reading to facilitate comprehension.</p>	<p>Required Course Reading(s): Pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide on Recommendation 4 which addresses ensuring each student reads connected text every day to support reading accuracy fluency, and comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the how-to steps to implementing the recommendation including modeling strategies, scaffold, and provide feedback to support student reading accurately and with efficient word identification; teaching students to self-monitor their understanding of the text and to self-correct word-reading errors; provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p> <p>Formative Assessment at Indicator Level : In small groups, teachers share plans to implement an activity to enhance fluency and share with the whole group.</p>	

	<p>1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.</p>	<p>Required Course Reading(s): Pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide on Recommendation 4 which addresses ensuring each student reads connected text every day to support reading accuracy fluency, and comprehension. Click or tap here to enter text.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the how-to steps to implementing the recommendation including modeling strategies, scaffold, and provide feedback to support student reading accurately and with efficient word identification; teaching students to self-monitor their understanding of the text and to self-correct word-reading errors; provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p> <p>Formative Assessment at Indicator Level: In small groups, teachers share plans to implement an activity to enhance fluency and share with the whole group.</p>	
	<p>1.D.4 Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.</p>	<p>Required Course Reading(s): https://www.readingrockets.org/article/instruction-metacognitive-strategies-enhances-reading-comprehension-and-vocabulary https://www.edutopia.org/article/teaching-students-read-metacognitively/</p>	

		<p>Curriculum Study Assignment at Indicator Level: Ask teachers to read a technical text. First they read individually, then the facilitator reads it to them. They are then allowed to talk in small groups and are to write a paraphrase of the text. They share their paraphrases with the whole group. Teachers then chart the strategies they employed to comprehend the text.</p> <p>Formative Assessment at Indicator Level: Paraphrases of text and charts</p>	
	<p>1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.</p>	<p>Required Course Reading(s): ages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide on Recommendation 4 which addresses ensuring each student reads connected text every day to support reading accuracy fluency, and comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the how-to steps to implementing the recommendation including modeling strategies, scaffold, and provide feedback to support student reading accurately and with efficient word identification; teaching students to self-monitor their understanding of the text and to self-correct word-reading errors; provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression. Teachers view videos 32 and 33 from the Foundational Skills</p>	

		to Support Reading for Understanding in Kindergarten Through 3 rd Grade practice guide PLC addressing word reading strategies and The Fix-It Game and complete the video viewing guides for both videos Formative Assessment at Indicator Level: Completed video viewing guides and notes from discussion	
	1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia , and how they affect fluency development and reading endurance.	Required Course Reading(s): Defining and Understanding Dyslexia: Past, Present, and Future by Snowling, Hulme, and Nation. 2020 Curriculum Study Assignment at Indicator Level: Teachers read the article and discuss the section Putting Learning into the Definition of Dyslexia and the Phonological Deficit Hypothesis. Teachers summarize this section in small groups. Formative Assessment at Indicator Level: Summaries developed in small groups	
	1.D.7 Understand the role of fluency informal and formal assessments , including documentation of results, to inform instruction to meet individual student strengths and needs.	Required Course Reading(s): Pages 11-16 of the Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades practice guide. Curriculum Study Assignment at Indicator Level: Teachers review Table 3 on page 13 and discuss the fluency assessments noted in the table. Formative Assessment at Indicator Level: Teachers review anonymous fluency data	

		from their classrooms in small groups and discuss how the data should drive instruction.	
Competency 1 <i>Foundations of Reading Instruction</i>			
Performance Indicator E: Vocabulary			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension .	Required Course Reading(s): Pages 11-12 in Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade practice guide regarding teaching academic vocabulary in the context of other reading activities. Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups Example 1.6 on academic vocabulary instruction on page 12 and share vocabulary activities they have used in their classrooms. They also discuss challenges they face in teaching vocabulary. Formative Assessment at Indicator Level: Groups provide a summary of their discussion to the whole group.	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners,
	1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and	Required Course Reading(s): Pages 11-15 of the Adolescent Literacy Practice guide on	

	contextual analysis as it relates to vocabulary development.	<p>Recommendation 1 – Explicit vocabulary instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss contextual analysis and how to use morphology to help students become independent vocabulary learners.</p> <p>Formative Assessment at Indicator Level: Using a Greek or Latin root, develop a web template for students to fill in words using that root</p>	<p>students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	1.E.3 Identify intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping , etc.).	<p>Required Course Reading(s): Table D.4 on page 65 in Appendix D of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, especially the last column which reflects studies/interventions that relate to teaching academic vocabulary.</p> <p>Curriculum Study Assignment at Indicator Level: : Discuss in small groups specific examples of vocabulary instruction reflected in the studies.</p> <p>Formative Assessment at Indicator Level: Summary of small group discussion</p>	
	1.E.4 Understand the importance of teaching basic and sophisticated vocabulary , high-frequency multiple meaning words and the particular demands of domain-specific vocabulary .	<p>Required Course Reading(s): Pages 11-12 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss strategies they have used to integrate vocabulary instruction</p>	

		targeting multiple meaning words and domain-specific vocabulary into their lessons. Formative Assessment at Indicator Level: Teachers plan how to teach vocabulary more explicitly, targeting multiple meaning words and domain-specific vocabulary.	
	1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary .	Required Course Reading(s): Pages 11-12 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade practice guide. Pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide. Curriculum Study Assignment at Indicator Level: Teachers discuss reading and writing practices that can be used to enhance vocabulary instruction. Formative Assessment at Indicator Level: Teachers describe a writing activity that could be used to enhance vocabulary instruction	
	1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and digital texts , both informational and literary, to enhance vocabulary .	Required Course Reading(s): Teachers read page 11-12 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade practice guide regarding teaching academic vocabulary in the context of other reading activities Teachers read pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention practice guide on	

		<p>Recommendation 1 – Explicit vocabulary instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss readings</p> <p>Formative Assessment at Indicator Level: Teachers create a plan for use in classroom</p>	
	<p>1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.</p>	<p>Required Course Reading(s): Teachers read this article from the Texas Center for Learning Disabilities and consider how the evidence-based strategies could be used in their classrooms: https://www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss reading.</p> <p>Formative Assessment at Indicator Level: Teachers create a list of assessment to use.</p>	
	<p>1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).</p>	<p>Required Course Reading(s): Pages 13-30 of the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the four how-to steps for implementing Recommendation 1 described on pages 13-30 of the practice guide.</p> <p>Formative Assessment at Indicator Level: Teachers create a plan to teach vocabulary</p>	

		words in an upcoming lesson using multiple modalities (writing, speaking, listening)	
	1.E.9 Understand the role of vocabulary informal and formal assessment , including documentation of results, to inform instruction to meet individual student strengths and needs.	<p>Required Course Reading(s): Assessment section of Reading 101:A Guide to Teaching Reading and Writing and Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will discuss vocabulary assessments they have used in their classroom</p> <p>Formative Assessment at Indicator Level: Create a list of the vocabulary assessments used in their school or classroom and how describe how the data is used to drive instruction.</p>	
<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>			
<p style="text-align: center;">Performance Indicator F: Comprehension</p>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.F.1 Understand that evidence-based oral language and written experiences (i.e., language experiences , dictation, summary writing) facilitate comprehension .	Required Course Reading(s): Pages 7-9 in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade; Pages 23-29 in the Improving Reading Comprehension in Kindergarten through 3rd Grade practice guide (Improving	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade

		<p>Comprehension); Pages 21-25 in the Adolescent Literacy Practice Guide addressing Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review Example 1.3 on page 9 of the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade which recounts a conversation between a teacher and students to enhance oral language skills and thus facilitate comprehension. Teachers discuss the importance of including oral language and written experiences in reading instruction</p> <p>Formative Assessment at Indicator Level: Teachers develop questions based on a short text that could be used to facilitate a discussion or be used as writing prompts to enhance comprehension.</p>	<p>level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	<p>1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).</p>	<p>Required Course Reading(s): Appendix D pages 50-53 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide regarding rationale for evidence rating for Recommendation 1 – Teach students how to use reading comprehension strategies.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups how they activate prior knowledge, encourage</p>	

		<p>inference making, and teach summarizing in their classroom. They also discuss how they use the gradual release model.</p> <p>Formative Assessment at Indicator Level: Teachers summarize their discussion for the whole group.</p>	
	<p>1.F.3 Understand the varying demands of text on readers' comprehension, including the demands of domain-specific texts.</p>	<p>Required Course Reading(s): Pages 6-13 of the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade practice guide carefully review Examples 1.1 on academic language skills, Example 1.4 on complex grammatical and 1.5 on elements of linguistic structure.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers carefully review Examples 1.1 on academic language skills, Example 1.4 on complex grammatical and 1.5 on elements of linguistic structure.</p> <p>Formative Assessment at Indicator Level: Small groups discuss the examples in the chart and develop additional examples on chart paper. Small group share out.</p>	
	<p>1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students' capacity for comprehension.</p>	<p>Required Course Reading(s): Pages 30-32 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide and pages 16-20 in the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide on selecting texts purposefully to support comprehension development</p>	

		<p>Curriculum Study Assignment at Indicator Level: Teachers develop and share lists of sources of print and digital texts and discuss how they select texts for instruction.</p> <p>Formative Assessment at Indicator Level: Teacher-developed lists of sources of print and digital texts for a variety of purposes</p>	
	<p>1.F.5 Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity and purpose of reading, impacts comprehension and student engagement.</p>	<p>Required Course Reading(s): Pages 26-30 of the Improving Adolescent Literacy: Effective Classroom and intervention Practices practice guide on recommendation 4 related to student motivation and engagement</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how they consider reader characteristics when planning instruction in reading.</p> <p>Formative Assessment at Indicator Level: Teachers brainstorm how to better consider reader characteristics when they plan for instruction and share out.</p>	
	<p>1.F.6 Understand the importance of planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.</p>	<p>Required Course Reading(s): Pages 32-37 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide on Recommendation 4, which addresses ensuring each student reads connected text every day to support reading accuracy fluency, and comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the how-to steps to implementing the recommendation including</p>	

		<p>modeling strategies, scaffold, and provide feedback to support student reading accurately and with efficient word identification; teaching students to self-monitor their understanding of the text and to self-correct word-reading errors; provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p> <p>Formative Assessment at Indicator Level: In small groups, teachers share plans to implement an activity to enhance fluency and comprehension and share with the whole group</p>	
	<p>1.F.7 Understand cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.</p>	<p>Required Course Reading(s): Pages 24-25 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide practice guide on using discussion to help students meet cognitive targets.</p> <p>Curriculum Study Assignment at Indicator Level: In small groups, teachers review Table 7, which is a description of NAEP categories of comprehension and discuss.</p> <p>Formative Assessment at Indicator Level: Teachers summarize their small group discussion in the whole group</p>	
	<p>1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a</p>	<p>Required Course Reading(s): Pages 30-32 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide and pages 16-20 in the Improving</p>	

	variety of purposes, utilizing a variety of methods (i.e., active reading).	<p>Adolescent Literacy: Effective Classroom and Intervention Practices practice guide on selecting texts purposefully to support comprehension development</p> <p>Curriculum Study Assignment at Indicator Level: Teachers develop and share lists of sources of print and digital texts and discuss how they select texts for instruction. .</p> <p>Formative Assessment at Indicator Level: Teacher-developed lists of sources of print and digital texts for a variety of purposes.</p>	
	1.F.9 Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension .	<p>Required Course Reading(s): Pages 50-53 (Appendix D) in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide regarding rationale for evidence rating for Recommendation 1 – Teach students how to use reading comprehension strategies.</p> <p>Curriculum Study Assignment at Indicator Level: In small groups, teachers discuss how they activate prior knowledge, encourage inference making, and teach summarizing in their classroom. They also discuss how they use the gradual release model.</p> <p>Formative Assessment at Indicator Level: Small groups summarize their discussion for the whole group.</p>	
	1.F.10 Understand evidence-based practices to improve reading comprehension for students, including	Required Course Reading(s): Pages 5-9 in the Improving Reading Comprehension in Kindergarten Through 3 rd Grade practice	

	<p>those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.</p>	<p>guide and pages 4-10 in the Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Defining and Understanding Dyslexia: Past, Present, and Future by Snowling, Hulme, and Nation. 2020 Curriculum Study Assignment at Indicator Level: Discuss evidence-based practices that can be used to enhance comprehension of students in grades K-3 and grades 4 and up. Summarize the article by Snowling, Hulmn, and Nation.</p> <p>Formative Assessment at Indicator Level: List of similarities and differences in evidence-based practices to improve comprehension in the primary grades versus grades 4 and up. Summaries of article by Snowling, Hulmn, and Nation.</p>	
	<p>1.F.11 Understand how English learners' linguistic and cultural background will influence their comprehension, including English learners with characteristics of reading difficulties and dyslexia.</p>	<p>Required Course Reading(s): Pages 31-45 of the Teaching Academic Content in Literacy to English Learners in Elementary and Middle School practice guide, addressing recommendation 2,</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the importance of using linguistic and cultural background to help facilitate comprehension skills. Teachers review strategies presented in the practice guide to help facilitate comprehension.</p> <p>Formative Assessment at Indicator Level: Teachers summarize how they consider</p>	

		linguistic and cultural backgrounds of students when they plan for comprehension instruction.	
	1.F.12 Understand the role of comprehension informal and formal assessments , including documentation of results, to inform instruction to meet individual student strengths and needs.	<p>Required Course Reading(s): Pages 10-18 of the Using Student Achievement Data to Support Instructional Decision-Making practice guide which addresses using data in an ongoing cycle of instructional improvement.</p> <p>Curriculum Study Assignment at Indicator Level: In small groups, teachers discuss the data they use to make decisions and how they analyze that data.</p> <p>Formative Assessment at Indicator Level: Teachers summarize for the whole group the types of data they use to drive instruction and how they consider the strengths and needs of students</p>	
<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>			
<p style="text-align: center;">Performance Indicator G: Integration of Reading Components</p>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.G.1 Identify phonemic , semantic and syntactic variability between English and other languages.	Required Course Reading(s): “Unlocking the Research on English Learners” by Claude Goldenberg in the February 2014 issue of the Education Digest	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2.

		<p>Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups how learning to read in their home language can assist instruction in English</p> <p>Formative Assessment at Indicator Level: Teachers summarize their small group discussions with the whole group.</p>	<p>Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons</p>
	<p>1.G.2 Identify appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).</p>	<p>Required Course Reading(s):) Pages 12-13 of the Improving Reading Comprehension in Kindergarten Through 3rd Grade</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review Tables 3 and 4 detailing specific strategies for improving comprehension including those addressing self-monitoring and self-correcting. They note the strategies they think will be most helpful in their classroom</p> <p>Formative Assessment at Indicator Level: Notes from discussion</p>	
	<p>1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.</p>	<p>Required Course Reading(s): Recent lesson plans from participants</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review recent lesson plans to reflect upon how they can ensure that they have integrated instructional practices. Teachers plan for integration of reading components in subsequent lessons</p> <p>Formative Assessment at Indicator Level: Lesson plans that demonstrate integration of reading components</p>	

			during the last session of the course.
	<p>1.G.4 Understand how oral language and an information intensive environment impact-reading and writing development.</p>	<p>Required Course Reading(s): Pages 30-38 of the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide</p> <p>Curriculum Study Assignment at Indicator Level: Recommendations 4 & 5 on selecting texts purposefully to support comprehension and establishing an engaging and motivating context in which to teach reading comprehension. Teachers discuss the composition of their classroom libraries and create a list of titles that would be high interest to students and add to the diversity of the library. In small groups, teachers discuss how to integrate oral language and writing into comprehension instruction.</p> <p>Formative Assessment at Indicator Level: Teachers use the B.E.S.T. standards sample book lists and other research-based resources to select text for upcoming instruction</p>	
	<p>1.G.5 Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.</p>	<p>Required Course Reading(s): "Select texts purposefully to support comprehension development" – an article from Nebraska reads that summarizes Recommendation 4 from the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice</p>	

		<p>guide. View Choosing the Right Text – a Doing What Works interview with Dr. Nell Duke</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the article and the video in small groups</p> <p>Formative Assessment at Indicator Level: Teachers use the B.E.S.T. standards sample book lists and other research-based resources to select text for upcoming instruction</p>	
	<p>1.G.6 Understand the relationships among decoding, automatic word recognition, fluency and comprehension.</p>	<p>Required Course Reading(s): “Fostering Literacy Development in English Language Learners” by Karen Ford at the Colorin Colorado!</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the article in small groups and make connections to students whose native language is English</p> <p>Formative Assessment at Indicator Level: Teachers choose one article from the “resources to read” and summarize for members of their small group.</p>	
	<p>1.G.7 Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.</p>	<p>Required Course Reading(s): Pages 10-16 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide. Video 33 from the Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through</p>	

		<p>3rd Grade (foundational reading skills practice guide PLC) (The Fix-It Game)</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss Recommendation 1 from the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide and complete the video viewing guides for Video 33</p> <p>Formative Assessment at Indicator Level: Completed video viewing guides</p>	
	<p>1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect the integration of the components of reading instruction.</p>	<p>Required Course Reading(s): “Dyslexia in the Classroom – What Every Teacher Needs to Know” from the International Dyslexia Association</p> <p>Curriculum Study Assignment at Indicator Level: : Teachers identify three salient points from the article</p> <p>Formative Assessment at Indicator Level: Teachers share out the salient points from the article</p>	
	<p>1.G.9 Understand how to engage and support caregivers and families in the evidence-based language and reading development activities for their children and adolescents.</p>	<p>Required Course Reading(s): K-3 Teacher Guides for Supporting Family Involvement in Foundational Reading Skills by the Institute of Education Sciences</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review the teacher guides and discuss how they might use them to promote family involvement in literacy</p> <p>Formative Assessment at Indicator Level: Teachers choose an activity that they will</p>	

		provide to families to engage their child in literacy at home	
	1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.	<p>Required Course Reading(s): the Assessment section of Reading 101:A Guide to Teaching Reading and Writing and discuss the Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. The infographic Assessment Terms Used in Reading</p> <p>Curriculum Study Assignment at Indicator Level: : Teachers read the article and review the infographic. They review the assessments available in their district and discuss how they use the data to drive instruction and communicate results with students. They take notes from the discussion that they will share out.</p> <p>Formative Assessment at Indicator Level: Notes from discussion</p>	
	1.G.11 Understand the role of informal and formal reading assessments , including documentation of results, to make instructional decisions to address individual student strengths and needs.	<p>Required Course Reading(s): the Assessment section of Reading 101:A Guide to Teaching Reading and Writing and discuss the Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. The infographic Assessment Terms Used in Reading</p> <p>Curriculum Study Assignment at Indicator Level: Teachers read the article and review the infographic. They review the assessments</p>	

		<p>available in their district and discuss how they use the data to drive instruction and communicate results with students. They take notes from the discussion that they will share out.</p> <p>Formative Assessment at Indicator Level: Notes from discussion</p>	
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Competency 2 Introduction

Teachers will apply the principles of explicit, systematic and sequential evidence-based reading instruction and scaffold student learning while integrating the six components of reading. Teachers will engage in the systematic problem-solving process to identify students with reading difficulties, including identification of students with characteristics of dyslexia, provide appropriate interventions and conduct effective progress monitoring. The total inventory of Performance Indicators (A-G) satisfies Competency 2. (60 In-service hours)

Competency 2			
<i>Applications of Evidence-based Instructional Practices</i>			
Performance Indicator A: Oral Language			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
01-013-007	2.A.1 Apply intentional, explicit , systematic and sequential instructional practices for scaffolding development of oral/ aural language skills.	<p>Required Course Reading(s): Pages 9-11 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Complete activity 4 on page 4 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. PLC participants activities and provide examples of text with complex grammatical structures and specific linguistic structures.</p> <p>Formative Assessment at Indicator Level: Teachers will develop a dialogic reading lesson using a read-aloud for their classroom. They will detail how they intend to scaffold oral language</p>	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the

		for students who need to improve their oral language skills. The teachers will share their lessons with one another in small groups and implement them in the classroom.	needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.
	2.A.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts .	<p>Required Course Reading(s): Pages 7-8 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how social and academic language differ. They also discuss inferential language, narrative language, and academic vocabulary. Teachers chart ideas to create an environment where students can practice social and academic language and discuss diverse texts.</p> <p>Formative Assessment at Indicator Level: Teachers will share resources for diverse texts and titles. They will create an environment for students to practice social and academic language and share what that environment looks like in their small groups.</p>	
	2.A.3 Use word building and writing experiences to enhance oral language (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).	<p>Required Course Reading(s): Click or tap here to enter text. Pages 11-12 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will discuss how word building</p>	

		<p>and writing can be used to develop academic vocabulary and oral language. Teachers work in small groups to brainstorm writing experiences to enhance oral language.</p> <p>Formative Assessment at Indicator Level: Teachers will select a word building activity or writing experience to implement in their classroom to enhance oral language and use it in their classroom.</p>	
	<p>2.A.4 Differentiate instruction to account for variation in students’ oral language exposure and development, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.</p>	<p>Required Course Reading(s): International Dyslexia Association Fact Sheet – Oral Language Impairments and Dyslexia</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will discuss the fact sheet and how this informs differentiation</p> <p>Formative Assessment at Indicator Level: Teachers will create a plan that includes differentiation for all students</p>	
	<p>2.A.5 Provide and document opportunities for extended discussion in discerning text meaning and interpretation.</p>	<p>Required Course Reading(s): Pages 21-25 of the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: In small groups, discuss how to facilitate an extended text discussion in the classroom. Share out in whole group.</p> <p>Formative Assessment at Indicator Level: Teachers will conduct an extended text</p>	

		discussion in their classrooms and write a short reflection to share at their next session	
	2.A.6 Apply evidence-based practices for students with reading difficulties, including students with dyslexia , based on their strengths and needs to improve oral language development.	<p>Required Course Reading(s): Massachusetts Department of Education document Literacy Block: Oral Language – Evidence-Based Early Learning</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will discuss the document in small groups and what evidence-based practices could be used to develop oral language in students that need to improve their skills.</p> <p>Formative Assessment at Indicator Level: Teachers will implement explicit vocabulary instruction in a lesson in their classroom and write a short reflection on their experience</p>	
	2.A.7 Apply an English learner’s home language proficiency as a foundation and strength to support the development of oral language in English and scaffold discussions to facilitate the comprehension of text for students with varying English proficiency levels.	<p>Required Course Reading(s): Teachers read pgs. 2-3 regarding the scope of the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School practice guide and pgs. 18-21 (Part 3 of Recommendation 1) regarding teaching academic vocabulary in depth using multiple modalities.</p> <p>Curriculum Study Assignment at Indicator Level: : Teachers work in small groups to develop an activity that will build vocabulary based on a students’ home language</p> <p>Formative Assessment at Indicator Level: Teachers conduct the activity they develop in their classrooms.</p>	

	<p>2.A.8 Administer and document appropriate oral language informal and formal assessments to inform instruction determined by individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers review the Assessment section of Reading 101:A Guide to Teaching Reading and Writing and discuss the Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing</p> <p>Curriculum Study Assignment at Indicator Level: Teachers also review the assessments available in their district and discuss how they use the data to drive instruction.</p> <p>Formative Assessment at Indicator Level: Teachers use assessment data in their classrooms to develop small groups and to inform instruction.</p>	
<p align="center">Competency 2</p> <p align="center"><i>Application of Evidence-based Instructional Practices</i></p>			
<p align="center">Performance Indicator B: Phonological Awareness</p>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	<p>2.B.1 Apply explicit, systematic and sequential evidence-based practices in phonological awareness and phonemic awareness.</p>	<p>Required Course Reading(s): Teachers review How-to-Step 1 on pages 15-18 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: The following questions are discussed: Why is it important to teach phonological awareness? What is the sequence of instruction in phonological awareness skills and what are some activities that support these skills? What</p>	<p>CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote</p>

		<p>are Elkonin sound boxes and how are they used to support the instruction in phonemic awareness? Teachers watch video #10 from the foundational reading skills practice guide PLC on sentence segmentation and complete the video reflection guide and record what students learned, lesson delivery, materials/resources, student engagement, and teacher feedback. Teachers discuss their notes following the video. Teachers watch video #11 from the foundational reading skills practice guide PLC on compound words and record what they learned that confirms or contradicts what they already knew about teaching the specific skill. Teachers watch video #12 from the foundational reading skills practice guide PLC on syllables and complete the video reflection guide and record what students learned, lesson delivery, materials/resources, student engagement, and teacher feedback. Teachers discuss their notes following the video. Teachers watch video #13 from the foundational reading skills practice guide PLC on rhyming and record what they learned that confirms or contradicts what they already knew about teaching the specific skill. Teachers watch video #14 from the foundational reading skills practice guide PLC on onset and rime and record what they learned that confirms or contradicts what they already knew about teaching the specific skill</p>	<p>comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
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		<p>Formative Assessment at Indicator Level: Teachers will work to develop lesson plans that incorporate what they have learned and implement them in the classroom. Teachers also explore the National Center on Improving Literacy website to access resources for students who may be dyslexic.</p>	
	<p>2.B.2 Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity.</p>	<p>Required Course Reading(s): Teachers review How-to-Step 1 on pages 15-18 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers watch video #10 from the foundational reading skills practice guide PLC on sentence segmentation and complete the video reflection guide and record what students learned, lesson delivery, materials/resources, student engagement, and teacher feedback. Teachers discuss their notes following the video. Teachers watch video #11 from the foundational reading skills practice guide PLC on compound words and record what they learned that confirms or contradicts what they already knew about teaching the specific skill. Teachers watch video #12 from the foundational reading skills practice guide PLC on syllables and complete the video reflection guide and record what students learned, lesson delivery, materials/resources, student engagement, and</p>	

		<p>teacher feedback. Teachers discuss their notes following the video. Teachers watch video #13 from the foundational reading skills practice guide PLC on rhyming and record what they learned that confirms or contradicts what they already knew about teaching the specific skill. Teachers watch video #14 from the foundational reading skills practice guide PLC on onset and rime and record what they learned that confirms or contradicts what they already knew about teaching the specific skill</p> <p>Formative Assessment at Indicator Level: Teachers will work to develop lesson plans that incorporate what they have learned about phonemic awareness instruction for the development of phonic decoding skills and implement them in the classroom. Teachers also explore the National Center on Improving Literacy to access resources for students who may be dyslexic.</p>	
	<p>2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters).</p>	<p>Required Course Reading(s): Teachers read pages 18-19 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Teachers watch video #15 from the foundational reading skills practice guide PLC on phonemes linked to letters and complete the video reflection guide and record what students learned, lesson delivery, materials/resources,</p>	

		<p>student engagement, and teacher feedback. Teachers discuss their notes following the video.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers take notes on the video reflection guide and record what students learned, lesson delivery, materials/resources, student engagement, and teacher feedback. Teachers discuss their notes following the video</p> <p>Formative Assessment at Indicator Level: Teachers will work to develop lesson plans that incorporate what they have learned about multi-sensory instruction for the development of phonemic awareness and implement them in the classroom. Teachers also explore the National Center on Improving Literacy website to access resources for students who may be dyslexic.</p>	
	<p>2.B.4 Apply knowledge of how variations in phonology across dialects and speech patterns affect the development of phonemic awareness.</p>	<p>Required Course Reading(s): Teachers read pages 4 and 5 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers should discuss how the information they have learned from the practice guide can be applied in the classroom in teaching English learners.</p> <p>Formative Assessment at Indicator Level: Teachers will include instructional strategies in their lesson plans for addressing phonology with English learners.</p>	

	<p>2.B.5 Apply knowledge of how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).</p>	<p>Required Course Reading(s): Teachers read pages 4 and 5 of the Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers should discuss how the information they have learned from the practice guide can be applied in the classroom in teaching English learners.</p> <p>Formative Assessment at Indicator Level: Teachers will include instructional strategies in their lesson plans for addressing oral language with English learners.</p>	
	<p>2.B.6 Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills.</p>	<p>Required Course Reading(s): Teachers review Table D.6 on page 77 in Appendix D of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Teachers read the Educator Training Initiatives Brief on Structured Literacy</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how the studies in the table address the how-to-steps in Recommendation 3 of the practice guide. Teachers discuss the elements of effective instruction and the importance of these for at-risk students.</p> <p>Formative Assessment at Indicator Level: Teachers will work collaborate to develop lesson plans that incorporate what they have learned and implement them in the classroom.</p>	

	<p>2.B.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonemic awareness.</p>	<p>Required Course Reading(s): Teachers read pages 19-23 and pages 26-30 of the Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades practice guide Curriculum Study Assignment at Indicator Level: Working in pairs or small groups, teachers will use scenario data and identify areas of strengths and how they will build upon these Formative Assessment at Indicator Level: Teachers write a reflection that conveys the evidence-based practices they use with students having reading difficulties to improve phonemic awareness. Teachers are to bring samples of student work and lesson planning that incorporates these practices within their classroom settings.</p>	
	<p>2.B.8 Apply evidence-based practices for teaching phonemic awareness to English learners.</p>	<p>Required Course Reading(s): Teachers read pages 4 and 5 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Curriculum Study Assignment at Indicator Level: Teachers should discuss how the information they have learned from the practice guide can be applied in the classroom in teaching English learners. Formative Assessment at Indicator Level: Teachers will include instructional strategies in their lesson plans for addressing oral language with English learners.</p>	

	<p>2.B.9 Administer and document appropriate phonological awareness informal and formal assessments to inform instruction to meet individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers read pages 11-16 of the Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades practice guide</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss Table 3 on page 13 in small groups. Time is then allowed for small groups to share out to the whole group.</p> <p>Formative Assessment at Indicator Level: Teachers discuss the assessments that are used in their classroom and how they use the data to make decisions.</p>	
<p align="center">Competency 2</p> <p align="center"><i>Application of Evidence-based Instructional Practices</i></p>			
<p align="center">Performance Indicator C: Phonics</p>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment

Click or tap here to enter text.	<p>2.C.1 Apply explicit, systematic and sequential evidence-based instruction in single- and multisyllabic word reading, including orthographic mapping for regular and irregular words.</p>	<p>Required Course Reading(s): Teachers review Table D.6 on page 77 in Appendix D of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Teachers read the Educator Training Initiatives Brief on Structured Literacy</p> <p>Curriculum Study Assignment at Indicator Level: The group discusses how the studies in the table address the how-to-steps in Recommendation 3 of the practice guide. They also discuss the elements of effective instruction and the importance of these for at-risk students.</p> <p>Formative Assessment at Indicator Level: Teachers will work collaborate to develop lesson plans that incorporate what they have learned and implement them in the classroom.</p>	<p>CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their</p>
	<p>2.C.2 Apply evidence-based instruction in grapheme-phoneme patterns in spelling and written expression.</p>	<p>Required Course Reading(s): Teachers review Table D.6 on page 77 in Appendix D of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Teachers read the Educator Training Initiatives Brief on Structured Literacy. Teachers read pages 22-31 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers watch video #11 from the foundational reading skills practice guide PLC on</p>	

		compound words and record what they learned that confirms or contradicts what they already knew about teaching the specific skill Formative Assessment at Indicator Level: Teachers will work collaborate to develop lesson plans that incorporate what they have learned and implement them in the classroom.	facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.
	2.C.3 Apply evidence-based instruction in structural analysis and morphology of words.	Required Course Reading(s): Teachers read pages 26-31 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade practice guide. (Recommendation 3) regarding decoding words, analyzing word parts, and writing and recognizing words. Curriculum Study Assignment at Indicator Level: : Teachers discuss their reading in small groups. Formative Assessment at Indicator Level: Teachers will work collaborate to develop lesson plans that incorporate what they have learned and implement them in the classroom.	
	2.C.4 Incorporate evidence-based spelling and writing practices that connect reading and writing (e.g., Elkonin boxes , spelling of Greek and Latin roots and affixes).	Required Course Reading(s): : Teachers read pages 25-27 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade practice guide. Curriculum Study Assignment at Indicator Level: Teachers review how-to steps 2 and 3 on instructing students in common spelling patterns and teaching students to read common word parts	

		<p>Formative Assessment at Indicator Level: Teachers practice strategies on manipulating word parts and word-analysis strategies in Examples 3.5 and 3.6 on page 27 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p>	
	<p>2.C.5 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonics development.</p>	<p>Required Course Reading(s): Teachers read pages 19-23 and pages 26-30 of the Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades practice guide</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the recommendations and how-to steps.</p> <p>Formative Assessment at Indicator Level: Teachers write a reflection that conveys the evidence-based practices they use with students having reading difficulties to improve phonics development. These reflections are based on application of Activities 20-32 of the Professional Learning Communities Participants Activities and Prepare to Share sessions using these activities as well as other evidence supported strategies..</p>	
	<p>2.C.6 Apply an English learner’s home language as a foundation and strength to support the development of phonics in English.</p>	<p>Required Course Reading(s): Teachers read the article “Unlocking the Research on English Learners” by Claude Goldenberg in the February 2014 issue of the Education Digest.</p>	

		<p>Curriculum Study Assignment at Indicator Level: Teachers discuss how learning to read in their home language can assist instruction in English.</p> <p>Formative Assessment at Indicator Level: Teachers write a reflection based on classroom artifacts or developed lesson specifically addressing how they use/plan to use an English learner’s knowledge of their home language to support the development of phonics in English.</p>	
	<p>2.C.7 Administer and document appropriate phonics informal and formal assessments to inform instruction to meet individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers read pages 11-15 - Recommendation 1 of the Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Review Table 3 on page 13 – Recommended Target Areas for Early Screening and Progress Monitoring.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss each type of assessment and share the ones they use and how they use the data.</p> <p>Formative Assessment at Indicator Level: Teachers share data from their assessments with one another in small groups and reflect how the data could be used to guide instruction.</p>	
<p align="center">Competency 2</p> <p align="center"><i>Application of Evidence-based Instructional Practices</i></p>			
<p align="center">Performance Indicator D: Fluency</p>			

Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	2.D.1 Apply intentional, explicit , systematic and sequential instructional practices to develop accuracy, rate and prosody (e.g., paired reading, repeated reading, echo reading, cued phrase reading).	<p>Required Course Reading(s): Teachers read pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide (Recommendation 4) on ensuring that each student reads connected text every day to support reading accuracy fluency, and comprehension. Teachers view videos 32 and 33 from the PLC addressing word reading strategies and The Fix-It Game and complete the video viewing guides for both videos.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the how-to steps to implementing the recommendation including modeling strategies, scaffold, and provide feedback to support student reading accurately and with efficient word identification; teaching students to self-monitor their understanding of the text and to self-correct word-reading errors; provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p> <p>Formative Assessment at Indicator Level: In small groups, teachers share plans to implement an activity to enhance fluency and share with the whole group. They develop a plan to provide students opportunities for oral reading</p>	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the

		with feedback. Teachers implement their plan in the classroom and prepare to report back to the group during the next session of the course.	classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.
	2.D.2 Teach readers to adjust their reading rate to accommodate the kinds of texts they are reading and their purpose for reading to facilitate comprehension .	<p>Required Course Reading(s): Teachers read pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide (Recommendation 4) on ensuring that each student reads connected text every day to support reading accuracy fluency, and comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers read a text that is complex for them (technical, medical, etc.) and chart out what they did to help themselves comprehend the text. They discuss the importance of adjusting reading rate according to the text and purpose for reading.</p> <p>Formative Assessment at Indicator Level: Teachers document what they do in the classroom to teach students to adjust their reading rate.</p>	
	2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text .	<p>Required Course Reading(s): Teachers read the activities on page 36 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide to help students improve their fluency.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers choose to implement one or more of them, including activities that use oral</p>	

		language and writing experiences, in upcoming reading lessons. Formative Assessment at Indicator Level: Teachers document implementation of the activity in their lesson plans.	
	2.D.4 Teach readers explicitly how to activate their background knowledge , self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.	Required Course Reading(s): Teachers read pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade practice guide (Recommendation 4) on ensuring that each student reads connected text every day to support reading accuracy fluency, and comprehension. Curriculum Study Assignment at Indicator Level: Teachers read a text that is complex for them (technical, medical, etc.) and chart out what they did to help themselves comprehend the text. They discuss the importance of helping students access their background knowledge, self-monitor, and self-correct to aid comprehension. Formative Assessment at Indicator Level: Teachers document what they do in the classroom to teach students to adjust their reading rate.	
	2.D.5 Provide daily opportunities for readers to practice reading, with support and corrective feedback , to increase accuracy, rate, prosody and reading endurance.	Required Course Reading(s): Teachers read pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade practice guide (Recommendation 4) on ensuring that each	

		<p>student reads connected text every day to support reading accuracy fluency, and comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how they schedule daily opportunities for students to practice reading with support and corrective feedback.</p> <p>Formative Assessment at Indicator Level: Teachers create a schedule that reflects daily opportunities for their students to practice reading with support and corrective feedback.</p>	
	<p>2.D.6 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve fluency development and reading endurance.</p>	<p>Required Course Reading(s): Teachers read the activities on page 36 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide to help students improve their fluency.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how these activities could be used to help students with characteristics of reading difficulties, including students with dyslexia, to improve fluency and reading endurance.</p> <p>Formative Assessment at Indicator Level: Teachers conduct an activity with a student with reading difficulties and write a reflection.</p>	
	<p>2.D.7 Administer and document fluency informal and formal assessments to inform instruction to meet individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers read pages 11-16 of the Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</p>	

		<p>practice guide. Teachers review Table 3 on page 13</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading and the Table.</p> <p>Formative Assessment at Indicator Level: Teachers review fluency data from their classrooms in small groups and discuss how the data should drive instruction.</p>	
<p style="text-align: center;">Competency 2</p> <p style="text-align: center;"><i>Application of Evidence-based Instructional Practices</i></p>			
<p style="text-align: center;">Performance Indicator E: Vocabulary</p>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	2.E.1 Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension .	<p>Required Course Reading(s): Teachers read page 11-12 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide regarding teaching academic vocabulary in the context of other reading activities Teachers read pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention practice guide on Recommendation 1 – Explicit vocabulary instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss Example 1.6 on Academic vocabulary instruction on page 12 of the and share vocabulary activities they have</p>	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will

		<p>used in their classrooms. They also discuss challenges they face in teaching vocabulary.</p> <p>Formative Assessment at Indicator Level: Teachers select a brief text and select two-three academic vocabulary words to explicitly teach to students. Teachers complete the lesson plan template in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide PLC and teach the vocabulary lesson in the classroom. They share their lesson and experience in the next session.</p>	<p>contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	<p>2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis.</p>	<p>Required Course Reading(s): Teachers view Video 8 from the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide practice guide PLC on morphology.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers answer several questions related to the video such as What is morphology? What are some examples? At which grade level should teachers model morphology, and how might you incorporate teaching morphology to enhance students' academic vocabulary?</p> <p>Formative Assessment at Indicator Level: Teachers incorporate instruction in morphology into their instruction and write a reflection documenting how they are doing so.</p>	

	<p>2.E.3 Apply intentional, explicit, systematic and sequential evidence-based practices to vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).</p>	<p>Required Course Reading(s): Teachers read page 11-12 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide regarding teaching academic vocabulary in the context of other reading activities Teachers read pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention practice guide on Recommendation 1 – Explicit vocabulary instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the how-to steps for teaching vocabulary in the Adolescent Literacy: Effective Classroom and Intervention practice guide.</p> <p>Formative Assessment at Indicator Level: Teachers select a brief text and select two-three academic vocabulary words to explicitly teach to students. Teachers complete the lesson plan template in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide PLC and teach the vocabulary lesson in the classroom. They share their lesson and experience in the next session.</p>	
	<p>2.E.4 Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple meaning words and domain-specific vocabulary.</p>	<p>Required Course Reading(s): Teachers read page 11-12 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide regarding teaching academic vocabulary in the context of</p>	

		<p>other reading activities Teachers read pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention practice guide on Recommendation 1 – Explicit vocabulary instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading</p> <p>Formative Assessment at Indicator Level: Teachers integrate vocabulary instruction into their lessons and share with the group in subsequent sessions how they have done so</p>	
	<p>2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary.</p>	<p>Required Course Reading(s): Teachers read page 11-12 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide regarding teaching academic vocabulary in the context of other reading activities Teachers read pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention practice guide on Recommendation 1 – Explicit vocabulary instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading and how writing can be used to enhance vocabulary</p> <p>Formative Assessment at Indicator Level: Teachers conduct a writing lesson in their classroom with an emphasis on vocabulary and write a reflection on the lesson.</p>	
	<p>2.E.6 Provide a classroom learning environment that supports wide</p>	<p>Required Course Reading(s): Teachers read page 11-12 in the Foundational Skills to Support</p>	

	<p>reading of print and digital texts, both informational and literary, to enhance vocabulary.</p>	<p>Reading for Understanding in Kindergarten Through 3rd Grade practice guide regarding teaching academic vocabulary in the context of other reading activities Teachers read pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention practice guide on Recommendation 1 – Explicit vocabulary instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading and their own classroom environment. They describe how their learning environment supports vocabulary development.</p> <p>Formative Assessment at Indicator Level: Teachers take photos of reading areas, classroom libraries etc. that they will share with other participants.</p>	
	<p>2.E.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve vocabulary development.</p>	<p>Required Course Reading(s): Teachers read this article from the Texas Center for Learning Disabilities and consider how the evidence-based strategies could be used in their classrooms: https://www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading.</p> <p>Formative Assessment at Indicator Level: Teachers create a lesson using one or more of the vocabulary strategies noted in the article.</p>	

	<p>2.E.8 Incorporate instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).</p>	<p>Required Course Reading(s): Teachers read page 13-30 in the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School practice guide regarding teaching academic vocabulary (Recommendation 1).</p> <p>Curriculum Study Assignment at Indicator Level: In small groups, teachers discuss the reading and the activities that are presented in the practice guide</p> <p>Formative Assessment at Indicator Level: Teachers choose an activity to implement in their classroom and share with the whole group in an upcoming session.</p>	
	<p>2.E.9 Administer and document appropriate vocabulary informal and formal assessments to inform instruction to meet individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers review the Assessment section of Reading 101:A Guide to Teaching Reading and Writing and discuss the Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. Teachers also review the assessments available in their district and discuss how they use the data to drive instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how they assess vocabulary learning in their classrooms.</p> <p>Formative Assessment at Indicator Level: Teachers review data from vocabulary assessments in their classroom and plan for upcoming instruction based on the data.</p>	
<p>Competency 2</p>			

<i>Application of Evidence-based Instructional Practices</i>			
Performance Indicator F: Comprehension			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences , dictation, summary writing) to enhance comprehension .	<p>Required Course Reading(s): . Teachers read pages 7-8 in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how oral and written language can enhance comprehension. Teachers review Example 1.3 on page 9 of the foundational reading skills practice guide which recounts a conversation between a teacher and students to enhance oral language skills and thus facilitate comprehension.Click or tap here to enter text.</p> <p>Formative Assessment at Indicator Level: Teachers list evidence-based practices they use in their classrooms to enhance oral language and writing experiences to enhance comprehension.</p>	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The
	2.F.2 Apply explicit, systematic and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).	Required Course Reading(s): Teachers read pages 21-25 in the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide addressing Recommendation 3: Provide opportunities for	

		<p>extended discussion of text meaning and interpretation.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the text.</p> <p>Formative Assessment at Indicator Level: Teachers select a text they use in their classroom and develop questions to facilitate discussion or serve as writing prompts.</p>	<p>teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	<p>2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student's strengths and needs.</p>	<p>Required Course Reading(s): Teachers read pages 30-32 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice or pages 16-20 in the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide on selecting texts purposefully to support comprehension development.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers select a domain-specific book and model a comprehension strategy for students in the classroom. They can use a strategy for a digital or printed text and should discuss with students how the strategy might differ depending on the type of text that is being used.</p> <p>Formative Assessment at Indicator Level: Teachers select a domain-specific book and model a comprehension strategy for students in the classroom. They can use a strategy for a digital or printed text and should discuss with</p>	

		students how the strategy might differ depending on the type of text that is being used	
	2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of texts , with discussion and feedback, to build students' capacity for comprehension .	<p>Required Course Reading(s): Teachers read pages 32-37 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups how they ensure that each student reads connected text every day and how they teach students to self-monitor and self-correct when reading.</p> <p>Formative Assessment at Indicator Level: Teachers watch Video 33 from the Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade (foundational reading skills practice guide PLC) (The Fix-It Game) and complete the video viewing guide. After viewing the video, teachers discuss which words presented opportunities for the teacher to model, scaffold, and provide feedback to support accurate and efficient word identification.</p>	
	2.F.5 Use the interaction of readers' characteristics (background knowledge , interests, strengths and needs) along with-motivation, text	Required Course Reading(s): Teachers read Appendix D pages 50-53 regarding rationale for evidence rating for Recommendation 1 – Teach students how to use reading comprehension strategies in the Improving Reading	

	<p>complexity and purpose for reading to impact comprehension and student engagement.</p>	<p>Comprehension in Kindergarten Through 3rd Grade practice guide. Teachers read pages 26-30 in the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how engage students, activate prior knowledge, encourage inference making, and teach summarizing in their classroom. They also discuss how they use the gradual release model.</p> <p>Formative Assessment at Indicator Level: Teachers write a reflection sharing how they intentionally incorporate these practices in their classroom.</p>	
	<p>2.F.6 Plan, provide and document daily opportunities for reading of connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.</p>	<p>Required Course Reading(s): Teachers read pages 32-27 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups how they ensure that each student reads connected text every day and how they teach students to self-monitor and self-correct when reading. Teachers watch Video 33 from the Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade (foundational reading skills practice guide</p>	

		<p>PLC) (The Fix-It Game) and complete the video viewing guide</p> <p>Formative Assessment at Indicator Level: Teachers develop a schedule to ensure students have opportunities to read connected text every day with corrective feedback.</p>	
	<p>2.F.7 Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader's cognitive development in the construction of meaning of literary and informational texts.</p>	<p>Required Course Reading(s): Teachers read pages 24-25 in the Improving Reading Comprehension in Kindergarten through 3rd Grade practice guide on using discussion to help students meet cognitive targets. Review Table 7 which is a description of NAEP categories of comprehension and discuss.</p> <p>Curriculum Study Assignment at Indicator Level: Discuss the reading above.</p> <p>Formative Assessment at Indicator Level: Teachers summarize the reading and explain orally how they establish cognitive targets in their classrooms</p>	
	<p>2.F.8 Select from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading).</p>	<p>Required Course Reading(s): Teachers read pages 30-32 in the Improving Reading Comprehension for Kindergarten Through 3rd Grade practice or pages 16-20 in the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide on selecting texts purposefully to support comprehension development.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading.</p>	

		<p>Formative Assessment at Indicator Level: Teachers develop and share lists of sources of digital texts and discuss how they select texts for instruction.</p>	
	<p>2.F.9 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making inferences, activating background knowledge), higher order thinking, comprehension monitoring and self-correcting to increase understanding of text.</p>	<p>Required Course Reading(s): Teachers read Appendix D pages 50-53 regarding rationale for evidence rating for Recommendation 1 – Teach students how to use reading comprehension strategies in the Improving Reading Comprehension for Kindergarten Through 3rd Grade practice guide</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups how they ensure that each student reads connected text every day and how they teach students to self-monitor and self-correct when reading. Teachers watch Video 33 from the Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade (foundational reading skills practice guide PLC) (The Fix-It Game) and complete the video viewing guide. After viewing the video, teachers discuss which words presented opportunities for the teacher to model, scaffold, and provide feedback to support accurate and efficient word identification.</p> <p>Formative Assessment at Indicator Level: Teachers model comprehension strategies for</p>	

		students and help them understand when to apply the strategies.	
	2.F.10 Apply evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia , based on their strengths and needs.	<p>Required Course Reading(s): Teachers review pages 20-67(Recommendation 3) in the Providing Reading Interventions for Students in Grades 4-9.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers jigsaw the text – some read pages 20-36; others pages 37-46; and others read pages 47-67.</p> <p>Formative Assessment at Indicator Level: Using artifacts based on evidence-based small or whole group lessons used within their classrooms, teachers will share evidence-based practices they implement in their classrooms and discuss determination of strengths and needs of students represented with these artifacts.</p>	
	2.F.11 Use knowledge of English learners’ linguistic and cultural background to support comprehension , including English learners with characteristics of reading difficulties and dyslexia .	<p>Required Course Reading(s): Teachers read pages 31-45 (Recommendation 2) of Teaching Academic Content in Literacy to English Learners in Elementary and Middle School. Teachers discuss the importance of using linguistic and cultural background to help facilitate comprehension skills. Teachers review strategies presented in the practice guide to help facilitate comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the importance of using</p>	

		<p>linguistic and cultural background to help facilitate comprehension skills. Teachers review strategies presented in the practice guide to help facilitate comprehension.</p> <p>Formative Assessment at Indicator Level: Teachers will develop a lesson plan to enhance text discussions based on Recommendation 3 (pgs. 23-29) of the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide. They will then conduct the lesson in their classrooms.</p>	
	<p>2.F.12 Administer and document appropriate comprehension informal and formal assessments to inform instruction determined by individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers read pages 10-18- Recommendation 1 from the Using Student Achievement Data to Support Instructional Decision Making, which addresses using data in an ongoing cycle of instructional improvement. Teachers discuss the data they use to make decisions and how they analyze that data. Teachers read How to Analyze or Assess Reading Comprehension and discuss.</p> <p>Curriculum Study Assignment at Indicator Level: : Teachers also review the assessments available in their district and discuss how they use the data to drive instruction.</p> <p>Formative Assessment at Indicator Level: Teachers also review the assessments available in their district and discuss how they use the data to drive instruction.</p>	
<p>Competency 2</p>			

<i>Application of Evidence-based Instructional Practices</i>			
Performance Indicator G: Integration of Reading Components			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	2.G.1 Apply the knowledge of phonemic, semantic and syntactic variability between English and other languages to inform instruction.	<p>Required Course Reading(s): Required Course Reading(s): Teachers read the article “Fostering Literacy Development in English Language Learners” by Karen Ford at the Colorin Colorado! Website.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the article in small groups. choose one article from the “resources to read” and summarize for members of their small group.</p> <p>Formative Assessment at Indicator Level: Teachers will be given language scenarios that include specific examples of variability within languages and will develop and when applicable deliver lesson. Upper-level teachers can engage their classroom students in this activity to increase their metacognitive level to this variability.</p>	<p>CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how</p>
	2.G.2 Employ appropriate evidence-based practices to develop students’ metacognitive skills in reading, including English learners (e.g., text coding , two-column notes).	<p>Required Course Reading(s): Teachers review Tables 3 and 4 on pages 12-13 of the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide detailing specific strategies for improving students’ metacognitive skills in reading including English</p>	

		<p>learners.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading in small group.</p> <p>Formative Assessment at Indicator Level: Teachers share artifacts and plans that demonstrate the integration of one of the evidence-based practices in their reading.</p>	<p>data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	<p>2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.</p>	<p>Required Course Reading(s): https://www.weareteachers.com/scarboroughs-rope/</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the article and how applying this knowledge of interdependence among the reading components and their effect as a process for all students enhances their reading instruction.</p> <p>Formative Assessment at Indicator Level: Teachers review recent lesson plans to reflect upon how they can ensure that they have integrated instructional practices. Teachers plan for integration of reading components in subsequent lessons and document how they have accomplished this integration.</p>	
	<p>2.G.4 Use oral language and an information intensive environment to impact reading and writing development.</p>	<p>Required Course Reading(s): After teachers read pages 7-8 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, they review Example 1.1 on page 7. discuss how social and academic language differ. They also</p>	

		<p>discuss inferential language, narrative language, and academic vocabulary. Teachers chart ideas to create an environment where students can practice social and academic language and discuss diverse texts.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how social and academic language differ. They also discuss inferential language, narrative language, and academic vocabulary. Teachers chart ideas to create an environment where students can practice social and academic language and discuss diverse texts.</p> <p>Formative Assessment at Indicator Level: Teachers share artifacts and lesson plans that demonstrate an information intense environment designed to impact reading and writing development.</p>	
	<p>2.G.5 Use evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.</p>	<p>Required Course Reading(s): Teachers review pgs. 30-38 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide – Recommendations 4 & 5 on selecting texts purposefully to support comprehension and establishing an engaging and motivating context in which to teach reading comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the composition of their classroom libraries and create a list of titles that</p>	

		would be high interest to students and add to the diversity of the library Formative Assessment at Indicator Level: Teachers use the B.E.S.T. standards sample book lists and other research-based resources to select text and create an information intensive environment.	
	2.G.6 Apply knowledge of the relationships among decoding , automatic word recognition, fluency and comprehension in reading instruction.	Required Course Reading(s): Teachers read page two of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd grade practice guide. Curriculum Study Assignment at Indicator Level: Teachers discuss how all of the recommendations work together to help develop readers with strong foundational and comprehension skills. Formative Assessment at Indicator Level: Teachers create a graphic depicting how the components of reading work together to foster comprehension.	
	2.G.7 Apply intentional, explicit , systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics , syntax , semantics , pragmatics , vocabulary , schema and text structures required for comprehension .	Required Course Reading(s): Teachers read page two of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd grade practice guide and pages 17-22 of the Improving Reading Comprehension in Kindergarten Through 3 rd Grade practice guide . Curriculum Study Assignment at Indicator Level: Teachers discuss the reading. Formative Assessment at Indicator Level: Using the FLDOE Practice Profile as a tool to establish	

		common language and provide specific feedback, teachers will be observed at their school site, teaching a lesson designed to support comprehension by interconnecting graphophonemics, syntax, semantics, pragmatics, vocabulary schema and text structures. These artifacts will be shared in small groups	
	2.G.8 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia , based on their strengths and needs to integrate the components of reading.	<p>Required Course Reading(s): Teachers read pages 1-3 of the Providing Reading Interventions for Students in Grades 4-9 practice guide and skim through the recommendations in the document.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss examples of evidence-based practices they find in the practice guide integrating the components of reading.</p> <p>Formative Assessment at Indicator Level: Teachers select an evidence-based practice to implement in their classroom and write a reflection.</p>	
	2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.	<p>Required Course Reading(s): Teachers review one of the Supporting Family Involvement in Foundational Reading Skills teacher guides for Kindergarten, first, second or third grade</p> <p>Curriculum Study Assignment at Indicator Level: : Teachers select a video from the teacher-guide and explore the activity depicted in the video</p>	

		<p>Formative Assessment at Indicator Level: Teachers prepare the materials for one of the family activities and use it to engage families of students in their classrooms. Click or tap here to enter text.</p>	
	<p>2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.</p>	<p>Required Course Reading(s): Teachers read the article How to Share Data with Families from ASCD.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the article why it is important to share data with families and how it can be beneficial</p> <p>Formative Assessment at Indicator Level: Teachers create a schedule of times during the school year when they will intentionally meet with families to share their student's data.</p>	
	<p>2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers review the Assessment section of Reading 101: A Guide to Teaching Reading and Writing and discuss the Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. They will collect data with assessments used in their classrooms, triangulate that data, and use it to drive instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers also review the assessments available in their district and discuss how they use the data to drive instruction.</p>	

		Formative Assessment at Indicator Level: Teachers collect data with assessments used in their classrooms, triangulate that data, and use it to drive instruction	
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Competency 3 Introduction

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 3 <i>Foundations and Applications of Assessments</i>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
01-013-008	3.1 Understand and apply measurement concepts and characteristics of reading assessments to identify students' strengths and needs.	<p>Required Course Reading(s): Reading Rockets: The Simple View of Reading; The Access Center: Improving Outcomes for All students K-8 (2005), Early Learning Assessments: A Guiding Tool for Instruction, The Access Center, Washington D.C. University of Florida Literacy Initiative: Introduction to Reading Assessment https://www.youtube.com/watch?v=gXVutdz5NG0; IES/WWC Using Student Achievement Data to Support Instructional Decision Making.</p> <p>Reading 101 is a service of WETA/ Reading Rockets in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 is made possible in part by grants from The National Education Association and the LD Network. Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. https://sedl.org/reading/rad/database.html , this provides a data base of assessments and purpose</p> <p>Curriculum Study Assignment at Indicator Level: Participants will engage in discussions on topic of using reading assessments to identify students' strengths and need. They will understand and apply measurement concepts to identify strengths and needs of students. In small groups and</p>	Teachers will administer a series of assessments including a norm-referenced, standardized test of reading (e.g., Woodcock-Johnson), informal reading inventory (e.g., Qualitative Reading Inventory), and a series of curriculum-based measures (i.e., writing progress monitoring assessment) that assess the five areas of reading (phonological awareness, phonics, fluency, vocabulary and

		<p>pairs they will practice administration of a variety of assessments and use the student data packets to discuss and plan in a supported setting.</p> <p>Formative Assessment at Indicator Level: Teachers gain understanding and apply concepts using provided students scenario, actively engage in administering and interpretation of data from assessments. This knowledge within their classrooms and shared through written reflections and discussions throughout sessions and in summative assessment.</p>	<p>comprehension). In addition to formal and informal assessments of reading achievement, teachers will also interview the child or administer a survey (e.g., attitudes toward reading) to provide a more holistic understanding of the child's reading development. After administering and scoring the assessments, teachers will analyze and synthesize findings into a report that includes: (1) a description of the child's current reading performance, (2) interpretation of the administered assessments, (3) instructional recommendations that includes methods for differentiating</p>
	<p>3.2 Administer formative and summative assessments, including screening, progress monitoring, diagnostic and outcome measures and understand their purposes and functions.</p>	<p>Required Course Reading(s): IES/WWC Using Student Achievement Data to Support Instructional Decision Making; University of Florida Literacy Initiative: Introduction to Reading Assessment https://www.youtube.com/watch?v=gXVutdz5NG0; Reading 101 is a service of WETA/ Reading Rockets in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 is made possible in part by grants from The National Education Association and the LD Network. Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. https://sedl.org/reading/rad/database.html , this provides a data base of assessments and purpose</p> <p>Curriculum Study Assignment at Indicator Level: Participants will engage in the administration of several different assessment types and gain knowledge of the classification types of assessment and purposes and how to administer given assessments. Practice will be given for practice in small groups, and pairs.</p> <p>Formative Assessment at Indicator Level: Given a list of assessments and purposes participants will complete a closed sort determining specific classification of assessment types and their functions. Additionally, participants will practice within their classrooms giving and interpreting a variety of assessments.</p>	

	<p>3.3 Administer various informal reading assessments across each component of reading development and understand their purposes and functions.</p>	<p>Required Course Reading(s): Reading Rockets: Informal Reading Assessments; Reading 101 is a service of WETA/ Reading Rockets in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 is made possible in part by grants from The National Education Association and the LD Network. Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. https://sedl.org/reading/rad/database.html , this provides a data base of assessments and purpose; Teachers also review the assessments available in their district and bring samples with administration guides.</p> <p>Curriculum Study Assignment at Indicator Level: Using free and purchased informal assessments participants will engage in the administration and scoring of informal reading assessments and discuss their function and how the results inform the strengths and needs of students.</p> <p>Formative Assessment at Indicator Level: Teachers will determine informal assessment to use for which purpose and how this information informs instruction and interventions. They will be given several informal assessments to choose from and will practice giving these within their classrooms. A reflection will be written and shared during the following session.</p>	<p>instruction based on learner needs, and (4) future plans for monitoring progress</p>
	<p>3.4 Understand the purposes of various formal reading assessments administered by school-based educators, including the differences between norm-referenced and criterion-referenced</p>	<p>Required Course Reading(s): IES/WWC Using Student Achievement Data to Support Instructional Decision Making; Institute of Education Sciences (IES) Regional Educational Laboratory Southeast at Florida State University: Reliability and Validity https://www.youtube.com/watch?v=L-ofOlsul4U; Reading 101 is a service of WETA/ Reading Rockets in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 is made possible in part by grants from The National Education Association and the LD Network. Overview of Informal Assessments at Reading 101: A Guide to Teaching</p>	

	<p>assessments and how to interpret data reports.</p>	<p>Reading and Writing. https://sedl.org/reading/rad/database.html , this provides a data base of assessments and purpose</p> <p>Curriculum Study Assignment at Indicator Level: Instructor will lead participants through data information and how to interpret data reports form these assessment types using the student data packet. Participants will work in small groups and pairs to understand the differences within assessment types and purposes as well as how to interpret reports. They will work in pairs and small groups administering different types of assessments and interpreting data reports available to them.</p> <p>Formative Assessment at Indicator Level: When given formal reading assessment data, participants will be able to interpret data reports and inform instructional decisions based on this data.</p>	
	<p>3.5 Understand the meaning of test reliability, validity and standard error of measurement and describe major types of derived scores from standardized reading tests.</p>	<p>Required Course Reading(s): Institute of Education Sciences (IES) Regional Educational Laboratory Southeast at Florida State University: Reliability and Validity https://www.youtube.com/watch?v=L-ofOlsul4U; IES/WWC Using Student Achievement Data to Support Instructional Decision Making;</p> <p>Curriculum Study Assignment at Indicator Level: Instructor will guide participants through reading and interpreting reliability, validity and standard error of measurement on given measures.</p> <p>Formative Assessment at Indicator Level: Participants will discuss the impact that certain testing conditions may have on the outcome of data and how to ensure the measures are given in a reliable way to ensure validity and keep the standard error of measurement true.</p>	
	<p>3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both</p>	<p>Required Course Reading(s): IES/WWC Using Student Achievement Data to Support Instructional Decision Making; IES/WWC: Assisting Students Struggling with Reading: Response to intervention and Multi-Tier Intervention in Primary Grades; Reading 101 is a service of WETA/ Reading Rockets in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 is</p>	

	<p>quantitative and qualitative reading assessments, including for use in triangulating data and planning instruction.</p>	<p>made possible in part by grants from The National Education Association and the LD Network. Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. https://sedl.org/reading/rad/database.html , this provides a data base of assessments and purpose</p> <p>Curriculum Study Assignment at Indicator Level: Participants will engage in the interpretation of quantitative and qualitative reading assessments and discuss implications for instructional planning.</p> <p>Formative Assessment at Indicator Level: Participants will be given data sets for them to analyze that include normed, criterion, informal, and qualitative data sets as well as information about the student for them to plan for instruction individually, then discuss within groups. Additionally, they will engage in a charting activity that delineates the differences between quantitative and qualitative reading assessments and share with the group.</p>	
	<p>3.7 Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of dyslexia.</p>	<p>Required Course Reading(s): Participants read article, The critical Role of Instructional Response for Identifying Dyslexia and Other Learning Disabilities, Jeremy Mickiak, and Jack M. Fletcher. Just the Facts . . . information provided by the International DYSLEXIA Association. IES/WWC: Assisting Students Struggling with Reading: Response to intervention and Multi-Tier Intervention in Primary Grades; IES/WWC Using Student Achievement Data to Support Instructional Decision Making. Reading 101 is a service of WETA/ Reading Rockets in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 is made possible in part by grants from The National Education Association and the LD Network. Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. https://sedl.org/reading/rad/database.html , this provides a data base of assessments and purpose</p>	

		<p>Curriculum Study Assignment at Indicator Level: Participants will jig saw readings and as a group we will create a chart of perceptions vs. realities pertaining to these specific characteristics.</p> <p>Formative Assessment at Indicator Level: Using case studies, teachers will interpret the results and explain the consistency of the student's performance with the characteristics of dyslexia.</p>	
	<p>3.8 Understand how reading disabilities, including dyslexia, vary in presentation and degree and know when to refer a student for additional assessment.</p>	<p>Required Course Reading(s): Participants read article, The critical Role of Instructional Response for Identifying Dyslexia and Other Learning Disabilities, Jeremy Mickiak, and Jack M. Fletcher. Just the Facts . . . information provided by the International DYSLEXIA Association.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss article and fact sheet</p> <p>Formative Assessment at Indicator Level: Using MTSS case studies of 3 different children teaches will analyze the provided data and indicate which student(s) present characteristics consistent with dyslexia and need further evaluation.</p>	
	<p>3.9 Know how to read and interpret standardized reading diagnostic test results administered by psychologists, speech-language professionals and educational evaluators.</p>	<p>Required Course Reading(s): How to Interpret standardized scores: https://nces.ed.gov/nationsreportcard/reading/interpret_results.aspx;</p> <p>Curriculum Study Assignment at Indicator Level: Participants will engage in analysis of case study activities and discuss interpretation of the findings of this report. Participants will interview staff at their school site to determine process, assessments used and instructional supports provided for students, parents, and educators to assist in the reading, understanding and implications of these findings.</p> <p>Formative Assessment at Indicator Level: Using the case study scenario, they will write a short synopsis of the finding, implications for instruction, supports that would be offered if this student were assessed at their school site and share with group during the next session.</p>	
	<p>3.10 Understand how to document and use data within a systematic</p>	<p>Required Course Reading(s) IES/WWC: Assisting Students Struggling with Reading: Response to intervention and Multi-Tier Intervention in Primary</p>	

	<p>problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and dyslexia.</p>	<p>Grades; IES/WWC Using Student Achievement Data to Support Instructional Decision Making. IRIS Center Module: The Response-to-Intervention Approach https://iris.peabody.vanderbilt.edu/module/rti01/cresource/q1/p02/#contentand Curriculum Study Assignment at Indicator Level: Working in groups or pairs participants will determine instructional changes that need to be made based on the information within the case study activity. Specifically, participants need to make a clear correlation to data used to determine these instructional changes and how they might be monitored for progress. They are to be specific in determining the assessments used and next steps based on their process for their school site. Formative Assessment at Indicator Level: Using the information from the paired or small group activity, participants will write a short explanation using data sources from the scenario to support these instructional changes and how they will be monitored for effective results. Additionally, they are to include what the next step would be at their school site if the student does not show progress.</p>	
	<p>3.11 Analyze data to identify trends that indicate adequate progress in student reading development.</p>	<p>Required Course Reading(s): https://www.readingrockets.org/article/student-progress-monitoring-what-means-your-child; IES/WWC Using Student Achievement Data to Support Instructional Decision Making; IES/WWC: Assisting Students Struggling with Reading: Response to intervention and Multi-Tier Intervention in Primary Grades; Curriculum Study Assignment at Indicator Level: Using case study and data provided participants will discuss trends indicated by information and how to progress monitor students' progress. Formative Assessment at Indicator Level: Participants will create a list of progress monitoring tools and what they might monitor for use within classrooms.</p>	

	<p>3.12 Identify appropriate assessments and accommodations for progress monitoring all students.</p>	<p>Required Course Reading(s): Bureau of Exceptional Education and Student Services (BEES), Division of Public Schools, Florida Department of Education, http://fldoe.org/academics/exceptionalstudent-edu/beess-resources/presentations-pubs; https://www.readingrockets.org/article/student-progress-monitoring-what-means-your-child; Brown, J. E., Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention; https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools. Curriculum Study Assignment at Indicator Level: Participants will interview MTSS representative at their school site to determine what progress monitoring assessments are used and how accommodations are given and the impact of these. Formative Assessment at Indicator Level: Participants will share this information with the group during the next session.</p>	
	<p>3.13 Identify, select and administer language-appropriate assessments in reading to students who are English learners.</p>	<p>Required Course Reading(s): https://www.colorincolorado.org/school-support/assessment-english-language-learners; multitude of resources and articles available at this site to assist learners. Brown, J. E., Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention. https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools. Curriculum Study Assignment at Indicator Level: Participants will interview school level staff responsible for administering the appropriate assessments in reading to students who are English learners and the process for determining levels of support and eligibility. Formative Assessment at Indicator Level: Participants will report back the following session on the assessment used and procedure that is followed</p>	

		for this within their school sites. Participants will engage in the administration of the WIDA assessment if possible.	
	3.14 Understand how to analyze and interpret assessment results and make modifications to an assessment administered in English to an English learner.	<p>Required Course Reading(s): https://www.colorincolorado.org/school-support/assessment-english-language-learners; multitude of resources and articles available at this site to assist learners.</p> <p>Brown, J. E., Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention. https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools.</p> <p>Curriculum Study Assignment at Indicator Level: Participants will discuss the information provided in the article and what might be the impact on the reliability and validity of an assessment to an English Learner.</p> <p>Formative Assessment at Indicator Level: Participants will consider this information when assessing English Learners.</p>	
	3.15 Identify and implement appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.	<p>Required Course Reading(s): Bureau of Exceptional Education and Student Services (BEES), Division of Public Schools, Florida Department of Education, http://fldoe.org/academics/exceptionalstudent-edu/beess-resources/presentations-pubs; Intervention Central website and articles; Lessons and Sample Materials from the National Center for Intensive Intervention: https://intensiveintervention.org; University of Florida Literacy Initiative an Introduction to Dyslexia: https://www.youtube.com/watch?v=VwCmQ6xuTRE&t=4s</p> <p>Curriculum Study Assignment at Indicator Level: Participants will combine the information from the article with district requirements and guidelines when assessing students with IEP or 504 plans in the area of reading.</p> <p>Formative Assessment at Indicator Level: Participants will discuss the impact these requirements may have on the reliability and validity as well</p>	

		as the impact these accommodations have when informing instructional decisions.	
	3.16 Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.	<p>Required Course Reading(s): IES/WWC: Assisting Students Struggling with Reading: Response to intervention and Multi-Tier Intervention in Primary Grades Additional resource guide: https://fcrr.org/resources/supporting-family-involvement-foundational-reading-skills and https://www.fldoe.org/academics/standards/just-read-fl/families/</p> <p>Curriculum Study Assignment at Indicator Level: Participants will review various on-line resources and sites provided to help educators inform parents in how to support their children in the area of reading.</p> <p>Formative Assessment at Indicator Level: Teachers will reference these resources in culminating project.</p>	

Competency 4 Introduction

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply evidence-based instructional practices by differentiating process, product and context. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring.
(60 In-service hours)

Competency 4 <i>Foundations and Applications of Differentiated Instruction</i>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment

01-013-009	<p>4.1 Differentiate evidence-based reading instruction in oral language, phonological awareness, phonics, fluency, vocabulary and comprehension, ranging from enrichment practices to intensifying interventions.</p>	<p>Required Course Reading(s): Intensive Interventions Defined: https://intensiveintervention.org/data-based-individualization ; Taxonomy of Intervention Intensity: https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/reading-endorsement/comp4/Taxonmy%20of%20Intervention%20Intensity.pdf; Reis, S.M., Renzulli, S.J., & Renzulli, J.S. (2021). Enrichment and gifted education pedagogy to develop talents, gifts and creative productivity. <i>Education Sciences</i>, 11, 615.; Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC, 2007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/ Curriculum Study Assignment at Indicator Level: Teachers will analyze videos to identify evidence-based practices and methods used to differentiate (e.g., make instruction more explicit, create additional opportunities for practice, affirmative and corrective feedback, opportunities for skill transfer, etc.) for ELLs, students performing below expected levels, and children with identified disabilities. Teachers will use tools from sites on differentiation to guide their critiques including National Center for Improving Literacy - https://improvingliteracy.org/ and The National Center on Intensive Intervention - https://intensiveintervention.org/ Formative Assessment at Indicator Level: Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e.,</p>	<p>This assignment will occur in stages. Teachers will design and administer a series of four lessons to address essential components of reading instruction with learners in your classroom setting. Two lessons will target word recognition and fluency, and two will address vocabulary and comprehension. Word Recognition and Fluency Lessons Both lessons will focus on word recognition and fluency at the individual word level or in connected text. Word recognition may include letter/sound correspondence, sight word instruction (i.e., high frequency words that are decodable and/or irregular), phonics instruction,</p>
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		multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning. .	and/or multisyllabic word instruction. Fluency instruction may include reading rate, accuracy and/or prosody of connected text or rate and accuracy of individual word reading. Vocabulary and Comprehension Lessons Both lessons will focus on vocabulary and comprehension instruction. Instruction may include text being read aloud (listening comprehension) or students reading text orally or silently. This lesson will center around one text. That text will be used to select specific target vocabulary and to teach a comprehension strategy or lead a discussion to ensure comprehension (i.e.,
	4.2 Understand the stages of English acquisition for English learners and differentiate evidence-based reading instruction for students at different levels of English proficiency.	<p>Required Course Reading(s): Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention. https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools; website: https://www.colorincolorado.org/ell-basics/ell-resources-grade</p> <p>Curriculum Study Assignment at Indicator Level: Working in pairs (small group) participants will be assigned sections in guide and websites to report back information and how they would use this.</p> <p>Formative Assessment at Indicator Level: Using case study data of an ELL, teachers will explain the second language acquisition of English language learners using current theories and identify evidence-based practices to facilitate reading development based on the presented characteristics</p>	
	4.3 Understand and apply current theories of second language acquisition to differentiate reading instruction for English learners of diverse backgrounds and various levels of prior education.	<p>Required Course Reading(s): Brown, J. E., Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention. https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools</p> <p>Curriculum Study Assignment at Indicator Level: : Teachers will watch videos from IRIS module on 2nd language acquisition. Discuss methods for differentiation for a learner based on social and academic language presented: https://iris.peabody.vanderbilt.edu/module/ell/cresource/q1/p02/#content;</p> <p>Formative Assessment at Indicator Level: Using case study data of an ELL, teachers will explain the second language acquisition of English language</p>	

		learners using current theories and identify evidence-based practices to facilitate reading development based on the presented characteristics.	interactive discussion about text including Socratic seminars or questioning the author, etc.). Selected instructional practices must be designed to (1) develop higher order thinking (e.g., inference making, integration of information) and (2) conceptual understanding of words that goes beyond labeling a word (e.g., relationships between words/concepts; function of words). Lesson Plan Reflections Reflection 1: A 2-page double spaced reflection on the first word recognition and fluency lesson and the first vocabulary and comprehension lesson. In the reflection include the following: 1. A research-based rationale for the
	4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components based on informal and formal assessments.	<p>Required Course Reading(s): Catts, H.W., Adlof, S.M., & Weismer, S. E. (2006). Language deficits in poor comprehenders: A case for the Simple View of Reading. <i>Journal of Speech, Language, and Hearing Research</i>, 49, 278-293. Brown, J. E., Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention. https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools;</p> <p>Curriculum Study Assignment at Indicator Level: Using Scarborough’s Reading Rope and Simple View of Reading, participants will use scenario provided with student data and information to discuss implications these two elements have when informing instruction., Watch a video identifying factors that impact reading development and discuss in the terms of the Simple View of Reading. https://institute.aimpa.org/resources/teachable-moments/teachablemomentdisplay/~board/institute-trainings/post/dr-louise-spear-swerling</p> <p>Formative Assessment at Indicator Level: Click or tap here to enter text.Using case study data assessing each of the reading components, teachers will identify the language, cognitive and developmental skills of learners and how these skills impact reading performance. Teachers will make research-based instructional recommendations based on provided data including: oral language skills, phonological/ phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>	
	4.5 Recognize how characteristics of both language and cognitive development impact	Required Course Reading(s): Adlof, S.M., & Weismer, S. E. (2006). Language deficits in poor comprehenders: A case for the Simple View of Reading. <i>Journal of Speech, Language, and Hearing Research</i> , 49, 278-293	

	reading proficiency to differentiate instruction.	<p>APM Reports: Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read Curriculum Study Assignment at Indicator Level: Using this article along with the Simple View of Reading and Reading Rope, participants will discuss the direct tie between these components and comprehension of text. Formative Assessment at Indicator Level: Participants will create a flow chart indicating how a deficiency in one of these areas impacts reading proficiency and the impact this would have when differentiating instruction.</p>	instructional procedures selected. 2. Data collected from the progress monitoring assessments. Respond to the following questions: 1. To what extent did students meet the identified objectives? 2. Based on the progress monitoring data, how will you differentiate instruction in your next pair of lessons? Reflection 2: A 2-page double spaced reflection on the second word
	4.6 Recognize the characteristics of competent and skilled readers to differentiate instruction more effectively.	<p>Required Course Reading(s): The Simple View of Reading; https://www.readingrockets.org/article/simple-view-reading article and video series Curriculum Study Assignment at Indicator Level: Participants engage in the learning discussion using these resources to articulate how this “view” identifies characteristics of “skilled readers” and how the implication this has when differentiating instruction. Formative Assessment at Indicator Level: Using provided scenario and Reading Rope graphic from article, participants will list the areas that the student is demonstrating skill or competence and the implication this has when planning for differentiation.</p>	recognition and fluency lesson and the second vocabulary and comprehension lesson. In the reflection include the following: 1. A research-based rationale for the instructional procedures selected. 2. Data collected from the
	4.7 Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform differentiated instruction.	<p>Required Course Reading(s): Castle, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. Psychological Science in Public Interest, 19, 5-51. Honig, B., Diamond, L., & Gutlohn, L. (2018). CORE: Teaching reading sourcebook (Updated 3rd ed.) Curriculum Study Assignment at Indicator Level: Participants will engage in readings and discussions focused on developmental levels and continuums for learning. Teachers will view videos of reading development at different stages and compare language, cognitive and reading acquisition of the represented age groups. https://www.greatschools.org/gk/category/milestones-subjects/reading/</p>	

		<p>Formative Assessment at Indicator Level: Using case study data assessing each of the reading components, teachers will identify the language, cognitive and developmental skills of learners and how these skills impact reading performance. Teachers will make research-based instructional recommendations based on provided data including: oral language skills, phonological/ phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>	<p>progress monitoring assessments. Respond to the following questions: 1. To what extent did students meet the identified objectives? 2. Based on the progress monitoring data, how will you differentiate instruction in your future lessons?</p>
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	<p>4.8 Select and use developmentally appropriate multisensory materials that address students' strengths and needs in order to differentiate instruction.</p>	<p>Required Course Reading(s): What is Multi-Sensory Instruction: https://www.understood.org/en/articles/multisensory-instruction-what-you-need-to-know and related articles on teaching implications</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will analyze videos to identify evidence-based practices and methods used to differentiate (e.g., make instruction more explicit, create additional opportunities for practice, affirmative and corrective feedback, opportunities for skill transfer, etc.) for ELLs, students performing below expected levels, and children with identified disabilities. Teachers will use tools from sites on differentiation to guide their critiques including National Center for Improving Literacy - https://improvingliteracy.org/ and The National Center on Intensive Intervention - https://intensiveintervention.org/</p> <p>Formative Assessment at Indicator Level: Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to</p>	
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		monitor progress to inform their planning. Click or tap here to enter text.	
	4.9 Plan for differentiated instruction that utilizes increasingly complex text , embeds assessment, includes scaffolding and provides re-teaching when necessary for individuals and small groups.	<p>Required Course Reading(s): Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will watch a video documenting on how to plan for differentiation based on data: https://dwwlibrary.wested.org/resources/360 Teachers will identify assessments they can use in their classrooms to plan to differentiate instruction.</p> <p>Formative Assessment at Indicator Level: Teachers will design a plan to assess students in their classroom to plan lessons addressing the components of reading</p>	
	4.10 Differentiate reading instruction for English learners across various levels of literacy development in their first language.	<p>Required Course Reading(s): Brown, J. E., Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention. https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools;</p> <p>https://www.colorincolorado.org/ell-basics/ell-resources-grade</p>	

		<p>Curriculum Study Assignment at Indicator Level: Teachers will analyze videos to identify evidence-based practices and methods used to differentiate (e.g., make instruction more explicit, create additional opportunities for practice, affirmative and corrective feedback, opportunities for skill transfer, etc.) for ELLs, students performing below expected levels, and children with identified disabilities. Teachers will use tools from sites on differentiation to guide their critiques including National Center for Improving Literacy - https://improvingliteracy.org/ and The National Center on Intensive Intervention - https://intensiveintervention.org/</p> <p>Formative Assessment at Indicator Level: Using case study data of an ELL, teachers will explain the second language acquisition of English language learners using current theories and identify evidence-based practices to facilitate reading development based on the presented characteristics.</p>	
	<p>4.11 Implement evidence-based intervention practices for students with substantial reading difficulties, including those who exhibit the characteristics of dyslexia.</p>	<p>Required Course Reading(s): Snowling, M. J., Hulme, C., & Nation, K. (2020). Defining and understanding dyslexia: Past, present and future. Oxford Review of Education, 46, 501-513; Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.</p>	

		<p>Retrieved from https://whatworks.ed.gov/Reports; Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will analyze videos to identify evidence-based practices and methods used to differentiate (e.g., make instruction more explicit, create additional opportunities for practice, affirmative and corrective feedback, opportunities for skill transfer, etc.) for ELLs, students performing below expected levels, and children with identified disabilities. Teachers will use tools from sites on differentiation to guide their critiques including National Center for Improving Literacy - https://improvingliteracy.org/ and The National Center on Intensive Intervention - https://intensiveintervention.org/</p> <p>Formative Assessment at Indicator Level: Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.</p>	
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	<p>4.12 Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of dyslexia in each of the components of reading.</p>	<p>Required Course Reading(s): Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/Reports; Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read; APM Reports: Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will watch clips from the National Center on Improving Literacy Tutorial on Reading Instruction for Students with Dyslexia: https://improvingliteracy.org/kit/reading-instruction-students-dyslexia Teachers will explain methods for differentiation for this population of learners for all components of reading.</p> <p>Formative Assessment at Indicator Level: Click or tap here to enter text. Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple</p>	
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		opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.	
	4.13 Implement a classroom level plan for monitoring student reading progress and differentiating instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .	<p>Required Course Reading(s): Snowling, M. J., Hulme, C., & Nation, K. (2020). Defining and understanding dyslexia: Past, present and future. <i>Oxford Review of Education</i>, 46, 501-513.; IRIS Module: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization; APM Reports: https://www.apmreports.org/episode/2017/09/11/hard-to-read Hard to Read</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will watch clips from the National Center on Improving Literacy Tutorial on Reading Instruction for Students with Dyslexia: https://improvingliteracy.org/kit/reading-instruction-students-dyslexia Teachers will explain methods for differentiation for this population of learners for all components of reading</p> <p>Formative Assessment at Indicator Level: Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher</p>	

		order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.	
	4.14 Monitor student progress and use data to differentiate instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .	<p>Required Course Reading(s): Snowling, M. J., Hulme, C., & Nation, K. (2020). Defining and understanding dyslexia: Past, present and future. <i>Oxford Review of Education</i>, 46, 501-513.; IRIS Module: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization; APM Reports: Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will watch a video documenting on how to plan for differentiation based on data: https://dwwlibrary.wested.org/resources/360 Teachers will identify assessments they can use in their classrooms to plan to differentiate instruction.</p> <p>Formative Assessment at Indicator Level: Teachers will share and reflect on lessons they implemented Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.</p>	

	<p>4.15 Implement evidence-based practices for developing students' higher order thinking as part of differentiated instruction.</p>	<p>Required Course Reading(s): Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/Reports; Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read; APM Reports: Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will analyze videos to identify evidence-based practices and methods used to differentiate (e.g., make instruction more explicit, create additional opportunities for practice, affirmative and corrective feedback, opportunities for skill transfer, etc.) for ELLs, students performing below expected levels, and children with identified disabilities. Teachers will use tools from sites on differentiation to guide their critiques including National Center for Improving Literacy - https://improvingliteracy.org/ and The National Center on Intensive Intervention - https://intensiveintervention.org/</p> <p>Formative Assessment at Indicator Level: Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to</p>	
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		differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.	
	4.16 Implement evidence-based practices for developing students' background knowledge as needed through differentiated instruction, enhancing the ability to read critically.	<p>Required Course Reading(s): Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/Reports; Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read; APM Reports: Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-readClick or tap here to enter text.</p> <p>Curriculum Study Assignment at Indicator Level: Teacher will watch a video on the importance of and how to build background knowledge from the AIM institute: https://institute.aimpa.org/resources/pathways-to-practice/pathways-to-practice-resources/background-knowledge Teachers will discuss how they can</p>	

		<p>incorporate strategies to build background knowledge in their lessons.</p> <p>Formative Assessment at Indicator Level: Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.</p>	
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	<p>4.17 Implement evidence-based differentiated instructional practices using writing to develop students' comprehension of text.</p>	<p>Required Course Reading(s): Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/Reports; Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read; APM Reports: Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will watch a video on the importance of incorporating writing: https://institute.aimpa.org/resources/teachable-moments/teachablemomentdisplay/~board/institute-trainings/post/dr-charlie-w-haynes Teachers will reflect on ways they can incorporate writing in their lessons.</p> <p>Formative Assessment at Indicator Level: Click or tap here to enter text. Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build</p>	
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		comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.	
	4.18 Implement appropriate and allowable instructional accommodations , including use of technology, as specified in the Individual Educational Plan or 504 Plan when differentiating reading instruction for students with disabilities, including students with characteristics of dyslexia .	<p>Required Course Reading(s): Bureau of Exceptional Education and Student Services (BEESS), Division of Public Schools, Florida Department of Education, http://fldoe.org/academics/exceptionalstudent-edu/beess-resources/presentations-pubs Click or tap here to enter text.</p> <p>Curriculum Study Assignment at Indicator Level: While implementing one or more lessons, participants are to plan and provide allowable accommodations to students that have an IEP or 504 plan. Instructional plan is to outline these accommodations and any additional supports or materials needed while teaching.</p> <p>Formative Assessment at Indicator Level: Click or tap here to enter text. Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.</p>	

Competency 5 Introduction

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive evidence-based reading plan of instruction for all students. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 5 <i>Demonstration of Accomplishment</i>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
01-013-010	5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.	<p>Required Course Reading(s): Click or tap here to enter text.CEEDAR Center (2020). Improving Instruction, Accessibility, and Outcomes Online Module. Retrieved from https://cedar.education.ufl.edu/mtssudldi-professional-development-module/</p> <p>Curriculum Study Assignment at Indicator Level: Candidates will review how to administer pre- and post-test assessments and how to use the data to inform instruction and differentiation; they will review how to administer ongoing progress monitoring assessments, including, but not limited to, using curriculum-based measures. After candidates have reviewed administration procedures, they will practice a round of pre-assessment implementation with peers before formal assessment administration in the field.</p> <p>Formative Assessment at Indicator Level: Candidates will reflect on their sample data analysis and pre-assessment</p>	<p>Summary of Culminating Project- <u>Data-Based Instructional Plan (DIP)</u></p> <p>This is a culminating, multicomponent assignment. To complete this assignment, participants will complete the following:</p> <p><i>DIP Part A) Class-Level Data Collection</i></p> <p>Participants will collect class-level progress-monitoring data to assess all 5 areas of reading using tools</p>

		administration with peers through small group discussion and a written reflection summary. Upon receiving feedback from their small group discussion and/or written feedback, candidates implement their own round of assessment in the K – 12 classrooms, as part of their data-based instructional plan requirements. Click or tap here to enter text.	appropriate for their practicum setting (K-12). The plan will include initial assessment of the whole class (e.g., most recent benchmark data and WIDA proficiency report). Candidates are expected to gather <i>all student data and information</i> .
	5.2 Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .	<p>Required Course Reading(s): Recommendations 1 & 2:</p> <p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.</p> <p>Petscher, Y., Fien, H., Stanley, C., Gearin, B., Gaab, N., Fletcher, J.M., & Johnson, E. (2019). Screening for Dyslexia. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from improvingliteracy.org.</p> <p>Curriculum Study Assignment at Indicator Level: Candidates will analyze sample benchmark data, as well as sample progress monitoring data and their corresponding scores before analyzing assessment data collected from the students in the K – 12 classrooms to inform instruction.</p> <p>Formative Assessment at Indicator Level : Candidates will reflect upon their sample data analysis through small group discussion and a written reflection summary. Upon receiving feedback from their small group discussion and/or written</p>	<p>DIP Part B) Ongoing Instruction and Assessment Plan for Below Expectation Students and/or English Language Learners</p> <p>Participants will create an Ongoing Instruction and Assessment Plan to include ongoing progress monitoring for students who are found to be performing below expectations (e.g., DIBELS, AIMSWEB, easyCBM based upon area of need). To accomplish this task, participants will become familiar with curriculum-based screening measures (e.g., DIBELS, AIMSWeb,</p>

		feedback, candidates analyze their own data collected from the K – 12 classroom in their data-based instructional plan.	easyCBM) and informal reading inventories (e.g., Qualitative Reading Inventory, Analytical Reading Inventory, or Basic Reading Inventory). Teacher candidates will identify methods to support ELLs and students with identified disabilities in their progress-monitoring plan to ensure testing accurately assesses reading skills. a. Using class-level data, participants identified groups of students who require additional instruction/support. b. the participant administered various pre-assessments (targeting skills found within the five main pillars of reading instruction) in order to identify specific area(s) of need for the students. c. pre-assessments have been completed, the
	5.3 Demonstrate evidence-based practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	<p>Required Course Reading(s): Recommendation 2: Integrate oral and written English language instruction.</p> <p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing oral/aural language (e.g., authentic talk, structured debates, repeated readings, oral language fluency development activities) appropriate for use in their K-12 classrooms.</p> <p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson that focuses on building students' oral/aural language and includes adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>	
	5.4 Demonstrate evidence-based practices for developing students' phonological awareness and	<p>Required Course Reading(s): Recommendation 2: Develop awareness of the segments of sounds in speech...</p> <p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L.,</p>	

	<p>phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.</p> <p>Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy...</p> <p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website:</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing phonological awareness (e.g., Elkonin boxes, syllable clapping, tapping sounds, LIPs Program) appropriate for use in their K-12 classrooms.</p> <p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson that includes intentional explicit, systematic, and sequential writing instruction for developing phonological awareness, as well as adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>participants are using the class-level data and pre-test results to identify methods and instructional recommendations to support ELL and students with identified disabilities in their progress-monitoring plan to ensure that testing accurately assesses reading skills.</p> <p><i>DIP Part C) Implementation Plan for Target Students</i></p> <p>Participants will submit their instructional lesson plan draft and they are expected to provide a minimum of 5-8 lessons to the target student in order to gather sufficient information to complete the Data Based Instructional Plan assignment. It is likely that the participant will provide more instruction over the course of the semester.</p>
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	<p>5.5 Demonstrate evidence-based practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>Required Course Reading(s): Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words</p> <p> Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.</p> <p>Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words</p> <p> Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing phonics skills (e.g., tactile letters, letter tiles, sky writing, phonics phones, and phonics programs) appropriate for use in their K-12 classrooms.</p>	<p>Lessons will incorporate a plan for ongoing progress monitoring and data based instructional decisions. Teacher candidates will submit a final reflection on the implementation of their plan and identify any changes they would make to support all learners including ELLs and students with identified disabilities. Teacher candidates will reflect on accommodations for learners in the practicum setting with 504 plans and/or IEPs.</p> <p><i>DIP Part D) Report on Final Results Techniques for Data Analysis</i></p> <p>Participants will discuss post-test assessment results and determine the learning gains and skills mastered by each student. Teacher candidates will discuss the further instructional recommendations and subsequent instructional</p>
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		<p>Formative Assessment at Indicator Level: Click or tap here to enter text. Candidates will design and implement a lesson that includes intentional explicit, systematic, and sequential writing instruction to improve decoding skills, as well as adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>	needs and potential additional interventions.
	<p>5.6 Demonstrate evidence-based practices for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia.</p>	<p>Required Course Reading(s): Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p> <p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.</p> <p>Recommendation 2: Provide purposeful fluency-building activities...</p> <p>Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S.</p>	

		<p>Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing fluency and reading endurance (e.g., repeated reading, readers theatre) appropriate for use in their K-12 classrooms.</p> <p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson that targets instructional strategies for building reading fluency and includes adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>	
	<p>5.7 Demonstrate evidence-based practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>Required Course Reading(s): Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.</p> <p> Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.</p> <p>Recommendation 1: Teach a set of academic vocabulary words intensively across...</p> <p> Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching</p>	

		<p>academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing both academic and domain-specific vocabulary (e.g., semantic gradients, semantic maps, semantic feature maps) in reading appropriate for use in their K-12 classrooms.</p> <p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson that demonstrates development in academic and domain-specific vocabulary and includes adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>	
	<p>5.8 Demonstrate evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>Required Course Reading(s): Recommendation 3: Routinely use a set of comprehension-building practices... Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-</p>	

		<p>based instructional practices for facilitating reading comprehension (e.g., predicting, summarizing, questioning, integrating, making inferences) in reading appropriate for use in their K - 12 classrooms.</p> <p>Formative Assessment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for facilitating reading comprehension (e.g., predicting, summarizing, questioning, integrating, making inferences) in reading appropriate for use in their K - 12 classrooms.</p>	
	<p>5.9 Demonstrate evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>Required Course Reading(s): Recommendation 3: Routinely use a set of comprehension-building practices... Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing students' higher order thinking to enhance comprehension (e.g., integrating, making inferences, making causal connections, semantic relationships) in reading appropriate for use in their K – 12 classrooms.</p>	

		<p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson that targets developing higher order thinking skills within comprehension and includes adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia. Click or tap here to enter text.</p>	
	<p>5.10 Demonstrate evidence-based practices to facilitate students’ monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>Required Course Reading(s): Recommendation 3: Routinely use a set of comprehension-building practices... Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing students’ ability to monitor and self-correct (e.g., fix-up strategies, rereading, SMART strategy) in reading appropriate for use in their K – 12 classrooms.</p> <p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson that targets students’ abilities to monitor their reading, as well as includes adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>	
	<p>5.11 Demonstrate evidence-based practices for developing all students’</p>	<p>Required Course Reading(s): Recommendation 3: Routinely use a set of comprehension-building practices...</p>	

	<p>background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia.</p>	<p>Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Candidates will identify evidence-based instructional practices for developing all students’ background knowledge to enhance the ability to read critically (e.g., perspective taking, questioning the author) within their K-12 classrooms.</p> <p>Formative Assessment at Indicator Level: Click or tap here to enter text. Candidates will design and implement a lesson that includes targeted instruction for developing students’ background knowledge, as well as adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia</p>	
	<p>5.12 Demonstrate differentiation of instruction for all students utilizing increasingly complex text.</p>	<p>Required Course Reading(s): Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide; Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades practice guide; Improving Adolescent Literacy: Effective Classroom and Intervention practice guide</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversation and given a variety of complex texts, candidates will identify methods to differentiate instruction to support learner integration of information from these texts.</p>	

		<p>Formative Assessment at Indicator Level: Click or tap here to enter text. Candidates will identify adaptations to support ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia within each of the lesson plans designed and implemented within the data-based instructional plan.</p>	
	<p>5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.</p>	<p>Required Course Reading(s): IES/WWC Using Student Achievement Data to Support Instructional Decision Making; IES/Teaching Academic Content in Literacy to English Learners in Elementary and Middle School practice guide; Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide; Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades practice guide; Improving Adolescent Literacy: Effective Classroom and Intervention practice guide</p> <p>Curriculum Study Assignment at Indicator Level: : In addition to analyzing reading benchmark scores and pre-assessment data, candidates will review English language proficiency scores for multilingual learners. After interpreting students' scores, candidates will determine what additional language scaffolds and supports are needed and how they should be embedded into the targeted areas of reading instruction for each of the lesson plans designed and implemented within the data-based instructional plan. Click or tap here to enter text.</p> <p>Formative Assessment at Indicator Level: Candidates will embed language scaffolds and supports into each lesson plan designed and implemented within the data-based instructional plan Click or tap here to enter text.</p>	

	<p>5.14 Create an information intensive environment that includes print, non-print, multimedia and digital texts.</p>	<p>Required Course Reading(s): Suggested resources for creating intensive environment: - Literacy-Rich Environment https://www.readingrockets.org/article/literacy-rich-environments - Using Multimedia to Support Reading Instruction https://www.readingrockets.org/article/using-multimedia-support-reading-instruction Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify a variety of print, non-print, multimedia and digital texts that plan to use within one, or more, of the lesson plans designed and implemented for their data-based instructional plan. Formative Assessment at Indicator Level: Candidates will implement a variety of print, non-print, multimedia, and digital texts within one, or more, of the lesson plans designed and implemented within the data-based instructional plan.</p>	
	<p>5.15 Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.</p>	<p>Required Course Reading(s): Suggested resources for viewing instructional practices: Reference IES Practice Guides found within this competency Suggested online source to access student activities: Florida Center for Reading Research: Student Center Activities; retrieved from https://fcrr.org/student-center-activities Curriculum Study Assignment at Indicator Level: Candidates will identify instructional practices for use in their practicum placements (K-12) to motivate and engage all students in reading through small group discussion and/or written reflection. Formative Assessment at Indicator Level: Candidates will identify and reflect on the benefits of implementing at least one instructional practice they plan to employ for each area of</p>	

		reading (i.e., oral language, phonological awareness, phonics, vocabulary, fluency, comprehension) in their data-based instructional plan through a small group discussion and written reflection. Considering the feedback given during the small group discussion and/or written reflection, candidates will then implement each strategy in their data-based instructional plan.	
	5.16 Demonstrate the ability to engage and support caregivers and families in their children and adolescents' reading development.	<p>Required Course Reading(s): Reading Is Fundamental (RIF) organization articles for parents on creating literacy-rich environments in the home entitled, Creating a Reading Environment at Home and Providing a Literacy-Rich Home Environment. IES/ Supporting Family Involvement in Foundational Reading Skills teacher guides for Kindergarten, first, second and third grade. Video and other supports provided; IES/Teaching Academic Content in Literacy to English Learners in Elementary and Middle School practice guide. HLP4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.</p> <p>McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.</p> <p>Curriculum Study Assignment at Indicator Level: After one round of progress monitoring with their K – 12 targeted group of students, candidates will create a progress report for two of the students (i.e., a student who is an English language learner and a learner identified with a reading deficiency or one with characteristics of dyslexia) to share with each student's</p>	

		<p>caregiver. This progress report will include, but is not limited to, the following: Results from the preassessments, summaries of the implemented lessons, data from the progress monitoring, future targeted lessons, suggestions for how caregivers can support students' reading development, etc.</p> <p>Formative Assessment at Indicator Level: The progress report will be scored according to a predetermined assessment measure (i.e., analytic or holistic rubric, checklist, etc.).</p>	
	<p>5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.</p>	<p>Required Course Reading(s):</p> <p>HLP5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs (pp. 45 – 47)</p> <p>McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.</p> <p>Curriculum Study Assignment at Indicator Level: Candidates will prepare a case study report on two students from the K – 12 setting (i.e., a student who is an English language learner and a learner identified with a reading deficiency or one with characteristics of dyslexia). Upon preparing the report, candidates will participate in a mock parent/teacher conference, where they will deliver the assessment results to students and their caregivers.</p> <p>Click or tap here to enter text.Formative Assessment at Indicator Level: Using an informal assessment measure (e.g., checklist, rubric, anecdotal notes, etc.) to guide observation, candidates'</p>	

		peers will observe mock parent/teacher conferences and provide feedback to the candidate(s) upon completion of the conference.	
	5.18 Demonstrate intentional explicit, systematic and sequential writing instruction to improve decoding skills.	<p>Required Course Reading(s): Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</p> <p>Curriculum Study Assignment at Indicator Level: Using data collected from preassessments and progress monitoring measures, participants will identify evidence-based instructional practices, that include systematic writing strategies for developing decoding skills (e.g., in a phonological and/or phonics lesson) appropriate for use in their K-12 classrooms</p> <p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson plan that includes intentional explicit, systematic, and sequential writing instruction to improve decoding skills, as well as adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>	

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Appendix: Forms

PAEC READING ENDORSEMENT
ADD-ON ENDORSEMENT APPLICATION FORM*

NAME _____TERMSID # _____

DISTRICT _____SCHOOL _____

I am planning to add Reading Endorsement to my current Florida teaching certificate. I understand that I will need to complete the components covering the topics prescribed by the State Board of Education Rule 6A-4.0163. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

Please give a brief statement of your reason(s) in pursuing this endorsement.

Selected Reading Endorsement Track (circle one): 1 2 3 4

Candidate Signature

Date

Position

**Please note:*

Applicants must return this completed form to the appropriate district office contact.

**PAEC READING ENDORSEMENT
VERIFICATION OF POINTS
APPLICABLE TOWARD ADD-ON CERTIFICATION**

1. Name: _____

2. District: _____ 3. School: _____

4. TERMS ID No.: _____ 5. Points on file: _____

6. Requirements:

- (1) ☐ Foundations of Reading Instruction-Competency 1 (60 points)
- (2) ☐ Application of Research-Based Practices-Competency 2 (60 points)
- (3) ☐ Foundations of Assessment-Competency 3 (60 points)
- (4) ☐ Foundations of Applications of Differentiation Instruction-Competency 4 (60 points)
- (5) ☐ Demonstration of Accomplishment (Reading Practicum)-Competency 5 (60 points)

College courses may be substituted for any of the above components for which the course descriptions match the _____ County Master In-service Plan Components.

7. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>	<u>Verified by:</u> <u>(initials of district official)</u>
Requirement #1 (Compt. 1)			
Requirement #2 (Compt. 2)			
Requirement #3 (Compt. 3)			
Requirement #4 (Compt. 4)			
Requirement #5 (Compt. 5)			
Total Required 300			

I certify that the participant listed above has successfully completed all requirements necessary to obtain the Add-On Reading Endorsement.

Date _____

Signature of District Official _____

FOR _____ DISTRICT OFFICE of CERTIFICATION USE ONLY

Status of Application:

- ☐ Sent to Florida Dept. of Education
- ☐ Returned for Additional Verification

Date _____ By _____

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
READING ENDORSEMENT
TRANSFER OF COLLEGE CREDIT (Form C)**

1. Name _____

2. District _____ 3. School _____

4. TERMS ID. _____ 5. DOE No. _____

The attached college transcripts are submitted as part of the PAEC Reading Endorsement program. These courses meet the requirements of the following component(s) in the approved _____ county program for Reading Endorsement.

6. Program area

PAEC/District Component # and Title

College Course # and Title

1)

2)

3)

FOR DISTRICT OFFICE OF CERTIFICATION USE ONLY

No. Points Approved _____ No. Points Not Approved _____

COMMENTS:

Date _____

District Official _____

Competency 5 – Checklist of Competencies

At the conclusion of the practicum experience leading to the reading endorsement, the practicum supervisor will complete the following checklist in consultation with the teacher.

Specific Indicator		Decision	Method of Assessment
5.1	Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.		
5.2	Demonstrate research-based instructional practices for facilitating reading comprehension.		
5.3	Demonstrate research-based instructional practices for developing oral/aural language development.		
5.4	Demonstrate research-based instructional practices for developing students' phonological awareness.		
5.5	Demonstrate research-based instructional practices for developing phonics skills and word recognition.		
5.6	Demonstrate research-based instructional practices for developing reading fluency and reading endurance.		
5.7	Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.		
5.8	Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.		
5.9	Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.		
5.10	Demonstrate research-based instructional practices for developing students' ability to read critically.		
5.11	Demonstrate differentiation of instruction for all students utilizing		
5.12	Demonstrate skill in assessment and instruction with English Language Learners from diverse backgrounds and at varying English proficiency levels.		
5.13	Create an information intensive environment that includes print and digital text.		
5.14	Use a variety of instructional practices to motivate and engage students in reading.		
5.15	Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.		

Use the following codes for completion of this form:

Decision	Method of Assessment		
D = Demonstrated PD = Partially Demonstrated ND = Not Demonstrated	O = Observation W = Written Reflection	V = Video CS = Case Study	LP= Lesson Plan

The practicum is complete when the teacher has demonstrated success on at least 80% (12) of the indicators.

Signature of Teacher

Date

Signature of Mentor

Date

Signature of Practicum Supervisor

Date

Inservice Program
For Add-On Endorsement

In the Area of

READING

Professional Learning Center Panhandle
Area Educational Consortium 753 West
Boulevard
Chipley, Florida 32428
(850) 638-6131

Recommended to the _____ District School Board on _____, 20__

Superintendent

Approved by the _____ District School Board on _____, 20__

Chairman of the Board



Professional Development Alternatives



ASSESSMENT AND EVALUATION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 4-102-001

Minimum/Maximum Inservice Points: 60/60

TARGET AUDIENCE

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

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

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

Learning (Delivery) Methods:

A,B,C,D,F,G,H,I,J,K

Implementation Methods:

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

Evaluation Methods: Staff -

A,B,C,D,E,F,G Student - G,Z FEAP: B1

BATTELLE DEVELOPMENTAL INVENTORY 2ND EDITION (BDI-2) TRAINING MODULE (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 4-102-006

Minimum/Maximum Inservice Points: 10/10

TARGET GROUP

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

GENERAL OBJECTIVES

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

SPECIFIC OBJECTIVES

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

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

1. Identify Florida's requirements for reporting data to measure outcomes of special services for children with disabilities and relate those requirements to specific components of the Battelle Developmental Inventory 2nd Edition (BDI-2)
2. Identify appropriate scores to be assigned based on scoring criteria listed in BDI-2 Domain Test Books and on observations and/or descriptions of child's performance on BDI-2 test items
3. Calculate scores for the administration of the BDI-2 following manual guidelines for starting points, basal, ceiling, and calculation of raw scores.

4. Complete a checklist to verify the accuracy of administration and scoring of BDI-2.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Complete all activities to demonstrate understanding of strategies for differentiating, adapting instruction.
5. Complete all activities to demonstrate understanding of instructional methods for integrating instruction in the classroom.
6. Complete activities to check understanding throughout all units.
7. Complete "Required - Check Your Understanding" activities within each unit of the module.
8. Complete the final assessment with 80% accuracy rate.
9. Complete one of the three follow-up activity options.

Evaluation:

Participants will complete "Required - Check Your Understanding" activities in each unit of the module. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate.

Participants are given unlimited trials to achieve the 80% passing rate during the twelve week enrollment period with a mandatory wait time of 24 hours between each retake.

Additionally, participants will be complete one of three options in the follow-up activity section. Each option lists the completion level expected. Please see follow-up activity options below.

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

Follow-Up Activity Options:

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

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

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

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

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

Learning (Delivery) Methods: B,C

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

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

FEAP: A1, A4

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BUILDING INCLUSIVE SCHOOLS

COMPONENT NUMBER – 6-100-001

Function: 1

Focus Area: 100

Local Sequence Numbers: 001

Points To Be Earned: 10

2. DESCRIPTION:

This online course presents a brief historical evolution of inclusion for students with disabilities leading to legislative actions, current state education agency and national data, and indicators of inclusive practices. Beginning with a vision of inclusion, school leaders can build an inclusive school culture using growth mindset, person-first language, and collaboration to enact student-centered decision-making for diverse learners, including students with disabilities. Information and resources are shared to establish a solid foundation of universal instruction, including High Leverage Practices (HLPs), Multi-Tiered Systems of Supports (MTSS), Positive Behavior Intervention Systems (PBIS), Universal Design for Learning (UDL), and social and emotional learning. The use of collaborative teaching approaches through in-class service delivery models in general education settings as part of a continuum of alternative placements helps provide specially designed instruction and supports, including accommodations and modifications for students with disabilities in order to implement their Individual Educational Plan (IEP) in the least restrictive environment. Additionally, information about peer supports is provided and emphasized to enhance outcomes for students with and without disabilities. This course also emphasizes identifying and planning for ongoing supports to continue to build inclusive practices, job-embedded professional development and in-school experts on inclusive practices to allow for implementation and consistent use of evidence-based strategies.

Upon completion of this course participants will demonstrate an awareness of the following:

- a. The importance of instructing students with disabilities in the least restrictive environment.
- b. How school leaders can establish a vision of inclusion across a school.
- c. The essential use of evidence-based practices, including the framework of Universal Design for Learning for addressing the needs of all students.
- d. How students' Individual Educational Plan (IEP) services can be provided using in-class supports and collaborative teaching approaches.
- e. Collaboration and reflection to provide ongoing supports to develop and implement practices consistently.

The content is organized around five topics:

1. How inclusion has evolved for students with disabilities
2. Leadership and decision-making
3. Components of universal instruction
4. Specially designed instruction and supports
5. College, career, and life ready

Within these five topics are 28 objectives to be demonstrated by those participants who successfully complete the course. Objectives reference the following abbreviated list:

- Florida Department of Education, Bureau of Exceptional Student Education (2021). District Best Practices for Inclusive Education (DBPIE).
- Florida Department of Education, Bureau of Exceptional Student Education (2021). School Best Practices for Inclusive Education (SBPIE).
- [U. S. Department of Education. \(2020\). *A history of the Individuals with Disabilities Education Act.* https://sites.ed.gov/idea/IDEA-History](https://sites.ed.gov/idea/IDEA-History)
- Every Student Succeeds Act. Public Law No. 114-95. (2015). <https://www2.ed.gov/policy/elsec/leg/essa/index.html>

- Endrew F. v. Douglas County School District RE-1. No. 15-827, 580 U.S.__(2017), slip. op. at 11. https://www.supremecourt.gov/opinions/16pdf/15-827_Opm1.pdf
- Florida Department of Education. (2019). *Survey 2 data 2019-2020, primary exceptionalities*. <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml>
- TeachingWorks. (2021). *High leverage practices*. <https://www.teachingworks.org/work-of-teaching/high-leverage-practices>
- Florida Problem Solving & Response to Intervention Project -Technology and Learning Connections. (2018). *Components of universal instruction*. <https://www.tlc-mtss.com/resources>
- The Collaboration for Effective Educator, Development, Accountability, and Reform. (CEEDAR) Center. (2017). *High Leverage Practices in Special Education (HLPs)*. <https://cedar.education.ufl.edu/wp-content/uploads/2017/11/HLP-flyer-list.pdf>

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

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input checked="" type="checkbox"/> 2.1: Learning Outcomes <input checked="" type="checkbox"/> 2.2: Learning Designs
Implementing	<input checked="" type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input checked="" type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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:

Participants will engage in topics listed below and achieve objectives associated with each topic.

Topic 1: How Inclusion has Evolved for Students with Disabilities

- Consider the evolution of educational beliefs regarding individuals with disabilities.
- Identify key legislation that impacts outcomes.
- Define the elements of inclusion.
- Compare state education agency and national data regarding educational environment for students with disabilities.
- Explore how to plan for improvements using indicators of inclusive practices through a school or district self-assessment.

Topic 2: Leadership and Decision Making

- Explain how schools can establish a vision of inclusion.
- List ways to encourage a growth mindset.
- Model the use of person first language.
- Describe components of a respectful school culture.
- Explore ways to increase collaboration.
- Identify examples of student-centered decision-making.

Topic 3: Components of Universal Instruction

- Explain how a solid foundation of universal instruction for all students benefits diverse learners, including students with disabilities.
- Apply problem solving strategies such as HLPs to identify instructional needs of students.
- Identify experts at school who can provide professional development and technical assistance for MTSS, PBIS, UDL and inclusive best practices.
- Consider the impact that social and emotional learning programs have on schools.
- Use the provided resources to extend learning about effective practices and universal instruction for all students.

Topic 4: Specially Designed Instruction and Supports

- Define specially designed instruction.
- Describe examples of specially designed instruction.
- Identify instructional supports that can benefit students with disabilities.

- Define in-class service delivery models.
- Explain collaborative teaching partnerships.
- Describe collaborative teaching approaches and the benefits for learners
- Envision ways to utilize data to ensure needs are met in the least restrictive environment for students with disabilities.

Topic 5: College Career and Life Ready

- Identify possible ongoing supports in processes within schools and communities.
- Consider the types of job-embedded professional development that are available.
- Recognize potential or designated in-school experts on inclusive practices.
- Identify local programs for students with disabilities ages 18 - 21 at colleges and technical centers.
- Monitor personal progress in addressing a school's priority BPIE Assessment indicators.

7. LEARNING PROCEDURES (Methods):

WHAT will occur during this professional learning opportunity?

During the online course participants will complete segments of required reading in each course unit in addition to completing knowledge checks and reflection segments included in each unit. Participants will be provided with a framework for implementing best practices to create an inclusive school culture with students with disabilities.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will access the online course, read informational segments, complete knowledge check quizzes and reflection discussions. Additionally, each participant will complete one or more of the following component activities: audio recordings, flip cards about inclusion and person first language, selection of true statements, expanding boxes for additional information on specific topics, multiple choice questions about specially designed instruction.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

All participants are expected to read provided content and complete tasks associated with the online course.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice.

Monitoring Procedures:

To earn credits participants must complete five "knowledge check" quizzes and nine reflection discussions as well as a final 50-question knowledge check with at least 80% accuracy. Following successful course completion, participants must complete a reflection workbook and one of the following: conduct a presentation to faculty/staff addressing application of course content and resources, develop a comprehensive plan for creating a more inclusive school, or create a plan of action to address selected School Best Practices for Inclusive Education assessment priority indicators. Verification of completed follow-up activities by the participant's supervisor is required.

9. IMPACT EVALUATION PROCEDURES:

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

Changes in instructional or learning environment practices implemented in the classroom or directly with students by 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 of IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Who will use the evaluation impact data gathered?

BESE, school district personnel or site-based administrators.

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

The impact of professional learning on performance that reveals impact on students including learning objectives or behavioral growth will be examined.

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 Learning Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date Approved: August 2022

Department: Panhandle Area Educational Consortium Professional Development Council

Name(s) of Component Author(s): FDLRS HRD

COLLABORATIVE TEACHING PARTNERSHIPS

Component Identifier Number: 2-408-004

Function: 2

Focus Area: 408

Local Sequence Number(s): 004

Maximum Inservice Points: 15

Course Description:

Collaborative Teaching Partnerships is designed as a fifteen-hour online learning experience. This course satisfies the requirements of section 1003.03, Florida Statute (F.S.), specific to the subsection requiring training of team-teaching methods within 1 year after assignment. Participants are expected to complete segments of required reading included in each course unit, in addition to completing knowledge checks, Collaborative Teaching Workbook assignments (in conjunction with a collaborative teaching partner), and reflection segments included in each unit. The participants will be provided with essential elements for establishing an effective collaborative teaching partnership in order to provide specially designed instruction and in-class supports for students with disabilities.

This course presents a brief review of state and federal legislation, common language, and selected research related to creating a foundation for co-teaching, support facilitation and in-class supports. General education teachers and special education teachers will establish effective communication and conflict resolution strategies by discussing roles and responsibilities within the collaborative teaching partnership to achieve a professional and respectful way of work in supporting students with disabilities in inclusive settings. A main focus of this course is how the use of collaborative teaching approaches in general education settings as part of a continuum of alternative placements helps provide specially designed instruction and supports in order to implement their Individual Educational Plan (IEP) in the least restrictive environment. Information, examples, and resources are shared to establish a solid understanding of collaborative teaching, including the six collaborative approaches, definitions, and examples of specially designed instruction (SDI), and activities for embedding SDI within the six approaches. Evidence- and research-based instructional strategies and High Leverage Practices (HLPs) for students with and without disabilities are provided as resources to promote effective instruction in an in-class model of support. This course also emphasizes the importance of on-going strategic planning and data collection by collaborative teams using a 3-part collaborative planning process to allow for implementation and consistent use of collaborative teaching approaches and evidence-based strategies.

Upon completion of this course participants will demonstrate an awareness of the following:

- a. The importance and benefits of instructing students with disabilities in the least restrictive environment,
- b. How general and special education teachers can communicate and problem-solve,
- c. The separate and shared roles and responsibilities of the general and special education teachers,
- d. The essential use of the six collaborative teaching approaches with specially designed instruction embedded to provide students' Individual Educational Plan (IEP) services,
- e. A variety of research- and evidence-based practices, including High Leverage Practices for addressing the needs of a diverse population of students, including students with disabilities,
- f. A 3-part collaborative planning process to provide ongoing supports and implement practices consistently and reflectively.

The content has been organized around six topics:

1. Laws, Language and Research
2. Communication

3. Roles and Responsibilities
4. Collaborative Teaching Approaches and SDI
5. Research- and Evidence-based Instructional Strategies
6. Collaborative Planning

Within these six topics are 20 objectives to be demonstrated by those participants who successfully complete the course. Objectives reference the following abbreviated list:

- Cole, S., Murphy, H., Frisby, M., Grossi, T., & Bolte, H. (2020). *The Relationship of Special Education Placement and Student Academic Outcomes*. The Journal of Special Education, 0022466920925033. <https://doi.org/10.1177/0022466920925033>.
- Every Student Succeeds Act, Public Law No. 114-95. (2015). <https://www.ed.gov/essa>
- Friend, M. (2018). *Co-teach! Building and sustaining effective collaborative partnerships in inclusive schools*. (3rd edition.) National Professional Resources, Inc.
- Hehir, T., Grindal, T., Freeman, B., Lamoreau, B., Borquaye, R., & Burke, Y. (2016). *A Summary of the evidence on inclusive education*. Abt Associates. https://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf
- Individuals with Disabilities Education Act. Public Law No. 108-446, (2004). <http://idea.ed.gov/>.
- K-20 Education Code, Public K-12 Education, Chapter 1003, §1003.03. (2021). http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.03.html
- Riccomini, P. J., Morano, S., & Hughes, C. A. (2017). Big ideas in special education: Specially designed instruction, high-leverage practices, explicit instruction, and intensive instruction. *Teaching Exceptional Children*, 50(1), 20–27. <https://doi.org/10.1177/0040059917724412>
- TeachingWorks. (2021). *High leverage practices*. <https://www.teachingworks.org/work-of-teaching/high-leverage-practices>
- The Collaboration for Effective Educator, Development, Accountability, and Reform. (CEEDAR) Center. (2017). *High Leverage Practices in Special Education (HLPs)*. <https://cedar.education.ufl.edu/wp-content/uploads/2017/11/HLP-flyer-list.pdf>

Specific Objectives:

Topic 1: Laws, Language and Research

- Know what federal and state legislation says about inclusion.
- Define common terms used in relation to collaborative teaching.
- Share research related to the benefits of collaborative teaching.

Topic 2: Communication and Conflict Management

- Consider how and why miscommunication happens.
- Identify the characteristics of effective communication.
- Use effective communication strategies to manage conflict.

Topic 3: Roles and Responsibilities

- Understand the concept of parity is embedded in the partnership.
- Establish roles and responsibilities.

- Blend expertise.
- Plan collaboratively.

Topic 4: Using Collaborative Teaching Approaches with Specially Designed Instruction

- Describe the six approaches to collaborative teaching and the guidelines for using each.
- Explain how three of the approaches can be used to increase the intensity of instruction.
- Understand the characteristics of SDI.
- Identify how SDI for students with disabilities can be provided using the six collaborative approaches.

Topic 5: Effective Instructional Strategies and Practices

- Provide some examples of effective instructional strategies and high leverage practices.
- Identify strategies that you and your teaching partner will use to intensify instruction or to provide SDI.
- Understand how Universal Design for Learning (UDL) can provide opportunities for a diversity of learners to engage in learning.

Topic 6: Collaborative Planning

- Reflect on your current planning practices and identify adjustments that will be needed for a successful teaching partnership.
- Use the 3-Part Planning process to effectively plan with your teaching partner to provide high-quality instruction and specially designed instruction for students with disabilities using the 6 collaborative teaching approaches.
- Identify best practices to use when planning for assessment in an inclusive classroom, in alignment with your district's grading policy.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete six "knowledge check" quizzes, four informal reflections and eleven collaborative discussions or activities with a teaching partner.

To demonstrate successful completion of the course participants must complete a Collaborative Teaching Workbook documenting collaborative discussions with a teaching partner and ONE of the following options:

- conducting a presentation to faculty/staff addressing application of course content and resources,
- develop and implement a collaborative lesson plan with a teaching partner using a template provided in Unit 6,
- or reach out to your local Florida Inclusion Network (FIN) facilitator (www.floridainclusionnetwork.com/about-us/) to schedule a classroom walk-through to provide technical assistance to your teaching team.

Verification of completed follow-up activities by the participants' supervisor is required.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities:

Flip cards about inclusion, selection of true statements, expanding boxes for additional information on specific topics, multiple choice questions about specially designed instruction, ranking of strategies, articles and videos.

Deaf Ed EXPRESS

Component Number: 2-100-020

Function: 2 – Instructional Methodology/Faculty Development

Focus Area: 100 – Instructional Strategies

Local Sequence Number: 019

Points to Be Earned: 6

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

LINK(S) TO PRIORITY INITIATIVES:

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

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

IMPACT AREA

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

SPECIFIC LEARNER OUTCOMES:

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

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

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

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

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

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

- KEY ISSUES to be included in participant implementation agreements:

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

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

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

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

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

- Discussion board entries, when relevant

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

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

- Quality of instruction that teachers demonstrate

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

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

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

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

Spring 2019

Departments: FDLRS, Professional Learning and
Development, NEFEC Name(s) of Component

Author(s): Zoe Mahoney, Sandy

DEVELOPMENTALLY APPROPRIATE PRACTICES IN INCLUSIVE PRE-K SETTINGS - PDA

COMPONENT IDENTIFIER NUMBER: 2-100-017

Maximum Inservice Points: 10/10

Course Description: *Developmentally Appropriate Practices in Inclusive Pre-K Settings* is designed as a ten-hour online learning experience. Participants are expected to complete segments of required reading included in each course unit, in addition to completing knowledge checks and reflection segments included in each unit. The participants will be provided with a variety of strategies and resources related to addressing needs of Pre-K children with delays and disabilities.

This course focuses on the development of instructional strategies based on observations, progress monitoring, and information gained from both the Florida Early Learning and Developmental Standards (FELDS) and students' Individual Education Programs (IEP's). Additionally, information and resources are provided to assist teachers in optimizing teaching and learning using Universal Design for Learning which establishes a framework for addressing the needs of all children in a program or classroom. In addition, this course emphasizes collaboration of general education teachers, exceptional education teachers, service providers, and families to develop and implement support strategies consistently.

Upon completion of this course participants will demonstrate an awareness of the following:

- a. Using resources provided in the Florida Early Learning and Developmental Standards (FELDS) when developing activities and lessons.
- b. Sections of Individual Education Program (IEP) and use of information related to children's present levels of performance and goals.
- c. Evidence-based practices, including the framework of Universal Design for Learning for addressing the needs of all children in a program or classroom.
- d. Collaboration of general educators, exceptional education teachers, service providers, and families to develop and implement support strategies consistently.

The content has been organized around seven topics:

1. Overview of inclusion
2. Overview of programs and services
3. Developing a supportive classroom
4. Supporting communication
5. Supporting social, emotional, and behavioral development
6. Supporting adaptive and motor skills
7. Collaboration with family and staff

Within these seven topics are 27 objectives to be demonstrated by those who successfully complete the course. Objectives reference the following:

- Florida Department of Education Office of Early Learning (2017). Best practices in inclusive early childhood education (BPIECE). Retrieved from

<http://flbt5.floridaearlylearning.com/docs/BPIECE%20for%20Directors%20FINAL%20ADA.pdf>

- Florida Department of Education Office of Early Learning. (2017). *Florida early learning and developmental standards*. Retrieved from <http://flbt5.floridaearlylearning.com/>
- Department of Early Childhood (DEC) of Council for Exceptional Children (CEC), *DEC Best Practices* <https://tats.ucf.edu/wp-content/uploads/sites/9/2018/12/Official-DEC-2014-Recommended-Practices.pdf>
- National Association for the Education of Young Children (NAEYC), *UDL from NAEYC* - <https://tats.ucf.edu/wp-content/uploads/sites/9/2018/08/ConnPowersBTJ.pdf>
- Early Childhood Technical Assistance Center and National Center for Pyramid Model Innovations (2007) *Early care and education environment indicators and elements of high-quality inclusion*. Retrieved from <https://ectacenter.org/topics/inclusion/indicators-ece.asp>
- Florida Department of Education Office of Early Learning. (2017). *Florida early learning and developmental standards*. Retrieved from <http://flbt5.floridaearlylearning.com/>

Specific Objectives:

Topic 1: Overview of Inclusion

- Recognize the federal and state regulations for educating preschool children with disabilities to the maximum extent with non-disabled peers (who do not have IEPs)
- Recognize the components pertinent to programs for students ages 3-5 with disabilities included in the State Performance Plan and Annual Performance Review and the Florida Department of Education Strategic Plan
- Understand how inclusive practices positively impact learning outcomes for preschool children.

Topic 2: Overview of Programs and Services

- Understand the processes involved in screening, evaluation, eligibility, and service delivery involved in special education.
- Recognize opportunities for both general education and special education services for pre-k students.
- Recognize characteristics exhibited by young children with delays and disabilities.
- Identify resources for information about child development, screening, and early childhood services.

Topic 3: Developing a Supportive Classroom

- Understand the basis for establishing developmentally appropriate practices (DAP) in early childhood classrooms.
- Explain how to provide an accessible learning environment and encourage participation in learning experiences for preschool children with disabilities using Universal Design for Learning (UDL) principles

- Understand methods for gaining information about expectations, activities, and supporting individual needs from resources such as Florida Early Learning and Developmental Standards (FELDS) and students' Individual Education Programs (IEP's)
- Identify steps on the continuum of types and levels of support that might be developed to support children in routines and activities.

Topic 4: Supporting Communication

- Describe the differences in characteristics of aspects of communication such as receptive and expressive language, speech impairment, and language disorder.
- Identify factors that may influence communication skills of students acquiring English as a second language.
- Identify supports and accommodations that can support students with communication challenges in Pre-K.
- Identify the impact of communication delays and disabilities on other domains.

Topic 5: Supporting Social, Emotional, and Behavioral Development

- Identify the impact of social delays on children's functioning within a preschool classroom setting.
- Understand the importance of facilitating child-adult interactions in a way to develop a nurturing and safe environment.
- Recognize strategies that should be implemented to support students in social interactions and social problem-solving.
- Identify skills to teach and strategies to support children in the development of self-regulation.
- Identify supports and accommodations that can be helpful for children with social, emotional, and behavioral challenges.

Topic 6: Supporting Adaptive and Motor Skills

- Identify age-appropriate skills for preschool children related to self-care.
- Identify age-appropriate skills for preschool children related to personal responsibility.
- Identify strategies and accommodations to promote adaptive skill development for students with special needs in the preschool program.
- Recognize strategies to assist students who have motor difficulties with increasing their participation in motor activities.

Topic 7: Collaboration with Family and Staff

- Describe the importance and benefits of family engagement in the learning process for all children.
- Identify specific methods for building relationships and improving communication with families.
- Describe ideas for collaborating with therapists, service providers, and classroom staff to coordinate lessons and implement supports consistently.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of seven “knowledge check” question/response documents. In addition, participants must complete a final 50-question knowledge check with at least 80% accuracy.

Following successful completion of the course participants must complete **one** of the follow-up activities options. The options include development of instructional plan, written reflection related to child development and application of course content and resources.

Verification of completed follow-up activities by the participants' supervisor is required.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities: Professional reading, reflection on classroom strategies related to supporting children in inclusive Prekindergarten settings, development of instructional plan to address strategies, written responses to reflection prompts.

Learning (Delivery) Methods: A, C

Implementation Methods: P, S

Evaluation Methods:

Staff: A

Student: F

FEAP: A.2, A.3, B.1

DIFFERENTIATING MATHEMATICS INSTRUCTION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-005

Minimum/Maximum Inservice Points: 30/30

Target Group

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

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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

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

Description of Activities:

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

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

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

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C

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

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

FEAP: A1,A2,A3,A4

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DIFFERENTIATING READING INSTRUCTION FOR STUDENTS: MAKING IT EXPLICIT (PDA)

COMPONENT NUMBER: 2-013-003

POINTS TO BE EARNED: 60

2. **DESCRIPTION:** The focus of this module will be to provide an opportunity for participants to acquire a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem-solving process. Developed by the Florida DOE (BESE) as a combined group and online learning experience, this module is designed to provide a professional development opportunity for educators working with students experiencing reading difficulties, especially those with significant and persistent difficulties including students with identified disabilities or students who are English Language Learners. This component is intended to be completed in its entirety. No partial credit will be granted.

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
- ☐ Master 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 support student success

☐ Organizational leadership proficiencies (as per FPLS)

☐ Professional and ethical behavior

☒ Regulatory or compliance requirements

☐ Other:

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT (Select all that apply and add Protocol Standard Title and Number)

- **Educator Level**

☒ Planning-1.1.1.

☒ Learning-1.2.2., 1.2.3., 1.2.4., 1.2.5.

☒ Implementing-1.3.1., 1.3.3.

☒ Evaluating-1.4.2., 1.4.3., 1.4.4.

- **School Level**

☒ Planning-2.1.2.

☒ Learning-2.2.2., 2.2.3., 2.2.4., 2.2.5.,

☒ Implementing-2.3.3.,

☐ Evaluating-

- **District Level**

☒ Planning-3.1.3., 3.1.4., 3.1.5.

☒ Learning-3.2.2., 3.2.3., 3.2.4., 3.2.5.

☒ Implementing-3.3.3.

☒ Evaluating-3.4.1., 3.4.5., 3.4.7.

☐ Check here if not significantly related to any Protocol Standard

5. IMPACT AREA(S): Select all that apply

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

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

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

6. SPECIFIC LEARNER OUTCOMES: Identify the priority study and/or on the job implementation outcomes/objectives

1. Understand the importance of scientific research-based instruction and evidence-based practices by reviewing the history of reading instruction.
2. Review current scientific research-based instruction and evidence-based practices for differentiating instruction to meet individual learning needs.
3. Identify Florida initiatives and resources for teaching reading effectively.
4. Compare stages of language and reading development of different age groups.
5. Understand the rationale for differentiating instruction by considering variables that impact student achievement.
6. Identify alterable and instructionally relevant variables, such as language proficiency, readiness for what is being taught, background knowledge, learning preferences, and interests that should be considered to meet individual learning needs.
7. Examine research on why reading failure is unnecessary.
8. Apply the guidelines of differentiated instruction in order to ensure that students are developing the reading skills necessary to comprehend increasingly complex text.
9. Identify strategies and activities that support development of a responsive learning environment addressing the needs of individual learners, including but not limited to, students with persistent or significant reading difficulties, students learning English as a second language, and students with identified disabilities.
10. Understand that careful analysis of assessment data must be used to meaningfully differentiate instruction and monitor student reading progress.
11. Review purposes, types, and models of reading assessment.
12. Describe features of Florida's reading assessment plan for elementary and secondary students.
13. Apply instructional design principles and teacher delivery methods to provide meaningful differentiated instruction that is multisensory in nature and provided with increasing levels of explicitness, intensity, and duration.
14. Activate background knowledge regarding phonological awareness.
15. Clarify the relationship between phonological awareness, phonemic awareness, and skilled reading.
16. Review the supporting research regarding phonological awareness.
17. Discuss phonological awareness difficulties.
18. Extend and apply knowledge of systematic instructional design principles and intensive teacher delivery methods to provide differentiated and explicit instruction in phonological awareness.
19. Understand the goal of phonics instruction and the important role it plays in reading instruction.
20. Review the research evidence-based practices for effective phonics instruction.
21. Define the role of decodable text in beginning reading instruction.
22. Apply the guidelines of differentiated instruction to phonics instruction to meet individual learning needs.
23. Apply instructional design principles and teacher delivery methods to increase the explicitness, intensity and duration of phonics instruction to meet individual learning needs.

24. Examine curriculum materials, to determine appropriateness for meeting individual learning needs, by using the guidelines for differentiating instruction and the instructional design principles that increase the explicitness and intensity of instruction.
25. Define fluency.
26. Determine the reasons why students are dysfluent.
27. Examine the connection between proficient reading and reading fluency.
28. Learn how to differentiate assessment and instruction of reading fluency for students experiencing reading difficulties.
29. Understand the importance of vocabulary instruction and the role it plays in the reading process.
30. Review research and evidence-based practices for effective oral language development and vocabulary instruction.
31. Examine the continuum of vocabulary strategies and the relationship to levels of word knowledge.
32. Understand how to choose words for instruction.
33. Define academic vocabulary and understand its relationship to comprehending increasingly complex text.
34. Identify the components of an effective vocabulary lesson.
35. Apply the guidelines for differentiating instruction, instructional design principles, and teacher delivery methods to vocabulary instruction in order to meet individual learning needs.
36. Define reading comprehension.
37. List the skills, knowledge, and attitudes that are required for comprehending text.
38. Recognize student behavior that may interfere with accurate text comprehension.
39. Discuss the relationship between other areas of reading and the ability to comprehend increasingly complex text.
40. Identify the behaviors of successful readers.
41. Clarify how to differentiate comprehension instruction for students, including but not limited to students with persistent and significant reading difficulties, students learning English as a second language, and students with disabilities.
42. Understand how close analytical reading can develop a student's higher order thinking and ability to think critically in order to independently comprehend challenging text.
43. Contrast the difference between accommodation and instruction.
44. Implement instructional practices for writing in order to develop students' comprehension of text.
45. Plan comprehension instruction to meet individual learning needs by using evidence-based practices, the guidelines for effective differentiation, instructional design principles to increase explicitness, and teacher delivery methods to increase intensity.
46. Plan instruction with the understanding that the goal of all reading instruction is for each learner to independently comprehend challenging text.

7. LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

The participant will complete all of the following with 80% accuracy. Participants will engage in all module requirements: Reading all online module content; participating in group discussions; and completing quizzes, self-assessments, reflections, classroom-based investigations and case studies.

- HOW will the experiences be provided to participants during the delivery?
 1. Review all module content, related professional articles, and websites.
 2. Participate in group discussion and activities related to the content.
 3. Complete all multiple choice, true-false, matching, and fill-in-the-blank “Check Your Understanding” quizzes.
 4. Complete reflections on application of module content to improve response to individual learner needs.
 5. Complete a classroom-based investigation and case study examining phonemic awareness, phonics, or advanced word identification instruction in a core, remedial or intervention reading program.
 6. Complete a classroom-based investigation and case study on assessing and building fluency.
 7. Complete a classroom-based investigation and case study on explicit vocabulary instruction.
 8. Complete a classroom-based investigation and case study on explicit instruction of a comprehension strategy.
- KEY ISSUES to be included in participant implementation agreements:

Participants will be required to complete all assignments in the course within the designated time frame as listed on the course syllabus; complete all assignments/requirements with 80% accuracy; and commit to collect and enter student impact data in the FDLRS Student Data Collection website.

8. IMPLEMENTATION/MONITORING PROCEDURES: R: Electronic – Interactive

On-going feedback will be given to participants on the implementation of their online assignments. Face-to-face coaching and feedback will also be given to participants on the implementation of their online assignments. To monitor the implementation of learning, the PDA facilitator will review the assignments to provide support and additional resources. As a result, the participants will meet the requirements of the implementation agreement.

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

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

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the PDA online course. These measures include documentation of changes in instructional practices related to differentiating reading instruction, changes in student

performance as documented on results of teacher-constructed student growth measures, and/or review of portfolios of student work.

- Who will use the evaluation impact data gathered?

The impact data will be reviewed by Florida Diagnostic and Learning Resources System (FDLRS); the State of Florida, Department of Education, Bureau of Instructional Support and Community Services; and Brevard Public Schools Office of Professional Learning and Development.

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

- What other forms of evaluation data will be gathered:
 - a. What evaluation data addresses value of the PD design?
 - b. What evaluation data addresses quality of implementing PD?
 - c. Who will use these aspects of PD evaluation data?

In addition to routine examination of information regarding changes to teacher performance and student achievement throughout this online course, participants will also complete a required Participant Satisfaction Survey which includes questions on the "Impact of module content on enhancing student performance/educator competence" and on the "Increase in professional growth as a result of completing this module." The information from these evaluations will be reviewed by Florida Diagnostic and Learning Resources System (FDLRS) to determine the need for revision of content/process, and to align changes in teacher performance to student achievement.

FDLRS HRD

DIFFERENTIATING SCIENCE INSTRUCTION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-006

Minimum/Maximum Inservice Points: 30/30

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

General Objective:

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

Specific Objectives:

Participants will be able to:

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

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

Description of Activities:

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

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

Evaluation:

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

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods: A,B,C

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

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

FEAP: A1,A2,A3,A4

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

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-010

Maximum Inservice Points: 20

TARGET GROUP

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

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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

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

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

DESCRIPTION OF ACTIVITIES

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

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

Evaluation:

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

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

Follow-Up Strategies:

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

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

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

Learning (Delivery) Methods: B,C

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

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

FEAP: A1, A4

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EMOTIONAL/BEHAVIORAL DISABILITY: AN INTRODUCTION

Component Identifier Number: 8-403-002

Function: 8

Focus Area: 403

Local Sequence Number(s): 002

Maximum Inservice Points: 8

Course Description

Learners will gain information regarding the rule related to the eligibility, factors that must be considered during the determination process, impact of experiences on determination, specific individual factors that influence behavioral and emotional expression, and an understanding of the fear and shame related to emotions within the eligibility. Additionally, this course provides a brief understanding of how experiences that occur in the home or community, specifically adversity and trauma, play a role in behaviors and emotions that are seen in the academic setting. Helpful strategies and resources will also be provided. This course is designed to assist those who support students with or at risk of an emotional behavioral disability, especially in understanding eligibility, supports, and service provision. Since these students are involved in all of the daily aspects of school, this course is beneficial to any person who works with students in any capacity.

Upon completion of this course participants will demonstrate an awareness of the following:

1. Define what is an Emotional/Behavioral Disability and describe the various components for eligibility determination.
2. Identify internal and external factors that relate to the disability.
3. Demonstrate an understanding of the factors that may contribute to student misbehavior.
4. Demonstrate an understanding as to why having an emotional/behavioral disability can cause stigma.
5. Define terms “restraint” and “disproportionality.”
6. Identify educational practices that will help improve academic and behavioral outcomes for students with E/BD.
7. Understand the importance of a supportive environment.
8. Identify characteristics of a supportive classroom.
9. State one caregiver perspective in relation to E/BD.
10. Identify the difference between internal and external traits.
11. State the impact of temperament on presenting behaviors.
12. List reasons why external traits may be displayed by students.
13. Identify two connections between E/BD and a child who has high energy and difficulty with change.
14. Define the terms emotional and emotional development.
15. Understand the effect of trauma on children and on how they learn.
16. Identify trauma-informed care practices in the classroom setting.
17. Define what are the behavioral components of a well-rounded behavior management system.
18. Identify proactive, educative, and functional “look-fors” that will assist classroom teachers and staff in the implementation of Behavior Intervention Plans.
19. Discuss and identify behavioral best practices and routines that ensure the classroom environment has appropriate supports in place.
20. Understand the definition of a continuum of services.
21. Identify services offered to students with E/BD.
22. Understand the role that each individual plays in a continuum of services for students with E/BD.
23. Identify 3 common emotions that trigger dysregulation.

24. Understand strategies to teach emotional regulation.
25. Create through the information a safe, positive, respectful classroom.
26. Understand the FBA Process and how it assists in identifying the function of behavior.
27. Define what a replacement behavior is.
28. Identify observable/measurable behaviors verses non-observable/measurable behaviors.
29. Discuss strategies that teachers, staff, and parents/guardians can practice assisting in student success.
30. Identify specialized supports and services listed in IEPs for students with E/BD.
31. Discuss PBIS strategies and how they support students with behavioral needs.
32. Discuss strategies that teachers, staff, and parents/guardians can implement as they practice Trauma-informed Care.
33. Identify the goals of the SEDNET project
34. Locate important resources that are supported through the statewide project
35. Discuss SEDNET's Role in Florida's System of Care

The content has been organized around eight topics:

1. What is an Emotional/Behavioral Disability?
2. Internal and External Components of E/BD
3. Intricacies of an Emotional or Behavioral Disability
4. Understanding E/BD
5. E/BD Continuum of Services in the Least Restrictive Environment
6. Best Practices to Support Students with E/BD
7. Individual Education Plans and Trauma Informed Care
8. SEDNET Understanding the Resource

The eight course topics include 35 objectives to be demonstrated by those who successfully complete the course.

Specific Objectives

Topic 1: What is an Emotional/Behavioral Disability?

- Define what is an Emotional/Behavioral Disability and describe the various components for eligibility determination.
- Identify internal and external factors that relate to the disability.
- Demonstrate an understanding of the factors that may contribute to student misbehavior.

Topic 2: Internal and External Components of E/BD

- Demonstrate an understanding as to why having an emotional/behavioral disability can cause stigma.
- Define terms "restraint" and "disproportionality."
- Identify educational practices that will help improve academic and behavioral outcomes for students with E/BD.
- Understand the importance of a supportive environment.
- Identify characteristics of a supportive classroom.

Topic 3: Intricacies of an Emotional or Behavioral Disability

- State one caregiver perspective in relation to E/BD.
- Identify the difference between internal and external traits.
- State the impact of temperament on presenting behaviors.
- List reasons why external traits may be displayed by students.
- Identify two connections between E/BD and a child who has high energy and difficulty with change.

Topic 4: Understanding E/BD

- State one caregiver perspective in relation to E/BD.
- Identify the difference between internal and external traits.
- State the impact of temperament on presenting behaviors.
- List reasons why external traits may be displayed by students.
- Identify two connections between E/BD and a child who has high energy and difficulty with change.

Topic 5: E/BD Continuum of Services in the Least Restrictive Environment

- State one caregiver perspective in relation to E/BD.
- Identify the difference between internal and external traits.
- State the impact of temperament on presenting behaviors.
- List reasons why external traits may be displayed by students.
- Identify two connections between E/BD and a child who has high energy and difficulty with change.

Topic 6: Best Practices to Support Students with E/BD

- State one caregiver perspective in relation to E/BD.
- Identify the difference between internal and external traits.
- State the impact of temperament on presenting behaviors.
- List reasons why external traits may be displayed by students.
- Identify two connections between E/BD and a child who has high energy and difficulty with change.

Topic 7: Individual Education Plans and Trauma Informed Care

- State one caregiver perspective in relation to E/BD.
- Identify the difference between internal and external traits.
- State the impact of temperament on presenting behaviors.
- List reasons why external traits may be displayed by students.
- Identify two connections between E/BD and a child who has high energy and difficulty with change.

Topic 8: SEDNET Understanding the Resource

- State one caregiver perspective in relation to E/BD.
- Identify the difference between internal and external traits.
- State the impact of temperament on presenting behaviors.
- List reasons why external traits may be displayed by students.
- Identify two connections between E/BD and a child who has high energy and difficulty with change.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must:

- Complete each of the “Check for Understanding” question/response sections.
- Complete a Final Assessment with at least 80% accuracy.
- **Complete** a culminating Follow-up Activity as an application of newly acquired professional knowledge, skills, dispositions, and behaviors. Participants will use what they have learned in this course to complete **one** of the following options:
 - Option 1 - Conduct a presentation for faculty or staff to share information learned in the course.
 - Option 2 - Using the concepts from the course, develop a comprehensive plan for creating a classroom that incorporates best practices to support students with an eligibility of E/BD.
 - Option 3 - Create a plan of action for addressing a self-selected area to implement across a school in order to make a positive impact for students, families, and community.

References & Resources:

Objectives reference the following sources.

- [988 Hotline](#)
- [Adverse Childhood Experiences \(ACEs\) - Centers for Disease Control and Prevention](#)
- [Anxiety in Teens](#)
- [CDC-Kaiser ACE Study](#)
- [Center on Positive Behavioral Intervention Supports](#)
- [Child Development](#)
- [Child Trauma Toolkit for Educators](#)
- [Considering Trauma in Special Education Evaluations and IEP Development](#)
- [Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework](#)
- [Developmental Differences in Children Who Have Experienced Adversity](#)
- [Differential Reinforcement: A Complete Guide](#)
- [The Effects of Stress on Your Body](#)
- [Explicit Instructions | Effective and Efficient Teaching](#)
- [Florida PBIS Project](#)
- [Future Directions for Research to Improve Outcomes for Students with Emotional and Behavioral Disorders](#)
- [Guidelines for Implementation of the Revised Rule for Exceptional Student Education Eligibility for Students with Emotional/Behavioral Disabilities](#)
- Guarino, K. & Chagnon, E. (2018). Trauma-sensitive schools training package. Washington, DC
- [How to Guide Young Learners to Follow the Rules](#)
- [How to Teach Self-Regulation](#)
- [Identify and Define Problem and Replacement Behaviors](#)
- [Individuals with Disabilities Education Act](#)
- [National Center on Safe Supportive Learning Environments](#)
- [National Center for Trauma-Informed Care](#)
- [The Nine Traits of Temperament](#)
- [Mental Health Stigmas Explained](#)
- [Miami-Dade County Public Schools Inclusion Page](#)
- [Multi-tiered System of Supports \(MTSS\)](#)
- [OSEP Fast Facts: Children Identified With Emotional Disturbance](#)

- [Parents Guide to Problem Behavior](#)
- [Positive Behavioral Interventions and Supports \(PBIS\)](#)
- [Practice Briefs – Center on Positive Behavioral Intervention Supports](#)
- [Recommendations to Improve Young Children’s Social-Emotional Development](#)
- [Response to Intervention for Parents and Community](#)
- [Rule 6A-6.03016\(5\)\(a\)-\(c\), Florida Administrative Code](#)
- [Rule 6A-6.0331\(1\), Florida Administrative Code](#)
- [Rule 6A-6.03028, Florida Administrative Code](#)
- [Section 1003.573, Florida Statutes](#)
- [Section 394.463, Florida Statutes](#)
- [SEDNET](#)
- [Specialty Treatment Maps](#)
- [Strategies to Help Build Understanding Between Students and Teachers](#)
- [Supporting and Responding to Students’ Social, Emotional, and Behavioral Needs Evidence-Based](#)

Practices for Educators

- [Tier 3 FBA/BIP Process](#)
- [Trauma - American Psychological Association](#)
- [Trauma Sensitive Schools Implementation Guide](#)
- [Trauma 101 Study Guide – Resilient Georgia](#)
- [Trauma 101 Workbook - Parents & Caregivers](#)

ENGAGING LEARNERS THROUGH INFORMATIVE ASSESSMENT (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 4-102-003

Minimum/Maximum Inservice Points: 20/20

TARGET GROUP

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

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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

DESCRIPTION OF ACTIVITIES

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

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

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Implementation Strategies:

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

Learning (Delivery) Methods: B,C

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

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

FEAP: A1, A4

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English Language Learners (Ells) for Therapists Online Professional Learning Course

COMPONENT NUMBER: 8-700-001

Function: 8

Focus Area: 700

Local Sequence Number: 001

POINTS TO BE EARNED: 18

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Florida Department of Education as an online learning experience. This course is designed to provide school-based speech and language, occupational, and physical therapists an option for professional development to ensure students classified as ELL in Florida's public schools receive appropriate delivery of services per the requirements under the Florida Consent Decree. It enables these professionals to enhance their skills in working with English Language Learners.

LINK(S) TO PRIORITY INITIATIVES:

Assessment and tracking student progress

Continuous Improvement practices

Learning environment (as per FEAPS standards)

Non-Classroom Instructional staff proficiencies support student success

Professional and ethical behavior

Regulatory or compliance requirements

Other: Florida Consent Decree

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	1.1.1		3.1.3
Learning	1.2.3, 1.2.5	2.2.2, 2.2.3, 2.2.5,	3.2.3, 3.2.5
Implementing	1.3.1	2.3.3	3.3.3.
Evaluating			

IMPACT AREA(S): Select all that apply

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

SPECIFIC LEARNER OUTCOMES:

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

- State the purpose of the Florida Consent Decree.
- Identify the six mandated areas of the Consent Decree.
- Summarize the ELL training requirements for related service personnel.
- State considerations for best practices in involving families from culturally and linguistically diverse backgrounds.
- Identify effective guidelines for interpreters, qualifications of interpreters, and options for language moderators when a certified interpreter who speaks in the student's native language is not available.
- Summarize best practices and ethical guidelines for utilizing interpreters and language moderators.
- Identify the legal implications of assessment and evaluation of ELLs.
- Explain recommendations for planning assessment and evaluation of ELLs.
- Describe assessment methods sensitive to the diverse profiles of ELLs.
- Identify the requirements of the Consent Decree for appropriate instruction for English Language Learners (ELLs).
- Demonstrate knowledge regarding guidance from the Office of Civil Rights (OCR) for the development of programs for ELLs.
- Identify the educational models used in Florida's local districts and schools.
- Identify the requirements of the Consent Decree for appropriate instruction for English Language Learners (ELLs).
- Demonstrate knowledge regarding guidance from the Office of Civil Rights (OCR) for the development of programs for ELLs.
- Identify the educational models used in Florida's local districts and schools.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

WHAT will occur during this professional development component delivery?

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

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

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

websites in the online course environment and as external links. They will also collect written reflections in a Reflection Portfolio in response to questions posed throughout the course.

KEY ISSUES to be included in participant implementation agreements:

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

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

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the first option, participants are tasked with collaborating with an ESOL professional to research information, develop an assessment protocol/checklist, implement it with an ELL student and create a written reflection. Option two asks participants to develop an outline of best practices for involving families, write effective guidelines for interpreters, and suggest tips for effectively utilizing interpreters and language liaisons. They then must compare this outline to district information and summarize, justify and implement these practices.

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

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

Professional learning implementation assignment:

Quality of participation in the PAEC Professional ePDC, when appropriate

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

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

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

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

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC

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

Exploring Structured Literacy

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-003

Minimum/Maximum Inservice Points: 40/40

Target Group:

This online professional development course is offered by the Florida Diagnostic and Learning Resources System (FDLRS), in collaboration with Florida's Personnel Development Support Project (PDSP) at FCIM/FSU. It is funded by the Florida Department of Education, Bureau of Exceptional Education and Student Services (BEESS), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. This course is designed to provide a professional learning opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia. This component is intended to be completed in its entirety. Therefore, no partial credit will be granted.

General Objective:

This course will allow K-6 educators to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. In order for educators to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, emphasis of this professional learning opportunity is focused on reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound-symbol associations, syllables, morphology, semantics, and syntax.

Specific Objectives/Learning Targets:

Upon successful completion of this module, participants will be able to:

1. Develop your knowledge and understanding of the historical perspective on reading.
2. Identify the kinds and characteristics of readers categorized by the Simple View of Reading.
3. Recognize the language and neurobiological basis of reading disabilities, including dyslexia.
4. Explain various projects, entities, and resources available to Florida educators supporting evidence-based literacy learning.
5. Define what is meant by Universal Design for Learning and Assistive Technology.
6. Identify elements of effective, evidence-based literacy instruction and how to appropriately match instruction to student need.
7. Recognize the role assessment plays in planning structured literacy instruction.
8. Develop your knowledge and understanding of the role phonological awareness and phonemic awareness plays in literacy learning.
9. Describe how phonetics is foundational knowledge for educators for teaching students to read and spell.
10. Recognize that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.

11. Increase your understanding of the components of phonological awareness and phonemic awareness.
12. Implement activities for teaching phonological awareness and phonemic awareness skills.
13. Develop your knowledge and understanding of the history of writing systems and their impact on modern English.
14. Explain the correspondence between phonemes and graphemes in English.
15. Describe English orthographic conventions and the predictability of the English language.
16. To explain the importance of structured literacy instruction in developing accurate decoding for all students, especially those with reading difficulties and disabilities.
17. Implement activities for teaching sound-symbol correspondences (i.e. phonics or decoding) and syllables.
18. Develop knowledge and understand the impact morphology has on literacy learning.
19. Define the essential terminology related to morphology.
20. Describe the relationship of etymology to morpheme patterns.
21. Explain the importance of structured literacy instruction in developing morphological awareness, especially for students with reading difficulties and disabilities.
22. Implement activities for teaching morphology.
23. Develop knowledge and understand the impact syntax has on literacy learning.
24. Describe the language components of syntax.
25. Recognize that understanding sentences requires knowledge of syntax.
26. Explain the importance of structured literacy instruction in developing syntactical awareness.
27. Implement activities for teaching syntax.
28. Develop knowledge and understand the impact that semantics has on literacy learning.
29. Define the three ways language derives meaning.
30. Describe the contribution of semantics to vocabulary acquisition.
31. Explain an explicit, systematic method for choosing essential words to teach and an effective instructional routine to teach vocabulary.
32. Implement activities for teaching semantics.

Description of Activities:

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

1. Read all course content, related professional articles, and participate in group discussion(s) and activities related to the content.
2. Complete all online learning activities and assessment tasks successfully throughout the course.
3. Participate in group meeting after completing Unit 3 assessment tasks to discuss findings, reflect, and complete the FDLRS Impact Database.
4. Complete multiple choice, true-false, matching, and fill-in-the-blank Check Your Understanding quizzes in all units of study.
5. Complete a phonology review, carefully following the sequence of instruction to identify elements of the lessons that are explicit, systematic, and/or multisensory. Complete the Phonology Review Chart with specific evidence of explicit, systematic, and/or multisensory instruction in phonological and

phonemic awareness lessons. Describe what you learned about the way phonological and phonemic awareness instruction is provided in the reading program you reviewed.

6. Collect pre-assessment data to identify the need of your student(s) in the area of phonics and complete a Sound-Symbol Correspondence/Syllable Student(s) Profile and Instructional Plan. Select one multisensory intervention strategy in the area of phonics directly linked to student need to implement. After delivering the instructional plan, collect post-assessment data to determine intervention effectiveness, complete a Sound-Symbol Correspondence/Syllable Implementation Results reflection, and post pre/post data in the FDLRS Impact Database online.
7. Plan, deliver, and reflect on an explicit, systematic, and multisensory vocabulary lesson using the Vocabulary Lesson Template.
8. Review course references and resources.

Evaluation:

Participants will complete 1 Demographic Survey, 3 Discussion Posts, 6 Quizzes with at least 80% accuracy, 4 Dropbox Tasks, 1 FDLRS Impact Database Entry, and 1 Satisfaction Survey, which will be reviewed by the course facilitator for satisfactory completion according to task specific scoring guidelines. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.

Follow-Up Strategies:

Participants will demonstrate continued application of knowledge learned from this course via instructional review and implementation activities, on-going e-mail with facilitator and participation in group meetings. Participants will be provided with access to additional resources and professional development opportunities to extend content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

References and Resources:

Unit 1 References and Resources:

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FORMATIVE ASSESSMENT FOR DIFFERENTIATING INSTRUCTION

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 4-102-001

Minimum/Maximum Inservice Points: 15/15

No partial credit will be given.

TARGET GROUP

Developed by the Florida Diagnostic Learning Resources System (FDLRS) of the Florida Department of Education as an online learning experience, this module is designed to provide easy-to-access training for staff members who are interested in formative assessment as it relates to academic achievement in students with exceptionalities.

GENERAL OBJECTIVES

The primary objective of this course is to teach participants each step of the formative assessment process to increase student achievement. Participants will develop skills for using data-based decision making to be responsive to each student's needs.

SPECIFIC OBJECTIVES

- Identify the relationship between the guidelines of differentiated instruction and the formative assessment process.
- Identify each step of the formative assessment process.
- Identify the relationship of the formative assessment process to Florida's multi-tiered system of supports (MTSS) that encompass the Problem-Solving Process and Response to Intervention (RtI).
- Identify the purposes of each component of assessment.
- Identify clear learning goals and objectives
- Identify formative assessment tasks that are aligned to specific learning goals/targets.
- Identify when instructional adjustments are needed as a result of gathering/analyzing formative assessment data.
- Recognize meaningful feedback for self-assessment and goal setting.

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

1. Describe the relationship between the guidelines of differentiated instruction and the formative assessment process.
2. Explain each step of the formative assessment process.
3. Clarify the relationship of the formative assessment process to Florida's MTSS that encompasses the Problem-Solving Process and RtI.
4. Develop and communicate learning goals/targets in student-friendly language.
5. Select and use different types and sources of evidence of student learning to assess for understanding.
6. Make instructional adjustments as a result of gathering and analyzing formative assessment

data.

7. Provide students with meaningful feedback for self-assessment and goal setting.

DESCRIPTION OF ACTIVITIES

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Complete all activities to demonstrate understanding of strategies for differentiating, adapting instruction.
5. Complete all activities to demonstrate understanding of instructional methods for integrating instruction in the classroom.
6. Complete activities to check understanding throughout all units.
7. Complete "Required - Check Your Understanding" activities within each unit of the module.
8. Complete the final assessment with 80% accuracy rate.

Evaluation:

Participants will complete "Required - Check Your Understanding" activities in each unit of the module. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate.

Participants are given unlimited trials to achieve the 80% passing rate during the twelve-week enrollment period with a mandatory wait time of 24 hours between each retake.

Additionally, participants will complete one of three options in the follow-up activity section. Each option lists the completion level expected. Please see follow-up activity options below.

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

Learning (Delivery) Methods: B,C

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

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

FEAP: A1, A4

REFERENCES:

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FOUNDATIONS OF EXCEPTIONAL EDUCATION (PDA)

COMPONENT IDENTIFIER NUMBER:

8-103-002

Minimum/Maximum Inservice Points: 60/60

TARGET AUDIENCE

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

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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

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

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery)

Methods: A,B,C,D,F,G,I

Implementation Methods:

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

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

Student – F,G,Z FEAP: B1

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

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-017

Maximum Inservice Points: 10/10

TARGET GROUP

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

GENERAL OBJECTIVES

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

SPECIFIC OBJECTIVES

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

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

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

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

DESCRIPTION OF ACTIVITIES

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

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

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

EVALUATION

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

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

FOLLOW-UP ACTIVITY OPTIONS

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

Option A: Instructional Plan

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

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

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

Option B: Written Reflection

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

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

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

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

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

Option C: Application of Module Content and Resources

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

- Reflection Prompts: Complete both prompts for each resource.
 1. In your own words write 2-4 key ideas from the resource.
 2. Explain how you may apply each of the key ideas to your current position to improve the outcomes for preschool students with disabilities.
- DO 4: Read/Review each of these resources from the module content and complete the two reflection prompts for each resource.
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Option D: Presentation or Professional Study Group

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

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

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

Learning (Delivery) Methods: B,C

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

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

FEAP: A1, A4

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Component Title: Increasing Outcomes for All Pre-K Children in Exceptional Student**Component Identifier Number: 2-100-019****Number of Inservice Points: 10****Course Description:** *Increasing Outcomes for All Pre-K Children in Exceptional Education*

Programs is designed as a ten-hour online learning experience. Participants are expected to complete segments of required reading included in each course unit, in addition to completing knowledge checks and reflection segments included in each unit. The participants will be provided with a variety of strategies and resources related to addressing needs of Pre-K children with delays and disabilities.

Upon completion of this course participants will demonstrate an awareness of the following:

- a. Using resources provided in the Florida Early Learning and Developmental Standards (FELDS) when developing activities and lessons
- b. Sections of Individual Education Program (IEP) and use of information related to children's present levels of performance and goals.
- c. Evidence-based practices for developing classroom and program environments that provide for a wide range of individual needs
- d. Processes related to measuring children's progress
- e. Levels of support (universal, individualized, intensive) for developing strategies to address the needs of young children

The content has been organized around seven topics:

1. Overview of resources, supports, and evidence-based practices
2. Levels of support and strategies for prompting
3. Progress monitoring
4. Classroom essentials for evidence-based practices
5. Strategies for supporting social-emotional development
6. Strategies for supporting motor development
7. Strategies for supporting language and communication

Within these five topics are 28 objectives to be demonstrated by those who successfully complete the course. Objectives reference the following:

- Department of Early Childhood (DEC) of Council for Exceptional Children (CEC), *DEC Best Practices* <https://tats.ucf.edu/wp-content/uploads/sites/9/2018/12/Official-DEC-2014-Recommended-Practices.pdf>
- National Association for the Education of Young Children (NAEYC), *UDL from NAEYC* - <https://tats.ucf.edu/wp-content/uploads/sites/9/2018/08/ConnPowersBTJ.pdf>
- Florida Department of Education Office of Early Learning. (2017). *Florida early learning and developmental standards*. Retrieved from <http://flbt5.floridaearlylearning.com/>
- TATS & FIN Talk about Universal Design for Learning. <https://tats.ucf.edu/wp-content/uploads/sites/9/2019/07/TATSFIN-V1-No.-1New-Logo.pdf>

Specific Objectives:

Topic 1: Overview of Resources and Terminology

- Recognize definitions, types, and uses of key terms (for example, progress monitoring, standards, curriculum, response to intervention, prompting).
- Recognize and define the key sections of FELDS and IEP's (for example, domain, subdomain, goal, and objective).
- Identify resources associated with the use of FELDS, developmental checklists and continuum and other guides to evidence-based practices.
- Identify evidence-based practices for developing classroom environments that provide for a wide range of learning styles and individual needs.

Topic 2: Strategies for Levels of Supporting and Prompting Young Children

- Identify examples of the use of the skill continuum sections of FELDS to assist in the development of lessons and activities to address individual needs of children.
- Identify three levels of support (universal, individualized, intensive) from descriptions of classroom strategies.
- Identify levels of prompts associated with facilitating independence for children.
- Recognize the use of methods for reducing levels and frequency of prompts.

Topic 3: Progress Monitoring to Inform Instruction

- Use examples of information in IEP goals to select methods of progress monitoring applicable for collecting data for specific purposes.
- Identify methods for providing opportunities to apply skills across different contexts in order to observe and collect data related to skills being addressed.
- Recognize strategies for individualizing instructional supports based on results of progress monitoring.

Topic 4: Review of Evidence-based Practices

- Review information from Unit 2 related to Universal Design for Learning, individualized and targeted supports, and intensive interventions.
- Review resources for implementation of supports, including the Teaching Pyramid Model, supports for environment, participation, social development, and communication.
- Review suggestions for relating information from Florida Early Learning and Developmental Standards to information in children's Individual Education Plans in order to explore the developmental continuum and resources for skill development.

Topic 5: Developing Plans and Strategies to Address Social and Emotional Needs

- Identify specific skills included in the developmental progression of FELDS Social and Emotional Domain in order to relate the information to children's individual needs.
- Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs of for support in the social and emotional domain.

- Identify opportunities to observe and collect data for progress monitoring related to social skills within a variety of early childhood settings.
- Identify multi-tiered levels of instruction, supports, and accommodations instruction for assisting children in managing emotions.

Topic 6: Developing Plans and Strategies to Address Motor Development

- Identify specific skills included in the developmental progression of FELDS Motor Domain in order to relate the information to children's individual needs for support.
- Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs of for support in the motor domain.
- Identify opportunities to observe and collect data for progress monitoring related to motor skills within a variety of early childhood settings.
- Identify multi-tiered levels of instruction, supports, and accommodations instruction for assisting children in participating in motor activities.

Topic 7: Developing Plans and Strategies for Communication and Language Development

- Identify specific skills included in the developmental progression of FELDS Language and Literacy Domain (includes communication skills) in order to relate the information to children's individual needs for support.
- Use information in children's IEP sections of Present Levels of Performance and Goals to address individual needs of for support in the communication domain.
- Identify opportunities to observe and collect data for progress monitoring related to communication skills and language concepts within a variety of early childhood settings.
- Identify multi-tiered levels of instruction, supports, and accommodations instruction for assisting children in development of communication skills.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete a minimum of five "knowledge check" question/response documents. In addition, participants must complete a final 50-question knowledge check with at least 80% accuracy.

Following successful completion of the course participants must complete **one** of the follow-up activity options. The options include development of instructional plan, written reflection related to child development and application of course content and resources.

Verification of completed follow-up activities by the participants' supervisor is required.

Professional Development Activity Descriptions

Each participant will complete one or more of the following component activities: Professional reading, reflection on classroom observation methods, development of instructional plan to address strategies, written responses to reflection prompts

Learning (Delivery) Methods: A, C

Implementation Methods: P, S

Evaluation Methods:

Staff: A

Student: F

FEAP: A.2, A.3, B.1

INSTRUCTIONAL PRACTICES IN ESE (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-001

Minimum/Maximum Inservice Points: 60/60

TARGET AUDIENCE

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

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery) Methods:

A,B,C,D,F,G,H,I,J,K

Implementation Methods:

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

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

A,B,C,D,F,G,Z FEAP: B1

INTEGRATING STANDARDS ALIGNED INSTRUCTION ACROSS THE TIERS (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-415-001

Function: 2

Focus Area: 415

Local Sequence Number: 001

POINTS TO BE EARNED: 15

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

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

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

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

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

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

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

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

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

- KEY ISSUES to be included in participant implementation agreements:

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

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

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

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

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

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

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

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

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

Spring 2019

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

INTEGRATING STUDENT SERVICES FOR INCLUSIVE SCHOOLS (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 7-420-001

Function: 7

Focus Area: 420

Local Sequence Number: 001

POINTS TO BE EARNED: 20

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

LINK(S) TO PRIORITY INITIATIVES:

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

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

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

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

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

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

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

- KEY ISSUES to be included in participant implementation agreements:

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

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

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

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

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

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

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

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

Spring 2019

Departments: FDLRS, Professional Learning and

Development, NEFEC Name(s) of Component

Author(s): Zoe Mahoney, Sandy Lewis

INTERPERSONAL INTERACTIONS AND PARTICIPATION (PDA)

Professional Development

Alternatives (PDA)

COMPONENT IDENTIFIER

NUMBER: 2-100-003

Minimum/Maximum Inservice Points: 30/30

TARGET AUDIENCE

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

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

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

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

also complete one or more of the evaluation methods following implementation of professional learning strategies.

Learning (Delivery) Methods:

A,B,C,D,F,G,H,I,J,K

Implementation Methods:

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

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

A,B,C,D,F,G,Z FEAP: B1

INTRODUCTION TO ASSISTIVE TECHNOLOGY - PDA

Component Number: 3-100-004

Function: 3

Focus Area: 100

Local Sequence Number: 004

Points to Be Earned: Minimum 20 / Maximum 20

2. DESCRIPTION: This course enables educators to develop, increase and demonstrate knowledge about assistive technology devices and services and the process of helping students with disabilities select, obtain, and use assistive technology. Content includes information about the impact of identified areas of disability including vision, auditory, physical, communication, intellectual, and cognitive processing and how assistive technology devices and services provide support.

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

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.1.5.
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.4, 1.2.5	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.2.3., 3.2.4., 3.2.5.,
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input type="checkbox"/> Click here to enter text.	<input checked="" type="checkbox"/> 3.3.1., 3.3.3.,
Evaluating	<input checked="" type="checkbox"/> 1.4.3, 1.4.4	<input type="checkbox"/> Click here to enter text.	<input type="checkbox"/> Click here to enter text.

☐ Check here if not significantly related to any Protocol Standard

5. IMPACT AREAS

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

6. SPECIFIC LEARNER OUTCOMES: identify the priority study and/or on-the-job implementation outcomes.

Educators will:

1. Reflect and discuss the classroom, students, and use of technology.
2. Explore how various exceptionalities impact student learning and access to the educational environment.
3. Explore the assessment process for identifying and aligning various assistive technology to meet the needs of students with disabilities.
4. Develop and implement a classroom assignment incorporating assistive technology.
5. Assess the impact of the implemented assistive technology on student learning and independent functioning.
6. Identify district/school resources to support the use of assistive technology.

7. LEARNING PROCEDURES (Methods):

WHAT will occur during this professional development component delivery?

Participants will be engaged in discussion, facilitated group discussions, case studies, action planning, lesson planning, and data analysis.

HOW the experiences will be provided to participants during delivery.

Assessment tasks within this course include reading content, completing reflections on previous and current practice, responding to scenarios, reviewing web-based resources, and implementing new practice.

KEY ISSUES to be included in participant implementation agreement.

Participants must demonstrate a general understanding of the assistive technology consideration process as well as the characteristics and needs of students with disabilities. The final culminative assignment will require the participant to display the ability to collect information on a student with a disability to guide the assistive technology process, select and implement a piece of assistive technology (AT) based on the data collected, and determine the effectiveness of the piece of AT that was selected.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R. Electronic, Interactive

Implementation & Support:

The facilitator will provide coaching, guidance, and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

Monitoring Procedures:

Facilitators are required to respond to direct contact within 24 hours and to provide detailed and substantial feedback within one of work submission.

9. IMPACT EVALUATION PROCEDURES:

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

Each week there is an assessment task due. Assessment tasks include discussions and application of learning with a case study on a hypothetical student. The final assessment task requires the participant to directly apply what they have learned with an actual student with a disability by creating an applicable assignment, implementing an assistive technology trial, and taking data on the implementation of the piece of assistive technology.

Who will use the evaluation impact data gathered?

Participants will use the evaluation impact data gathered to determine the effectiveness of the implementation of their chosen piece of assistive technology.

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

What other forms of evaluation data will be gathered:**a. What evaluation data address value of the PD design?**

At the end of the course, participants are required to fill out a satisfaction survey with questions regarding the quality of the facilitator as well as the format, delivery, content, and assignments of the course.

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

Participants are required to complete a culminating final assignment that requires the participant to implement strategies learned in the course and take student outcome data on the implementation. The data is entered into the FDLRS Impact Database. This information is reviewed by the facilitator, the local FDLRS PDA Coordinator, the local FDLRS Associate Center Manager, as well as the FDLRS PDA Team at FDLRS Administration.

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

The evaluation data that addresses the value of the PD design is reviewed by the course facilitator, the local FDLRS PDA coordinator, and the FDLRS PDA Team at FDLRS Administration, which includes the Lead Contact Writer for the course. The evaluation data that addresses the quality of implementation of the PD is reviewed by the facilitator, the local FDLRS PDA Coordinator, the local FDLRS Associate Center Manager, as well as the FDLRS PDA Team at FDLRS Administration.

Developed by Shannon McCosker – FDLRS HRD

INTRODUCTION TO DIFFERENTIATING INSTRUCTION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 1-100-003

Minimum/Maximum Inservice Points: 20/20

TARGET AUDIENCE

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

GENERAL OBJECTIVE

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

SPECIFIC OBJECTIVES

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

1. Participants will be able to define and apply the following terms as they relate to differentiated instruction:
 - Responsive learning environment
 - Clarity about the learning goal
 - Respectful tasks
 - Know-Understand-Do (KUD)
 - Flexible grouping
 - Readiness
 - Formative assessment
 - Interest
 - Pre-assessment
 - Learning profile/preferences
 - Summative assessment
 - Differentiated assignments
2. Participants will be able to plan meaningful differentiated instruction focusing on what is most important for students to be able to “know”, “understand”, and “do”—the KUDs of Differentiating Instruction.

3. Participants will examine the importance of planning for meaningful differentiated instruction by conducting ongoing assessment before, during, and after instruction so the teacher may adjust lesson content, format, and supports to respond to students' needs.
4. Participants will examine the whole group, small group, and partner work, as well as individual assignments. They will also utilize respectful work, determined by assessment information and linked precisely to clear learning goals, which is engaging, interesting, and challenging for each student.
5. Participants will understand that "meaningful differentiation" is not a program and is more than any one particular instructional strategy, tool, activity, or lesson and that in a differentiated environment; each student is valued for his or her contributions and has multiple opportunities to contribute to others and to learn from others' contributions.
6. Participants will demonstrate the ability to:
 - Evaluate their current practice related to the guidelines of differentiation.
 - Discuss the rationale for differentiation.
 - Determine what is most important for students to Know-Understand-Do.
 - Make the connection between meaningful differentiation and continuous assessment.
 - Identify the characteristics of a responsive learning environment.
 - Analyze a differentiated assignment.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Learning (Delivery)

Methods: A,B,C,D,F,G,I

Implementation Methods:

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

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

Student – F,G,Z FEAP: B1

LANGUAGE READING CONNECTION (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-409-001

Function: 2

Focus Area: 409

Local Sequence Number: 001

POINTS TO BE EARNED: 10

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

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

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

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

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

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

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

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

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

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

- KEY ISSUES to be included in participant implementation agreements:

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

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

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

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

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate

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

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

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

Spring 2019

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

LEADERSHIP FOR INCLUSION OF STUDENTS WITH DISABILITIES (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 7-513-002

Function: 7

Focus Area: 513

Local Sequence Number: 002

POINTS TO BE EARNED: 20

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

LINK(S) TO PRIORITY INITIATIVES:

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

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

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

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

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

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

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

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

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

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

- KEY ISSUES to be included in participant implementation agreements:

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

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

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

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

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

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

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

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

Who will use the evaluation impact data gathered?

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

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

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

What other forms of evaluation data will be gathered:

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

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

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

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

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

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

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate Alignment and quality of student artifacts that participants submit in tiered level of support Quality of instruction that teachers demonstrate

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

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

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

Spring 2019

Departments: FDLRS, Professional Learning and

Development, NEFEC Name(s) of Component

Author(s): Zoe Mahoney, Sandy Lewis

Component Title: Leading Within an MTSS**Component No: 7-400-001****Max. Points: 5 Min. Points: 5**

This online professional development opportunity was developed in partnership with the Problem Solving and Response to Intervention Project at the University of South Florida, the Bureau of Exceptional Education and Student Services at the Florida Department of Education, and the Personnel Development Support Project at Florida State University, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Prerequisite knowledge for this course includes familiarity with the evidence-based model of multi-tiered systems of supports (MTSS). MTSS emphasizes the use of learning standards with student-centered data to develop, implement, and evaluate academic and behavior instruction that is delivered in varying intensities (tiers) based on student need.

Target Group:

The *Leading Within an MTSS* course provides educational leaders with the context of Florida Department of Education's Multi-tiered Systems of Supports (MTSS) by leveraging the learning standards to assure all students succeed.

General Objectives:

- Gain insights to observing and documenting teacher and student actions that may be present in standards-aligned instruction across the tiers.
- Analyze and interpret elements of standards-aligned instruction across the tiers within a universal education.
- Prioritize next steps that can be taken at a systems level to ensure standards-aligned instruction occurs across the educational environment.

Specific Objectives:

- Define the terms standards-aligned instruction and universal education.
- Define what Universal Design for Learning (UDL) is and is not.
- Describe how the relationship between instruction and culture align with the school's core purpose.
- Describe qualities of effective systemic practices.
- Explain how integrating standards-aligned instruction across the tiers sets high expectations for all students.
- Explain standards-aligned instruction across the tiers in the context of universal education.
- Identify and define types of changes needed to develop an effective approach to standards-aligned instruction across the tiers.
- Identify how leading UDL practices is foundational to standards-aligned instruction across tiers.
- Identify ways to disperse leadership that relates to improving student outcomes.

- Recognize examples of leadership practices that support or hinder teaching and learning actions within an MTSS.
- Recognize what can be learned from instructional coaches', teachers' and students' beliefs about universal education.
- Reflect on possible implementation opportunities aligned to the school's desired results.
- Reflect on their school's current state of standards-aligned instruction across the tiers.
- Relate current systemic structural challenges to a universal education.

Description of Activities:

- Participant Course Workbook - The course workbook organizes the checkpoints and checks for understanding to offer a cohesive representation of participant's learning along the way.
- Introduction - The introduction is intended to set the purpose for each unit.
- Checkpoints - Checkpoints evolve and build upon one another throughout the units of the course. There are nine checkpoints total spread across the units.
- Check Your Knowledge - Strategically placed at the end of each unit, these checks assure the big ideas of the unit content are reflected upon.
- Videos - Audio, descriptive text, and videos are incorporated throughout the course to give life to examples of practice in the field.
- Glossary - Some terms are defined as participants encounter them for the first time. These terms are noted by a dotted underline. When participants click or tap on these terms, the definitions will be displayed.

In-service points can only be awarded by a Florida school district/organization with an approved Florida Master In-service Plan (MIP). It is recommended that educational leaders contact their individual school district's professional development department BEFORE beginning a course to verify the requirements that must be fulfilled in order to earn in-service credits towards renewal of a Florida educator's certificate.

In order to be eligible for possible district-awarded in-service credit for this course, participants must successfully complete all of the following items:

- **Review of All Course Content**
Each content unit includes objectives, supplemental resources, performance-based assessment questions, and activities.
- **Final Assessment**
Pass the final assessment with at least 80% accuracy. The final assessment can be accessed from the My Courses page, AFTER reviewing all the course content.
- **Performance-based Assessment**
Complete the directions for the corresponding section of this document located at the end of each unit.
- **Follow-up Activity**
Select and complete one of the options provided to implement what was learned. Complete instructions can be accessed under Required Next Steps on the My Courses page. They are ONLY available after participants have successfully passed the final assessment.

- **Follow-up Activity Verification Form**

Submit the Follow-Up Activity and Verification Form to a supervisor to sign, then upload the signed verification form to the My Course page under Required Next Steps.

- **Satisfaction Survey**

Complete the Satisfaction Survey. It can be accessed from Required Next Steps on the My Courses page. It is only available after ALL the above requirements have been completed.

- **Certificate of Completion**

Print and submit the Certificate of Completion to the district's professional development department. It is located under Required Next Steps on the My Course page. It is ONLY available after ALL the above requirements have been completed.

Evaluation:

Participants will complete the required final assessment with at least 80% accuracy. Participants are given unlimited trials to achieve the 80% passing rate, with a mandatory wait time of 24 hours between each retake.

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

Follow-Up Strategies:

Following successful completion of the course, participants must complete the required steps below to complete the follow-up activity and submit it for verification by a principal or supervisor.

1. Complete the Participant Course Workbook found in the course.
2. Review the activities and requirements on the following pages and select ONE follow-up activity option to complete.
 - Option 1: Targeted Observation and Feedback
 - Option 2: Professional Learning Community (PLC)
 - Option 3: Video or Audio Reflection
3. Participants use what they have learned to complete the follow-up activity, then submit the form to a principal or supervisor to sign, acknowledging that she/he has reviewed the follow-up activity.
4. Upload a scanned copy of the signed Verification Form to the My Independent Study Courses page under Required Next Steps.
5. Complete the Satisfaction Survey.

Verification of completed follow-up activities by the participants' supervisor is required for a district to award 5 in-service points. Each district is responsible to ascertain if the content of this course satisfies the content requirements for students with disabilities credit. Inservice points are awarded by the school districts through their Master Inservice Plan.

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Math Difficulties, Disabilities and Dyslexia Online Professional Learning Course

COMPONENT NUMBER: 2-100-023

Function: 2

Focus Area: 100

Local Sequence Numbers: 023

POINTS TO BE EARNED: 7

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

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
- ☐ Master 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 support student success

☐ Organizational leadership proficiencies (as per FPLS)

☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☐ Other:

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT (Select all that apply and add Protocol Standard Title and Number)

Educator Level

☒ Planning- 1.1.1.

☒ Learning- 1.2.3, 1.2.5.

☒ Implementing- 1.3.1, 1.3.3.

☐ Evaluating-

School Level

☐ Planning

☒ Learning-2.2.3., 2.2.5.

☒ Implementing-2.3.3.

☐ Evaluating-

District Level

☒ Planning-3.1.3.

☒ Learning-3.2.3., 3.2.5.

☒ Implementing-3.3.3.

☐ Evaluating-

☐ Check here if not significantly related to any Protocol Standard

5. IMPACT AREA(S): Select all that apply

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

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

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

6. **SPECIFIC LEARNER OUTCOMES:** Upon completion of this course, participants will understand or be able to do the following:

1. Define the terminology commonly associated with math difficulties and disabilities
2. Identify the characteristics of dyscalculia
3. Recognize the language and neurobiological basis of a math disability
4. Summarize current research on dyscalculia
5. Recognize instructional best practices that will support students in math facing challenges
6. Define the terminology commonly associated with math difficulties and disabilities
7. Identify the characteristics of dyscalculia
8. Recognize the language and neurobiological basis of a math disability
9. Summarize current research on dyscalculia
10. Recognize instructional best practices that will support students in math facing challenges
11. Define the terminology commonly associated with math difficulties and disabilities
12. Identify the characteristics of dyscalculia
13. Recognize the language and neurobiological basis of a math disability
14. Summarize current research on dyscalculia
15. Recognize instructional best practices that will support students in math facing challenges
16. Describe the three elements of the CRA approach
17. Explain some practices and strategies of instruction that are supported by utilizing the CRA approach
18. Describe the three elements of the CRA approach
19. Explain some practices and strategies of instruction that are supported by utilizing the CRA approach

7. **LEARNING PROCEDURES (Methods):** B: Electronic, Interactive

WHAT will occur during this professional development component delivery?

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

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

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

KEY ISSUES to be included in Participant Implementation Agreements (if used):

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

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

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

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

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

- What methods will be used to evaluate the impact of the component on the targeted "Impact Areas" and Targeted "Learner Outcomes?" See BEESS WEBSITE
- Who will use the evaluation impact data gathered?

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

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

- What other forms of evaluation data will be gathered: SEE BEES WEBSITE
 - a. What evaluation data addresses the value of the PD design?
 - b. What evaluation data addresses quality of implementing PD?
 - c. Who will use these aspects of PD evaluation data?

Date approved: 02.14.20

Departments: FDLRS, Professional Learning and Development

Name(s) of Component Author(s): FSLRS HRD

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Every Student Succeeds Act (ESSA) Section 8002 (MTSS)

Every Student Succeeds Act (ESSA) Section 8101 (21)(A)

MATRIX OF SERVICES (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 8-103-103

Minimum/Maximum Inservice Points: 5

TARGET GROUP

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

GENERAL OBJECTIVES

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

SPECIFIC OBJECTIVES:

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

DESCRIPTION OF ACTIVITIES

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

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

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

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

Follow-Up Strategies:

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

Learning (Delivery)

Methods: B

Implementation

Method: N,O,P,R

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

A,B,C,D,F,G,Z FEAP: A1,A2,A3,A4

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

Online Professional Learning Course

COMPONENT NUMBER: 8-415-001

Function: 8

Focus Area: 415

Local Sequence Number: 001

POINTS TO BE EARNED: 5

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

LINK(S) TO PRIORITY INITIATIVES:

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

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

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

IMPACT AREA(S):

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

SPECIFIC LEARNER OUTCOMES:

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

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

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

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, collect responses in the provided Reflection Journal, view any included videos, and pass a final assessment with at least 80% accuracy.

- **HOW** will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. They will also be required to collect written reflections in a Reflection Journal as they work through the course.

- **KEY ISSUES** to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the Reflection Journal and a follow-up implementation activity designed as an application of course objectives.

IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options. For the follow-up activity, participants may choose to either conduct a presentation to colleagues, participate in a professional study group, or complete a set of written responses analyzing what they have learned.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used

by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

Discussion board entries, when relevant

Quality of participation in the NEFEC Professional Learning Support, when appropriate Alignment and quality of student artifacts that participants submit in tiered level of support Quality of instruction that teachers demonstrate

Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data.

These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC Name(s) of Component Author(s):
Zoe Mahoney, Sandy Lewis

PARAPROFESSIONAL SUPPORT FOR STUDENTS WITH DISABILITIES (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 8-103-107

Minimum/Maximum Inservice Points: 20/20

TARGET GROUP

Developed by the FDLRS Administration Project as an online learning experience, this module is designed for paraprofessionals working with students with disabilities and their educators. This component is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVES

The goal of this module is to provide paraprofessionals with introductory information about the foundations of exceptional student education in Florida, the provision of services, and appropriate strategies to support the instructional practices for students with disabilities.

SPECIFIC OBJECTIVES

1. Analyze the purposes, strengths, and limitations of formal versus informal assessments
2. Compare and contrast the classifications and eligibility criteria established under the IDEA and in the Florida State Board of Education rules
3. Discuss the distinction between roles and responsibilities of paraprofessionals and partner teachers
4. Identify state and federal legislation that has affected the education of students with disabilities
5. Identify models of support for assisting students with disabilities in accessing the general education curricula
6. Identify data collection techniques used for instructional decision making
7. Identify the members of an IEP team
8. Identify the components of an individualized education plan (IEP)
9. Identify various methods to support the instructional process
10. Identify instructional tools for supporting a differentiated environment that is responsive to learner needs
11. Know the laws that impact confidentiality and ethics
12. Know when and how to collect data used for instructional decision making
13. Know when a reevaluation may be suggested for a student with a disability
14. Understand the Individuals with Disabilities Education Act (IDEA) more comprehensively
15. Understand the safeguards that exist to ensure that the rights of children with disabilities and their parents are protected
16. Understand the qualifications of a paraprofessional in the State of Florida
17. Understand the typical development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children

18. Understand the multi-tiered system of supports (MTSS) problem solving method
19. Understand the emerging practice of facilitated meetings
20. Understand the Florida standards and the access point curriculum
21. Utilize skills for building successful relationships
22. Explore ways to ensure independence for students with disabilities

DESCRIPTION OF ACTIVITIES

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the module:

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Complete twelve required "Check Your Knowledge" activities within the module.
5. Complete the final assessment with 80% accuracy rate.
6. Complete one follow-up activity option.

EVALUATION

1. Participants will complete a total of twelve required "Check Your Knowledge" quizzes found throughout the module.
2. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate.
3. Participants are given unlimited trials to achieve the 80% passing rate during the twelve-week enrollment period with a mandatory wait time of 24 hours between each retake.

FOLLOW-UP ACTIVITY OPTIONS

Following successful completion of the module, participants must complete one of the follow-up activity options to demonstrate level of competency.

Follow-up Activity (Option 1, 2, or 3) - **For Certificate of Completion only:**

- **Option 1** - Journal for 1 month on support provided and the difference that support made.
- **Option 2** – Written Reflection 3-5 examples of where and how you can provide support to the instructional processes.
- **Option 3** - Case Study – Think about a student who you have helped support the instructional process. Using key terms from the module, discuss how you supported that student.

Follow-up Activity (Option A, B, C, or D) - For Certificate of Completion and in-service points:

- Option A - Instructional Plan
- Option B - Written Reflection
- Option C - Presentation

- Option D - Professional Study Group

Verification of the completed follow-up activity is required by the participants' supervisor in order for a district to award 20 in-service points. Each school district or private school agency determines which professional development opportunities satisfy the content requirement for teaching students with disabilities credit (Renewal Credit in Teaching Students with Disabilities DPS 2014-12) for their employees. In-service points are awarded by the school districts through their Master In-service Plan (MIP). Those outside of a school district should follow the process set up by their agency.

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G

FEAP: A1, A4

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PBS: Understanding Student Behavior – Professional Development Alternatives
Component No: 5-101-004

Max. Points: 60 Min. Points: 60

Target Group:

Sponsored by FDOE Bureau of Exceptional Education and Student Services (BEES) and developed by the Florida Diagnostic and Learning Resources System (FDLRS) as an online learning experience, this course is designed to provide a professional development opportunity for educators working with students with disabilities and for educators wanting to be more responsive to the needs of each student. This component is intended to be completed in its entirety. Therefore, no partial credit will be granted.

This online learning experience, when completed in its entirety, is approved to fulfill three (3) hours of the “out of field” credit requirement for teachers who are teaching outside their area of certification in ESE classrooms.

General Objective:

This course enables educators to develop, increase and demonstrate knowledge and skills in assessing and designing behavior supports and identifying the legal and ethical issues pertaining to behavioral strategies. Activities focus on identifying data collection strategies as well as on identifying and interpreting elements of a functional behavior assessment and functional behavior intervention plan. Information is included on how to recognize and use various models of positive behavior management.

Specific Objectives:

Upon completion of this component, participants will be able to:

1. To examine the legal responsibilities, one must address when developing and implementing functional behavior assessments and behavior intervention plans.
2. To identify the (a) essential ethical principles to be followed in establishing individualized positive behavior support plans and (b) specific legal requirements pertaining to conducting functional assessments.
3. To examine the background, critical themes, and components of a comprehensive individualized positive behavior support plan.
4. To explore the historical perspective of the functional behavior assessment and individualized positive behavior support plans as it relates to applied behavior analysis.
5. To describe the multi-step problem solving processes that ensure a better understanding of student behavior and how to develop effective individualized positive behavior support plans.
6. To analyze the basic principles of behavior and examine the importance of appropriate reinforcements and consequences.

7. To identify the functions of behavior and increase one's ability to define behaviors in measurable and objective terms.
8. To identify the essential team members for creating effective plans.
9. To learn how to utilize the person-centered planning process to identify meaningful goals.
10. To develop a comprehensive understanding of the focus on the individual and environmental circumstances influencing behavior.
11. To assess the essential components and importance of the role of the family in the development of an effective positive behavior support plan.
12. To assess students' strengths and needs and target specific settings in need of intervention.
13. To utilize the five functional assessment methods in the functional behavioral assessment process.
14. To identify and define behaviors to be targeted.
15. To review and interpret observational and interview data to identify patterns or trends surrounding a targeted behavior.
16. To develop a hypothesis based on examination of the relationships between antecedents, behaviors, and consequences.
17. To develop the skills necessary in determining appropriate goals of intervention.
18. To examine the correlation between curriculum and behavior.
19. To become familiar with instructional checklists used to determine the appropriateness of instructional strategies.
20. To determine effective instructional techniques that support successful classroom management programs.
21. To analyze behavior and its function in preparation for determining strategies to prevent behaviors from occurring.
22. To examine proactive skills for developing replacement behaviors.
23. To reduce student behaviors through the teaching of replacement skills that are more appropriate, efficient, and effective ways of getting the same outcomes or functions as did the target behavior.
24. To identify lifestyle issues that impact targeted behaviors.
25. To identify the need for and development of a crisis plan.
26. To identify objective measures for documenting student progress.
27. To track changes in target behaviors, as well as successes and failures, and determine appropriate interventions.
28. To utilize a self-check process to determine thoroughness of plans.
29. To develop and use a measure for evaluating the fidelity of behavior strategy implementation.
30. To identify the most appropriate evaluation approaches for individual cases.

Description of Activities:

Participants will achieve mastery of the objectives by completing the online course, in its entirety, which includes the following directed activities, referenced within the course, and appropriate to the various areas of content:

1. Review all course content and related professional articles and provide summaries/comparisons as directed.
2. Research, identify and describe formal and informal instruments for behavior assessment.
3. Complete multiple choice, true-false, matching and fill-in-the-blank comprehension checks.
4. Review and correctly use behavioral terms.
5. Match effective strategies to actual case studies.
6. Obtain, review, and analyze local and state documents, procedures and practices that relate to behavior.
7. Write essays around key concepts, trends, issues, ethical issues, challenges and barriers, and laws.
8. Review web-based resources, including national, state, and local agencies, advocacy groups, and resource centers.
9. Develop and/or evaluate a Functional Behavioral Assessment (FBA) and Behavior Improvement Plan (BIP), using a prescribed set of quality indicators.
10. Using the case study approach, apply knowledge of behavior to develop appropriate goals for a student.
11. Meet as a group (face to face, online via webinars, in discussion groups or via email) to share challenges and successes.

Evaluation:

Assessment Tasks will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the course facilitator. A scoring rubric, developed and shared within the course, will assure consistency in evaluation by course facilitators.

Follow-Up Strategies:

Participants will demonstrate continued implementation and application of knowledge learned from this course via classroom related investigation/activities, email with facilitator and group meetings. Participants will be provided with access to additional professional development opportunities that build upon the content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

READING DIFFICULTIES, DISABILITIES AND DYSLEXIA (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-100-018* / 2-013-005**

Function: 2

Focus Area: 013**

Local Sequence Number: 005**

POINTS TO BE EARNED: 20

*Use component number for SWD inservice points.

****Use component number for Reading inservice points.**

May only use the inservice hours for one of the components, not towards both.

DESCRIPTION:

Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education as an online learning experience. This course is designed to provide participants with a better understanding of the characteristics of student reading challenges and the related instructional needs. It includes information intended to build the background knowledge and growth mindset of participants, so they are able to better meet the needs of students who face challenges with reading mastery.

LINK(S) TO PRIORITY INITIATIVES:

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S):

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Define the terminology commonly associated with reading disabilities.
- Identify the characteristics of the various subtypes of reading disabilities, including dyslexia.
- Recognize the language and neurobiological basis of reading disabilities.
- Summarize current research on dyslexia.
- Explain how a multi-tiered system of support identifies and supports students with reading difficulties/disabilities.
- Show an awareness of the four types of reading assessments.
- Describe how the problem-solving approach is used to determine the specific needs of students with reading disabilities.
- Use the progress monitoring process to engage data-based problem solving within a multi-tiered system of supports approach to serving students with a variety of reading difficulties and disabilities.
- Define what is meant by evidence-based instruction.
- Explain how to match evidence-based instruction to the instructional needs of individual students.
- Determine if and when a change in content or pedagogy is needed within an intervention.
- Consider alternative options for instruction as necessary.
- Describe the six elements of a structured literacy instructional approach/program.
- Relate the core principles of instruction that guide how the elements of structured literacy are taught.
- Explain some practices and strategies of instruction that support students with reading disabilities.
- Define what is meant by universal design for learning and instruction (UDL).
- Define what is meant by assistive technology (AT).
- Access UDL and AT technology supports for your students with a variety of reading difficulties and disabilities.
- Relate the importance of integrating AT into evidence-based and structured literacy practices.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and Teacher Toolkit reflection activities, view any included videos, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links. As they work through the course participants will also complete Teacher Toolkit activities designed to assist them in the application of specific tools provided in the course. Other activities include the thorough review of selected resources and related activities.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the Teacher Toolkit activities and a follow-up implementation activity designed as an application of course objectives.

IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are three options. For the follow-up activity, participants may choose to participate in a professional learning community (PLC) with fellow educators in the school/district, participate in a PLC with fellow literacy leaders in the school/district or present what is learned in the course to a group of colleagues.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the

course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the

Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data.

These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and
Development, NEFEC Name(s) of Component

Author(s): Zoe Mahoney, Sandy Lewis

Secondary Transition ONLINE COURSE

COMPONENT NUMBER: 8-103-108

Function: 8

Focus Area: 103

Local Sequence Number: 108

POINTS TO BE EARNED: 12

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with Project 10: Transition Education Network as an online learning experience. This course provides a professional development opportunity for transition professionals. The course provides a general overview of secondary transition, including transition assessment, the Transition IEP and the Summary of Performance (SOP), including compliance aspects, and engaging students and ensuring they have self-determination and self-advocacy skills. The tenets of transition taxonomy and predictors of post-school success, such as family involvement and interagency collaboration, are embedded throughout the course.

LINK(S) TO PRIORITY INITIATIVES:

☒ Continuous Improvement practices

☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

☒ Professional and ethical behavior

☒ Regulatory or compliance requirements

☒ Other: Meeting Federal and state legislative requirements for students with disabilities in regard to transition planning activities, assessment, the transition IEP, the summary of performance, self-determination and self-advocacy

1. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.5	<input checked="" type="checkbox"/> 2.2.5	<input checked="" type="checkbox"/> 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S):

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- The transition taxonomy and evidence-based predictors of positive post-school outcomes.
- Essential transition services.
- The interrelatedness of the transition-related federal indicators, including how they support student success.
- Write postsecondary goals for the IEP that are measurable, aligned with transition assessment data, and reflect post-school outcomes in postsecondary education, training, employment, and/or independent living.
- Describe the legal basis, contents, and purpose of the Summary of Performance and identify the benefits of a fully developed SOP.
- Identify the key concepts of self-determination and self-advocacy for students with disabilities and describe related federal and state legislation.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. The activity includes a rubric the participant will use to evaluate the secondary transition program in their school or district. In addition, the participant must identify one new service the school/district could offer, one strategy to better prepare families to provide transition activities for their student, and one way in which the school/district can improve facilitation of services between the school/district and agency/community resources.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant
- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate
- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC Name(s) of Component Author(s):
Zoe Mahoney, Sand

SECONDARY TRANSITION: DEVELOPING AND IMPLEMENTING AN EFFECTIVE PROGRAM

COMPONENT NUMBER – 9-420-001

Function: 9

Focus Area: 420

Local Sequence Numbers: 001

Points To Be Earned: 20

2. DESCRIPTION:

For students with disabilities, moving from school to post-school activities is a critical transition point. The role teachers and all educational personnel play in supporting students to achieve their postsecondary goals is crucial. Transition stakeholders must be equipped with the essential understandings, tools and resources needed to assist students to identify and plan for the lives they want for themselves. This course is designed to assist schools identify the services and structures that assist students to make a successful secondary transition to become adults who are college, career, and life ready.

Upon completion of this course participants will demonstrate an awareness of the following:

1. The history of disability legislation and how the lives of individuals with disabilities have been improved by laws that support secondary transition.
2. Transition models and frameworks that support the delivery of transition services.
3. The function of the key transition-related federal indicators, which include indicators 1, 2, 13 and 14.
4. The importance of student input throughout transition planning and begins with transition assessment, the source of identifying the student's interests, preferences, strengths and needs.
5. The role of measurable postsecondary goals in guiding the student's individual educational plan (IEP) to assist the student achieve the student's desired post-school outcomes.
6. The role of transition assessment in supporting student development in the areas of academic skills, self-determination and self-advocacy skills and employment skills.
7. How a variety of instructional contexts support and strengthen student development.
8. The value of family involvement and support for the successful transition to post-school life for their youth.
9. The essential collaborative engagement by agencies, community organizations, school and district personnel, families, and students for the benefit of the students.
10. The agencies that are likely to support the student during secondary transition.
11. The nature of how program structures and practices support the efficient and effective delivery of transition-focused education and services.
12. The variety of useful program structures and practices that the progress students make toward their measurable postsecondary goals.
13. The positive impact of postsecondary education on post-school outcomes.
14. Independent living support needs can be organized around the areas of housing options, transportation, social and recreational activities, shopping and financial management, health and safety, and self-determination.
15. Employment success for students with disabilities depends on preparing students with disabilities for employment as well as preparing employers for youth with disabilities.
16. The predictors that indicate the student's attainment of positive post-school outcomes.
17. Terms and concepts related to employment outcomes.
18. The employability skills that lead to getting and keeping a job.
19. The agencies in Florida that provide assistance to students with disabilities who are seeking employment.
20. The specific factors that should be considered during transition planning such as the student's postsecondary goals, type of disability, location/setting, family involvement, and resources.
21. Transition planning for students in county jails and DJJ programs (detention centers, residential, day treatment and prevention) follows the student's IEP and begins at student placement.

22. Transition needs for students with low incidence disabilities or unique situations, including students in county jails or served in DJJ, students with E/BD and ID.

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: [Click here to enter text.](#)
- ☐ Mastery of a specific leadership practice: [Click here to enter text.](#)
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☒ Other:

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	<input checked="" type="checkbox"/> 0.1: Leadership
Planning	<input type="checkbox"/> 1.1: Professional Learning Needs <input type="checkbox"/> 1.2: Professional Learning Resources
Learning	<input type="checkbox"/> 2.1: Learning Outcomes <input type="checkbox"/> 2.2: Learning Designs
Implementing	<input type="checkbox"/> 3.1: Implementation of Learning
Evaluating	<input type="checkbox"/> 4.1: Evaluation of Professional Learning <input type="checkbox"/> Not significantly related to any PL 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:**Topic 1: Background, History, Models, Reporting and Research Related to Secondary Transition**

- Identify key events in the history of special education and secondary transition.
- Give examples of legislation and initiatives that impact secondary transition.
- Recall early transition models and frameworks and describe Taxonomy for Transition Programming 2.0.
- Define the four transition indicators and how they work together to support students.
- Give examples of research on evidence-based predictors of positive post-school outcomes and describe data-based decision making in transition planning.

Topic 2: Student-Focused Planning

- Describe the unique components of the TIEP.
- Explain the importance of age-appropriate transition assessment.
- Relate how present levels of academic and functional performance are assessed.
- Tell how to write and implement measurable post-secondary goals.
- Articulate the composition of a course of study and its importance.
- Describe transition services, including responsibilities and linkages.
- Explain how to write measurable annual goals and an evaluation plan.
- Give examples of monitoring and documenting student progress.
- Practice using the Florida Indicator 13 Checklist C.

Topic 3: Student Development

- Explain why transition assessment is needed to write the measurable postsecondary goals.
- Explain how the development of academic skills and course of study is linked to transition assessment.
- Explain the difference between self-determination and self-advocacy.
- Explain the student outcomes that result from social and emotional competency development.
- Explain the importance of work-based learning experiences to the development of employment skills.
- Describe the role of transition assessment in developing a plan for student supports.
- Explain the impact of instructional context on student development.
- Describe pre-employment transition services and to whom these services are available.

Topic 4: Family Engagement

- Summarize some of the suggested responsibilities families may engage in to contribute to their student's transition success.
- Identify strategies to empower families, including removing barriers, to be partners in the IEP and transition planning processes.

- Explore transition-related informational resources to select resources and information to share with families.

Topic 5: Interagency Links and Collaboration

- Identify the purpose and explain the benefits of interagency collaboration during the transition planning process.
- Summarize the legislation and initiatives that support interagency collaboration, including the Workforce Innovation and Opportunity Act (WIOA) and Employment First.
- Compare agencies and organizations that provide supports to individuals with disabilities in transition.
- Select strategies that facilitate interagency collaboration and describe how to will apply them within context to connect students and their families with the individualized supports they need for post-school success.

Topic 6: Program Structures

- Recognize Program Structure Practice as described by the [Taxonomy for Transition Programming 2.0](#).
- Identify transition programming structures in practice and know where to find information related to program implementation.
- Compare Florida's graduation options in order to explain the options to students and their families, including implications for postsecondary education and options.
- Recall various models of providing extended transition services and construct recommendations for increasing extended transition opportunities in a district.

Topic 7: Post-School Life

- Describe program structures that support students with disabilities to prepare for post-school life, including postsecondary education and independent living.
- Compare the differences in postsecondary institution types and admissions practices in order to inform transition programming and student preparation for desired postsecondary education options.
- Summarize the differences between secondary and postsecondary education, including the differences in policy supporting students while in school and in post school.
- Identify independent living resources and supports, including life skills instruction and benefits planning.

Topic 8: Employment: Preparing Students with Disabilities for Employment and Preparing Employment for Students with Disabilities

- Describe state and federal employment initiatives and how they support students with disabilities.
- Define key terms and concepts related to the employment of individuals with disabilities.
- Describe how to prepare students with disabilities for employment.
- Describe how to prepare employment opportunities for students with disabilities.
- Outline the steps of effective job development.
- Identify employment resources for educators to use for instructional purposes.
- Identify job-search resources for students to use when seeking employment.

Topic 9: Special Considerations

- Compare student exceptionality data in Florida to determine high and low-incidence disability categories.
- Compare the implications for secondary transition needs by abilities and needs.
- Identify and select resources related to exceptionality categories to find further information to support secondary transition for students.

7. LEARNING PROCEDURES (Methods):

WHAT will occur during this professional learning opportunity?

During the online professional learning opportunity, participants will access and learn from nine units that include content, check your understanding questions, and links to required reading and supplemental resources.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will access the 10-hour course at <https://fl-pda.org/#/home>, then independent courses. All materials for the course will be accessible within the online units and accompanying links.

8. IMPLEMENTATION/MONITORING PROCEDURES:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve practice and may take part in a network or professional learning community of role-alike educators.

Monitoring Procedures:

Following successful completion of the course, participants must complete the Culminating Activity.

Participants will use what they have learned in this course to complete an evaluation of the transition program in their school or school district. They will complete the Evaluation Timeline of Transition Activities. There is a middle school and high school version of this activity. Participants will use the school level evaluation associated with the grade level of students, they serve. The purpose of this activity is for course participants to determine if these recommended transition benchmarks are being provided through the school district's transition program, an alternative community program/agency, or through the family with communication and support from the district.

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

To earn credit, participants must:

- a. Complete 100% of the "Check for Understanding" question/response sections.
- b. Complete a final 50-question Final Assessment with at least 80% accuracy.

Who will use the evaluation impact data gathered?

Districts and schools may use evaluate their systems to determine if the transition benchmarks are being provided.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

To be determined by school or district.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Records of professional learning evaluations and completion will be maintained in the electronic Professional Learning Connections at the Panhandle Area Educational Consortium or a district-approved database for participating non-member districts.

Date Approved: August 2021

Department: Panhandle Area Educational Consortium Professional Development Council

Name(s) of Component Author(s): FDLRS HRD

SIM – CONTENT MASTERY ROUTINE (PDA)

Professional Development Alternatives

COMPONENT IDENTIFIER NUMBER: 2-100-021

Minimum/Maximum Inservice Points: 30/30

GENERAL OBJECTIVE

This course offers teachers a package of instructional methods that can be used to present complex content in a manner that improves the overall clarity of the information, while engaging students in the learning process. Teachers make decisions about what content to teach, translate that content into easy-to-understand formats, and present it in a memorable way. These instructional tools can be used within all subject areas.

The SIM – EPD Concept Mastery Routine is part of the Strategic Instruction Module (SIM) developed at KUCRL. Content Enhancement Routines are teacher-focused interventions that are directed at how teachers think about, adapt, and present their critical content in learner-friendly fashion. They are validated instructional approach based on decades of research at the University of Kansas Center for Research on Learning (KUCRL).

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

Content Enhancement Routines (CE) Related to Concept Mastery Routine

1. Demonstrate the essential teaching behaviors to facilitate student achievement using the Concept Mastery Routine.
2. Provide specific instruction in the Cue-Do-Review Sequence of the Concept Mastery Routine.
3. Utilize the Concept Mastery Routine in subject appropriate situations.
4. Provide student impact data as a result of using the Concept Mastery Routine.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

LEARNING STRATEGY/METHODOLOGY PROCEDURES:

Participants will:

1. Reflection on implementation.
2. Coaching and mentoring to ensure appropriate application of knowledge and skills.

3. Access web-based resources.
4. Network to share best practices & updates.
5. Compile assessment data.
6. Modify practices based on data.

EVALUATION OF PARTICIPANTS:

Participants must demonstrate a mastery of the training content as measured by an assessment or other valid measure. Participants will provide feedback regarding the format of the professional learning opportunity via an evaluation tool.

IMPLEMENTATION ACTIVITIES:

Participants will:

1. Reflect on implementation
2. Be provided with coaching and mentoring to ensure appropriate application of knowledge and skills
3. Access web-based resources
4. Network to share best practices & updates
5. Compile assessment data
6. Modify practices based on data

COMPONENT EVALUATION:

Professional learning facilitator(s) will assess the degree to which the activities addressed the specific objectives and will make recommendations for revision through a component evaluation.

Learning (Delivery) Methods:

A,B,C,D,F,G,H,I,J,K Implementation

Methods: M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,FG Student

- A,B,C,D,F,G,Z FEAP: B1

NEFEC Summer 2019

SIM – EPD UNIT ORGANIZER ROUTINE (PDA)

Professional Development Alternatives

COMPONENT IDENTIFIER NUMBER: 2-100-022

Minimum/Maximum Inservice Points: 30/30 GENERAL OBJECTIVE

This course offers teachers a package of instructional methods that can be used to help frame a unit, or “chunk” of content, for students. By framing a unit the teacher helps students see and understand the “big picture” of that portion of the course. These instructional tools can be used within all subject areas.

The SIM – EPD Unit Organizer Routine is part of the Strategic Instruction Module (SIM) developed at KUCRL. Content Enhancement Routines are teacher-focused interventions that are directed at how teachers think about, adapt, and present their critical content in learner-friendly fashion. They are validated instructional approach based on decades of research at the University of Kansas Center for Research on Learning (KUCRL).

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

Content Enhancement Routines (CE) Related to Unit Organizer

1. Demonstrate the essential teaching behaviors to facilitate student achievement using the Unit Organizer Routine.
2. Provide specific instruction in the Cue-Do-Review Sequence of the Unit Organizer Routine.
3. Utilize the Unit Organizer Routine in subject appropriate situations.
4. Provide student impact data as a result of using the Unit Organizer Routine.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

LEARNING STRATEGY/METHODOLOGY PROCEDURES:

Participants will:

1. Reflection on implementation.
2. Coaching and mentoring to ensure appropriate application of knowledge and skills.
3. Access web-based resources.
4. Network to share best practices & updates.
5. Compile assessment data.

6. Modify practices based on data.

EVALUATION OF PARTICIPANTS:

Participants must demonstrate a mastery of the training content as measured by an assessment or other valid measure. Participants will provide feedback regarding the format of the professional learning opportunity via an evaluation tool.

IMPLEMENTATION ACTIVITIES:

Participants will:

1. Reflect on implementation
2. Be provided with coaching and mentoring to ensure appropriate application of knowledge and skills
3. Access web-based resources
4. Network to share best practices & updates
5. Compile assessment data
6. Modify practices based on data

COMPONENT EVALUATION:

Professional learning facilitator(s) will assess the degree to which the activities addressed the specific objectives and will make recommendation for revision through a component evaluation.

Learning (Delivery) Methods:

A,B,C,D,F,G,H,I,J,K Implementation

Methods: M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,FG Student

- A,B,C,D,F,G,Z FEAP: B1

NEFEC Summer 2019

Strategies to Support PreK Activities and Routines

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 5-012-001

Minimum/Maximum Inservice Points: 10/10

TARGET GROUP

Developed by the Florida Diagnostic Learning Resources System of the Florida Department of Education as an online learning experience primarily for those interested in PreK education. Partial credit will be granted.

GENERAL OBJECTIVES

This course focuses on the interrelatedness of skills in developmental domains along with suggestions for observing, planning and implementing supports for all children in PreK. It provides an overview of developmental skills and milestones as they relate to children's participation in pre-kindergarten classrooms.

SPECIFIC OBJECTIVES

- Identify the developmental continuum for children ages birth to age six.
- Identify skills in specific developmental domains.
- Identify terminology and concepts related to domains of development.
- Describe levels and types of support that should be considered when designing lessons and activities.
- Recognize safe classroom environments, and strategies that support routines, rules and transitions.
- Identify factors including disabilities and developmental delays, which impact children's functioning levels
- Identify factors that impact developmental skills in the social-emotional domain.
- Identify factors that impact participation in routines and

activities that require the use of language and communication skills.

Upon completion of this component, participants will be able to:

1. Identify the developmental continuum for children ages birth to age six.
2. Identify skills in specific developmental domains.
3. Correctly use terminology related to domains of development.
4. Demonstrate understanding of concepts related to domains of development
5. Explain safe classroom environments, and strategies that support routines, rules and transitions in Pre-K classrooms.
6. Identify factors that impact functioning levels, motor skills, social-emotional development, and participation in routines and activities that require the use of language and communication.

7. Complete an instructional plan, written reflection or application of module content and resources as follow-up requirement for lesson.

DESCRIPTION OF ACTIVITIES

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the module:

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Complete all activities to demonstrate understanding of strategies for differentiating, adapting instruction.
5. Complete all activities to demonstrate understanding of instructional methods for integrating instruction in the classroom.
6. Complete activities to check understanding throughout all units.
7. Complete "Required - Check Your Understanding" activities within each unit of the module.
8. Complete the final assessment with 80% accuracy rate.
9. Complete one of the three follow-up activity options.

Evaluation:

Participants will complete "Required - Check Your Understanding" activities in each unit of the module. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate.

Participants are given unlimited trials to achieve the 80% passing rate during the twelve-week enrollment period with a mandatory wait time of 24 hours between each retake.

Additionally, participants will be complete one of three options in the follow-up activity section. Each option lists the completion level expected. Please see follow-up activity options below.

In order to earn in-service points participants are required to complete one of three follow-up activity options in addition to the module content.

Follow-Up Activity Options:

Following successful completion of the module, participants must complete one of the follow-up activity options to demonstrate level of competency. The three options are:

Option 1- Create and submit a complete instructional plan.

Option 2- Create and submit a written reflection.

Option 3- Application of Module Content and Resources

Verification of completed follow-up activity by the participants' supervisor is required in order for a district to award 10 in-service points. Each district is responsible for ascertaining if the content of this module satisfies the content requirements for assessing using the BDI-2. In-service points are awarded by the school districts through their Master In-service Plan. Those outside of a school district should follow the process set up by their agency.

For content questions, contact Lenita Winkler at BEESSPortal@fldoe.org

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S

Evaluation Methods: Staff - A,B,C,D,E,F Student - A,B,C,D,F,G

FEAP: A1, A4

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Structured Literacy through a Multi-Sensory Approach Online Professional Learning Course

COMPONENT NUMBER: 2-013-006

Function: 2

Focus Area: 013

Local Sequence Number: 006

INSERVICE POINTS TO BE EARNED: 20

2. DESCRIPTION: Developed by the Florida Department of Education, in partnership with the Personnel Development Support Project at the Florida Center for Interactive Media at Florida State University the purpose of this course is to assist K-12 classroom teachers in developing a deeper knowledge of how to build foundational reading skills in students. It provides tools and resources regarding multi-sensory structured literacy instruction intended to close the achievement gap between struggling readers, including students with disabilities and dyslexia, and their grade level peers.

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 - Structured Literacy
- ☐ Master 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 support student success
- ☐ Organizational leadership proficiencies (as per FPLS)

- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other:

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT (Select all that apply and add Protocol Standard Title and Number)

Educator Level

- ☐ Planning - 1.1.1.
- ☒ Learning - 1.2.3., 1.2.5.
- ☒ Implementing - 1.3.1, 1.3.3.
- ☐ Evaluating

School Level

- ☐ Planning
- ☒ Learning - 2.2.3, 2.2.5.
- ☒ Implementing - 2.3.3.
- ☐ Evaluating

District Level

- ☒ Planning - 3.1.3., 3.1.5.
- ☒ Learning - 3.2.3., 3.2.5.
- ☒ Implementing - 3.3.3.
- ☐ Evaluating-
- ☐ Check here if not significantly related to any Protocol Standard

5. IMPACT AREA(S): Select all that apply

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted
- ☐ Repetitive practice leading to changes in proficiency of educator or leader on the job
- ☐ Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Describe the elements of structured literacy.
- Discuss a multi-sensory approach to learning through the lens of structured literacy.
- Relate the core principles of instruction that guide how the elements of structured literacy are taught.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multi-sensory approach.

7. LEARNING PROCEDURES (Methods): B: Electronic, Interactive

WHAT will occur during this professional development component delivery?

Participants will be responsible for completing a thorough review of all course content. They will complete a pre-assessment, participate in an independent study of objective-based content, review web sites and professional articles, identify key terms, view any included videos, complete interactive quizzes and Teacher Toolkit reflection activities, and pass a final assessment with at least 80% accuracy.

HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities and reviewing all module content, including professional articles, videos and websites in the online course environment and as external links. As they work through the course participants will also complete Teacher Toolkit activities designed to assist them in the application of specific tools provided in the course. Other activities include the thorough review of selected resources and related activities.

KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre-assessment, review all unit content and any included resources and videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of the Teacher Toolkit activities and a Follow-up implementation activity designed as an application of course objectives.

8. IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive

Participants completing this component will be required to complete the Follow-up activity option designed as an application of the knowledge gained. For the Follow-up activity, participants may choose one of the following options:

- Participate in a professional learning community (PLC) with fellow educators in the school/district.
- Participate in a PLC with fellow literacy leaders in the school/district.
- Present what is learned in the course to a group of colleagues; in relation to shared work.

Verification of completion of the Follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course management system as documentation before the participant can access a Certificate of Completion. The certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

9. IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress).

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes:

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

Departments: FDLRS, Professional Learning and Development

Name(s) of Component Author(s): Zoe Mahoney, FCIM & FDLRS

SURROGATE PARENT (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 8-103-104

Minimum/Maximum Inservice Points: 5

TARGET GROUP

Developed by the Florida DOE as an online learning experience, this module is designed to provide a professional development opportunity for educators. This component is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVES

This module provides an overview of the requirements and steps involved in becoming a surrogate parent, from application through completion of services. It also provides an opportunity for participants to become acquainted with background information on the district's responsibility in recruiting, training, appointing and terminating surrogate parents. Additional information will be covered that reviews which students are eligible for surrogate parent and why the need exists for such services.

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Define surrogate parent as described in federal and state law.
2. Identify requirements to become a surrogate parent in Florida.
3. Identify the school district's responsibility in recruiting, training, appointing, and terminating surrogate parents.
4. Describe the steps involved in becoming a surrogate parent, from application to termination.
5. Identify which students need to have a surrogate parent appointed and list possible reasons for the appointment.
6. Identify the duties and responsibilities of surrogate parents in working with Florida's exceptional students.
7. Provide examples as to how surrogate parents can work effectively with schools.
8. Provides examples of when surrogate parent services may be terminated.
9. Identify and demonstrate an understanding of exceptional student program areas in Florida.
10. Describe the basic steps in the exceptional education process in place for Florida's exceptional students who need specially designed instruction and related services.
11. Describe the role of the surrogate parent on the individual educational planning team.
12. Identify the federal and state laws related to surrogate parents and the role of the surrogate parent in working with exceptional students.

13. Identify and describe procedural safeguards and their impact on surrogate parent rights and responsibilities.
14. Explain why surrogate parents need a support crew and identify who may serve on the crew.
15. Identify the requirements of the Individuals with Disabilities Education Act with regard to surrogate parent eligibility, requirements, and student rights.
16. Examine key background information which supports surrogate qualifications, responsibilities, rights, recruitment, appointment, oversight, and termination relevant to surrogate parents as described in state and federal law.
17. Review Florida resources, supports and advocacy organizations relevant for surrogate parents.
18. Review National resources, supports and advocacy organizations relevant for surrogate parents.

Upon completion of this component, participants will be able to:

1. Define and identify the requirements established for becoming a surrogate parent in Florida.
2. Identify the school district's responsibility in recruiting, training, appointing, and terminating surrogate parents.
3. Describe the steps involved in becoming a surrogate parent, from application to termination.
4. Identify resources to support both the surrogate parent and the school district in the provision of surrogate parent services to students with disabilities.

DESCRIPTION OF ACTIVITIES

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the module:

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.
5. Identify key terms associated with the exceptional students with disabilities and the role of the surrogate parent in serving those students.
6. Complete activities to demonstrate understanding of the requirements and role of individuals acting as surrogate parents.
7. Complete activities to demonstrate understanding of all steps involved at the district level in recruiting and training surrogate parents.
8. Complete activities to demonstrate an understanding of how the surrogate parent works with the student and the school district in the individual educational planning process.
9. Complete all comprehension checks.
10. Complete all assessment tasks.

EVALUATION:

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator. A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

FOLLOW-UP STRATEGIES:

Participants will demonstrate continued implementation and application of knowledge learned from this module via e-mail with facilitator and group meetings. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will create and maintain an online portfolio consisting of all specified assessment tasks. These tasks will be reviewed for satisfactory completion and for demonstration of competency of the objectives, by the module facilitator. Module facilitators must meet requirements of the PDA program, including expertise in content area and competency in the management system used for implementation.

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1, A4

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- The following brochures, technical assistance paper, and book, previously published by the Florida Department of Education, Bureau of Exceptional Education and Student Services, were coalesced and updated to provide the core content for the development of this online module.
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- I

TEACHING STUDENTS WITH DISABILITIES IN THE FINE ARTS (PDA)

Online Professional Learning Course

COMPONENT NUMBER: 2-100-016

Function: 2

Focus Area: 100

Local Sequence Number: 016

POINTS TO BE EARNED: 20

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services, the Florida Music Educators' Association, Florida State University and the Florida Division of Cultural Affairs as an online learning experience. This course provides educators of music, visual arts, dance and theatre information about the foundations of exceptional student education, the provision of services for students with disabilities and instructional practices that can be used not only for students with disabilities, but with all students. The course provides participants with a historical overview of state and federal legislation and the impact of the legislation on the education of students with disabilities. It includes information on a multi-tiered system of supports and the problem-solving process. It also provides a brief overview of Florida's exceptional student education policies and procedures and models of support.

LINK(S) TO PRIORITY INITIATIVES:

- ☒ Assessment and tracking student progress
- ☒ Continuous Improvement practices
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Regulatory or compliance requirements

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3
Learning	<input checked="" type="checkbox"/> 1.2.2, 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.3, 2.2.5,	<input checked="" type="checkbox"/> 3.2.3, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S): Select all that apply

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Describe the five major federal laws that have impacted the education of students with disabilities.
- Describe the three levels of support in a multi-tiered system of supports.
- Describe the steps that must be included in the exceptional student education process.
- List the range of placement options when providing services for students with disabilities.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. In this course, there are two options. For the first option, participants may choose to complete an instructional plan, which requires the participant to follow specific steps to create a written plan, including a pre-assessment and summative assessment. The second option, a written reflection, requires the participant to review an IEP and write 600 words on how the course content would assist the instructor in meeting the needs of the student and help them achieve academic success.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the

participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for potential in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate Alignment and quality of student artifacts that participants submit in tiered level of support Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and

Development, NEFEC Name(s) of Component

Author(s): Zoe Mahoney, Sandy Lewis

TEACHING STUDENTS WITH DISABILITIES (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 2-100-007

Maximum Inservice Points: 20/20

TARGET GROUP

Developed by the Florida Department of Education as an online learning experience, this module is designed to provide a professional development opportunity for educators who want to enhance their skills in working with students with disabilities. This component is intended to be completed in its entirety. No partial credit will be granted.

GENERAL OBJECTIVE

The primary focus of this module will be to provide educators with information about the foundations of exceptional student education in Florida, from identification through appropriate practices in the provision of services and knowledge of instructional practices.

SPECIFIC OBJECTIVES

1. Identify state and federal legislation that has affected the education of students with disabilities.
2. Identify the six principles of the Individuals with Disabilities Education Act (IDEA) and their influence on educating students with disabilities.
3. Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Improvement Act (IDEA) and by the Florida Department of Education.
4. Compare and contrast the federal (IDEA) definitions with the state (Florida) definitions of each disability category.
5. Compare the development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children with disabilities to the development and characteristics of children without disabilities.
6. Identify models of support for assisting students with disabilities in accessing the general education curricula.
7. Identify the basic steps in the exceptional education process from referral to reevaluation.
8. Identify appropriate practices based on legal and ethical standards (e.g. confidentiality, access to general education, least restrictive environment, free appropriate public education, explicit consent for some actions, participation in meetings, collaboration with private personnel hired by parent and procedural safeguards).
9. Identify methods for differentiating/adapting and accommodating assessment, instruction, and materials in order to meet individual student needs.
10. Identify instructional strategies for acquisition, generalization, and maintenance of standard based skills.

11. Identify effective instructional methods (e.g. explicit and systematic instruction, scaffolding, modeling, direct instruction, visual supports, manipulatives) for integrating reading, writing, speaking, listening, viewing, researching, and presenting across the curricula.

DESCRIPTION OF ACTIVITIES

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the module:

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Identify key terms associated with the exceptional students with disabilities
5. Complete activities to demonstrate understanding of all steps involved in the exceptional education process.
6. Complete all activities to demonstrate understanding of strategies for differentiating, adapting instruction.
7. Complete all activities to demonstrate understanding of instructional methods for integrating instruction in the classroom.
8. Complete activities to check understanding throughout all units.
9. Complete all "Required - Check Your Understanding" activities within each unit with a minimum 80% accuracy rate.
10. Complete the final assessment with a 80% accuracy rate.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will complete and score a minimum of 80% on seven designated "Required - Check Your Understanding" activities, (one required activity per unit). Participants may not proceed to the final module assessment until they have received the 80% passing score on all seven "Required - Check Your Understanding" activities within the module. During the 12 week enrollment period, participants may retake all seven "Required - Check Your Understanding" activities as many times as necessary to achieve the 80% passing rate.

Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate. Participants are given unlimited trials to achieve the 80% passing rate during the twelve week enrollment period with a mandatory wait time of 24 hours between each retake. Following successful completion of the module, participants must complete one of the follow-up activities options. The module completion certificate and verification of completed follow-up activities by the participants' supervisor must be submitted to the

designated district professional development contact in order to be awarded 20 in-service credits in exceptional education.

Implementation Strategies:

Participants completing this component will be required to complete **one** of three possible follow-up activity options. The three options are outlined in the *Instruction for Students with Disabilities Follow-up Activities* document. Verification of completed activities by the participants' supervisor must accompany the module completion of certificate, in order for a district to award 20 in-service points.

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1, A4

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TECHNOLOGY FOR STUDENT SUCCESS: AN INTRODUCTION (PDA)

Professional Development Alternatives (PDA)

COMPONENT IDENTIFIER NUMBER: 3-100-004

Maximum Inservice Points: 20

TARGET GROUP

Sponsored by FDOE Bureau of Exceptional Education and Student Services and developed by the Florida Diagnostic and Learning Resources System (FDLRS) as an online learning experience, this module is designed to provide a professional development opportunity for educators working with students with disabilities and for educators wanting to be more responsive to the needs of each student. This component is intended to be completed in its entirety. Therefore, no partial credit will be granted.

GENERAL OBJECTIVES

To provide an opportunity for participants to compare and contrast instructional technology, assistive technology, accessible instructional materials, and Universal Design for Learning; and, to determine appropriate tools to meet student needs and identify available resources to support district/school use of instructional technology, assistive technology, accessible instructional materials, and Universal Design for Learning.

SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify the three principles of the UDL framework and their associated checkpoints.
2. Explore and utilize UDL resources.
3. Apply UDL strategies to struggling learners.
4. Define assistive technology.
5. Define assistive technology services.
6. Align various assistive technologies with student needs.
7. Identify the characteristics of instructional technology.
8. Align various instructional technologies with curriculum areas.
9. Identify various types of accessible instructional materials (AIM).
10. Explore a variety of AIM resources.
11. Show how AIM relates to UDL, AT, and IT.

12. DESCRIPTION OF ACTIVITIES

13. Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the module:
14. Complete all online learning activities.
15. Review all module content, related professional articles and websites.
16. View related videotapes and power-point presentations.
17. Review references and resources.
18. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.
19. Identify key technology terms.
20. Identify key legislation that impacts technology for student with disabilities.
21. Explore the framework for Universal Design for Learning (UDL), including the three guiding principles and their associated guidelines and checkpoints.
22. Complete activities that identify UDL strategies and consider their application in the classroom.
23. Explore assistive technology devices, services and assessment processes needed to align various technologies with the individual needs of students.
24. Complete activities to demonstrate understanding of the differences between high, low and mid-tech assistive technology devices.
25. Complete activities to demonstrate an understanding of the characteristics of instructional technology and how to align and apply the use of such technology across curriculum areas.
26. Complete activities to identify accessible instructional materials and resources.
27. Complete activities to demonstrate understanding of the three aspects (content, structure and presentation) of instructional materials the IEP team may consider when determining what appropriate and accessible instructional materials a student needs.
28. Complete teacher self-assessments and reflect on personal experiences related to technology in the classroom.
29. Complete all comprehension checks.
30. Complete all assessment tasks.

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator. A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

Follow-Up Strategies:

Participants will demonstrate continued implementation and application of knowledge learned from this module via e-mail with facilitator and group meetings. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

Learning (Delivery) Methods: B,C

Implementation Methods: M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,F,G Student - A,B,C,D,F,G,Z

FEAP: A1, A4

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Technology for the Diverse Classroom

Component No: 3-100-005

Maximum Inservice Points: 20

Target Group:

Sponsored by FDOE Bureau of Exceptional Student Education and developed by the Florida Diagnostic and Learning Resources System (FDLRS) as an online learning experience, this course is designed to provide a professional development opportunity for educators working with students with disabilities and for educators wanting to be more responsive to the needs of each student. This component is intended to be completed in its entirety. Therefore, no partial credit will be granted.

General Objectives:

This course has been designed to assist in identifying the components and frameworks of Universal Design for Learning, instructional technology, accessible educational materials, and assistive technology. The course will address these frameworks and how to use them to support diverse learners in the classroom.

Specific Objectives:

Participants will know the meaning of the following:

- Learner variability
- CPALMS
- Content standard
- Method standard
- Universal Design for Learning (UDL) and Its Three Principles
- Instructional technology (IT)
- Accessible instructional materials (AIM)
- Assistive technology (AT)
- Assistive technology (AT) services
- Accommodations

Participants will understand the following:

- Learner variability has implications for education
- Universal Design for Learning (UDL) is a framework that systematically and intentionally addresses learner variability
- Universal Design for Learning (UDL), instructional technology (IT), accessible instructional materials (AIM), and assistive technology (AT) work together to support students
- There are many types of technology tools that can be used to support students, and the more one explores what is available, the easier it is to plan instructional activities integrating these tools
- Florida's standards are designed to give teachers and curriculum developers a high degree of flexibility and discretion in how to design and scaffold instruction
- Offering choice and providing options allows students to self-select tools and technologies that will increase learner independence and, with teacher assistance, may provide cognitive and instructional scaffolding

Participants will be able to do the following:

- Reflect and discuss the classroom, learner variability, and use of technology.
- Distinguish between Content or Method Standards
- Explore UDL resources
- Develop a Choice Assignment for a content standard
- Explore IT resources
- Identify various types of accessible instructional materials (AIM)
- Explore a variety of AIM resources
- Evaluate district or school-based instructional material for accessibility and flexibility
- Explore AT resources
- Consider assistive technology tools for students with disabilities
- Develop a lesson plan that integrates UDL, instructional technology, accessible instructional materials, and assistive technology
- Identify district and school resources to support the use of Universal Design for Learning, instructional technology, accessible instructional materials, and assistive technology

Description of Activities:

Participants will achieve mastery of the objectives by completing the online course in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the course:

1. Complete all online learning activities
2. Review all module content, related professional articles, and websites
3. View related videos and presentations
4. Review references and resources
5. Meet as a group (face-to-face and/or virtually)
6. Identify key terms
7. Identify key legislation that impacts technology for students
8. Explore the framework for Universal Design for Learning (UDL), including the three guiding principles and their associated guidelines and checkpoints
9. Complete activities that identify UDL strategies and consider their application in the classroom
10. Complete activities to demonstrate an understanding of the characteristics of instructional technology and explore resources for application across curriculum areas
11. Complete activities to identify accessible instructional materials and resources
12. Complete activities to demonstrate an understanding of instructional materials the IEP team may consider when determining what appropriate and accessible instructional materials for student needs
13. Explore assistive technology devices, services, and assessment processes needed to align various technologies with the individual needs of students
14. Complete activities to demonstrate an understanding of the differences between assistive technology devices
15. Complete teacher self-assessments and reflect on personal experiences related to technology in the classroom
16. Complete all comprehension checks
17. Complete all assessment tasks

Evaluation:

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the course facilitator. A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

Follow-Up Strategies:

Participants will demonstrate continued implementation and application of knowledge learned from this course via tasks submitted and group meetings. Participants completing this component will be surveyed to determine the use of the knowledge, skills gained, and the impact of the component on job performance and student learning gains.

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Technology to Support Reading Comprehension

Component No: 3-013-001

Maximum inservice Points: 20

Target Group:

This online professional development course is offered by the Florida Diagnostic and Learning Resources System (FDLRS). It is funded by the Florida Department of Education, Bureau of Exceptional Student Education, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. This course is designed to provide a professional learning opportunity for educators working with students in a K-12, including students with reading disabilities and reading difficulties. The course is intended to be completed in its entirety. Therefore, no partial credit will be granted.

General Objective: This course is designed to provide a deeper understanding of the process of reading comprehension, evidence-based instructional practices for teaching reading comprehension, and to introduce a variety of technology supports and tools that can be used by educators and students to enhance the understanding of text. This knowledge will enable participants to recognize the complexity of reading comprehension, where students may need support in acquiring content, and what educators can do to provide needed support.

Specific Objectives/Learning Targets:

Participants will be able to:

- Comprehend the National Assessment of Educational Progress (NAEP) data and its implications for reading instruction.
- Identify the kinds and characteristics of readers categorized by the Simple View of Reading.
- Recognize the accompanying conditions and impact of a reading disability.
- Explain Florida's Multi-Tiered System of Supports (MTSS)
- Explore various projects, entities, and resources available to educators supporting literacy.
- Define what is meant by Universal Design for Learning (UDL).
- Define Instructional and Assistive Technology.
- Define reading comprehension.
- Identify the three elements of reading comprehension and how they interrelate.
- Explain processes, strategies, and techniques good readers use to understand text.
- Define and understand evidence-based reading comprehension processes and why they are essential for student reading development.
- Recognize which of Florida's standards you are implementing.
- Know and understand B.E.S.T. Standards implementation.
- Demonstrate understanding of "What Matters" with the standards and their design.
- Interpret the difference between literary and information text.
- Acknowledge access to standards for ALL students.

- Define evidence-based practice.
- Explain the features of explicit instruction.
- Access supports and tools for scaffolding student learning.
- Demonstrate an understanding of ways to intensify instructional delivery.
- Demonstrate understanding that the use of technology should be inclusive for all students to support their learning.
- Identify characteristics of growth and fixed mindset when using technology to support learning.
- Define Accessible Educational Materials (AEM) and understand its legal requirement under the IDEA for students with disabilities.
- Demonstrate an understanding of the Universal Design for Learning (UDL) Guidelines.
- Access technology that supports reading comprehension.

Description of Activities:

Participants will achieve mastery of the objectives by completing the online course in its entirety. The module consists of five units of content and a final implementation activity that measures the impact of implementation on student performance when engaging with and utilizing identified practices and tools.

Required activities include the following.

1. Engage deeply with all course content, related professional articles, videos, and websites.
2. Pass a quiz with a score of 80% or higher.
3. Identify a student who is struggling with reading comprehension, create a student profile for the student, and identify one comprehension process for which the student needs support.
4. Identify one reading standard to address with the student and explain why the standard was selected.
5. Select an evidence-based practice to implement with the student and explain why the practice was selected.
6. Select at least one technology tool to support the student and explain why the technology tool was selected.
7. Collect Pre-data, deliver instruction based on the Implementation Plan, and collect Post-data.
8. Complete the FDLRS Impact Database online form.
9. Complete the Implementation Plan Reflection.
10. Review references and resources.

Evaluation:

Participants complete 1 Demographic Survey, 1 Quiz, 4 Dropbox Tasks, 1 FDLRS Impact Database Entry, and 1 Satisfaction Survey, which will be reviewed by the course facilitator for

satisfactory completion according to task specific scoring guidelines. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.

Follow-Up Strategies:

Participants will demonstrate continued application of knowledge learned from this course via instructional review and implementation activities, on-going e-mail with facilitator and participation in group meetings. Participants will be provided with access to additional resources and professional development opportunities to extend content of this component. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

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TRANSITION (PDA)

Professional Development

Alternatives (PDA)

COMPONENT IDENTIFIER

NUMBER: 1-100-001

Minimum/Maximum Inservice

Points:

60/60 TARGET AUDIENCE:

- Teachers assigned out-of-field in exceptional student education
- Teachers preparing to take the exam for initial certification in exceptional student education
- Teachers seeking renewal of their certification
- Teachers seeking targeted instruction to address areas of need as indicated on annual performance evaluations
- Teachers looking for continuing

education opportunities GENERAL OBJECTIVE

To support educators in increasing their knowledge and skills for teaching students with identified disabilities, as well as other students who are experiencing challenges with behavior and/or academics. SPECIFIC OBJECTIVES

Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:

1. Identify activities relevant to the four stages of career development (i.e., awareness, exploration, preparation, and placement)
2. Identify the essential domains of transition planning (e.g., personal/social, general community functioning, and leisure/recreational) for students with disabilities
3. Demonstrate knowledge of transition planning using student and family preferences to develop desired post-school outcomes
4. Identify resources and strategies to assist in students functioning effectively in a variety of environments to which they will be transitioning

PROFESSIONAL LEARNING DELIVERY, IMPLEMENTATION, AND EVALUATION

To earn credit, participants must complete a minimum of one initial professional learning activity and one implementation activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional learning strategies.

Learning (Delivery)

Methods: A,B,C,D,F,G,I

Implementation Methods:

M,N,O,P,Q,R,S,T

Evaluation Methods: Staff - A,B,C,D,E,F,G

Student – F,G,Z FEAP: B1

UNIVERSAL DESIGN FOR LEARNING – LESSON PLANS (PDA)

PDA Online Professional Learning Course

COMPONENT NUMBER: 2-404-001

Function: 2

Focus Area: 404

Local Sequence Number: 001

POINTS TO BE EARNED: 5

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services as an online learning experience. This course is designed to provide educators with introductory information about the foundations and essential components of the Universal Design for Learning (UDL) framework. It will also provide them with knowledge, strategies, and tools related to designing lesson plans utilizing a UDL framework and resources.

LINK(S) TO PRIORITY INITIATIVES:

- ☒ Academic content standards for student achievement
- ☒ Continuous Improvement practices
- ☒ Digital Learning/Technology Infusion
- ☒ Instructional design and lesson planning
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice – Universal Design for Learning (UDL)

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 3.1.3., 3.1.5
Learning	<input checked="" type="checkbox"/> 1.2.3, 1.2.5	<input checked="" type="checkbox"/> 2.2.2, 2.2.4, 2.2.5	<input checked="" type="checkbox"/> 3.2.3, 3.2.4, 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.1, 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input checked="" type="checkbox"/> 1.4.2	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S): Select all that apply

- ☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted
- ☐ Repetitive practice leading to changes in proficiency of educator or leader on the job
- ☐ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Describe the history and foundations of Universal Design for Learning (UDL).

- Name the three primary brain networks and the three core principles associated with UDL.
- Describe the three Guidelines associated with each of the core principles.
- Understand how to determine appropriate goals from standards and recognize which brain networks are associated with these goals.
- Anticipate barriers posed by curriculum methods, materials, and assessments.
- Determine strategies for addressing barriers during lesson planning.
- Review the application of the UDL framework, 2 questions, and POP strategy to a model lesson plan.
- Plan a standards-based lesson incorporating a UDL framework utilizing a lesson plan template.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- **WHAT** will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, and pass a final assessment with at least 80% accuracy.

- **HOW** will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- **KEY ISSUES** to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. The participant will use what was learned in this course to design a lesson plan using the Universal Design for Learning (UDL) framework, implement the lesson with students and create a written reflection of these efforts. The follow-up activity contains a lesson plan template that can be utilized by the participant and guidance related to the completion of the reflection questions.

Verification of completion of the follow-up activity by the participants' supervisor is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used by the supervisor to ascertain successful completion of the activity is provided to the participant. The

provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

Discussion board entries, when relevant

Quality of participation in the NEFEC Professional Learning Support, when appropriate Alignment and quality of student artifacts that participants submit in tiered level of support Quality of instruction that teachers demonstrate

Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and Development, NEFEC Name(s) of Component

Author(s): Zoe Mahoney, Sandy Lewis

Usher Syndrome Screening (PDA)

Online Professional Learning Course

COMPONENT NUMBER: 4-102-007

Function: 4

Focus Area: 102

Local Sequence Number: 007

POINTS TO BE EARNED: 5

DESCRIPTION: Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services and the Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTC-D/HH) as an online learning experience. This course provides a professional development opportunity to help school personnel in conducting screenings for Usher syndrome per Exceptional Student Education Eligibility for Students Who Are Deaf or Hard-of-Hearing, 6A-6.03013(6), F.A.C. The course provides information on Usher syndrome; instructions on how to conduct a screening, including the actual forms needed to conduct a screening; and guidelines pertaining to the next steps after the screening.

LINK(S) TO PRIORITY INITIATIVES: Identify the alignment of the targeted professional learning with key district priorities (select all that apply)

☒ Assessment and tracking student progress

☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

☒ Regulatory or compliance requirements

☒ Other: Conducting screenings for Usher syndrome per Exceptional Student Education Eligibility for Students Who Are Deaf or Hard-of-Hearing per 6A-6.03013(6), F.A.C.

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input checked="" type="checkbox"/> 1.2.5	<input checked="" type="checkbox"/> 2.2.5,	<input checked="" type="checkbox"/> 3.2.5
Implementing	<input checked="" type="checkbox"/> 1.3.3	<input checked="" type="checkbox"/> 2.3.3	<input checked="" type="checkbox"/> 3.3.3.
Evaluating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACT AREA(S): Select all that apply

☒ Study leading to deep understanding of the practice (s), standard (s), and/or process(es) targeted

SPECIFIC LEARNER OUTCOMES:

Upon completion of this course, participants will understand or be able to do the following:

- Define Usher syndrome.
- Define dual sensory impairment.
- Explain the concern with students being under-identified.
- Explain why Usher syndrome screening is important and who must participate.
- List individuals involved in performing the Usher syndrome screening.
- Explain the parts of an audiogram.
- Identify the degrees of hearing loss.
- Name three types of hearing loss.
- Describe the vision loss symptoms first experienced by someone who has Usher syndrome.
- Describe the field of vision experienced by someone who has Usher syndrome.
- Describe the characteristics of the three types of Usher syndrome.
- Identify the audiogram associated with each type of Usher syndrome.
- The types of audiograms or hearing loss that do not need to move onto paper screening.
- The types of audiograms or hearing loss that need further screening.
- Describe the purpose of the letter of notification and the required process if a parent or guardian refuses screening.
- Identify and implement three questionnaires which are part of the paper screening process.
- Identify the three parts to the on-site screening.
- Identify the people, materials, and room set up necessary to complete the on-site screening.
- Identify the procedures for each of the on-site screenings.
- Compile and interpret all screening activity results.
- Identify when pass, re-check, or refer the student for a medical diagnostic genetic evaluation.
- Submit outcome information to the IEP team and parent or guardian, that includes applicable referral information.

LEARNING PROCEDURES (Methods): B: Electronic, Interactive

- WHAT will occur during this professional development component delivery?

Participants will be responsible to completing a thorough review of all course content. Through independent study, they will complete a pre assessment, review web sites and professional articles, identify key terms, complete interactive quizzes and activities, view any included videos, and pass a final assessment with at least 80% accuracy.

- HOW will the experiences be provided to participants during the delivery?

The course is offered in a digital online format. Participants are responsible for completing all online learning activities, and for reviewing all course content, including professional articles, videos and websites in the online course environment and as external links.

- KEY ISSUES to be included in participant implementation agreements:

Participants must complete a pre assessment, review all unit content and any included videos, participate in any embedded activities, and pass a final assessment with at least 80% accuracy. They must have a commitment to completion of a follow-up implementation activity designed as an application of course objectives.

IMPLEMENTATION/MONITORING PROCEDURES: S: Electronic, Non-Interactive

Participants completing this component will be required to complete the follow-up activity option designed as an application of the knowledge gained. For the follow-up activity, participants must select a student from their district and complete an Usher syndrome screening using the steps outlined in this course and write up their results in a narrative format explaining the findings and why the student was considered low or high risk.

Verification of completion of the follow-up activity by the district contact person for Usher syndrome or the Resource Materials and Technology Center for the Deaf and Hard of Hearing is required in order for a district to award the suggested in-service points. Follow-up activity information that can be used to ascertain successful completion of the activity is provided to the participant. The provided verification form must be uploaded into the course system as documentation before the participant can access a Certificate of Completion. This certificate, and any other information required by the district, may be presented to the district for in-service credits.

IMPACT EVALUATION PROCEDURES: A: Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency thru the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress.

Evaluation Methods for Staff Code: A-Changes in Instructional Practice, F-Changes in Observed Educator Proficiency

Evaluation Methods for Students Code: D-Observation of Student Performance

Who will use the evaluation impact data gathered?

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey. Results are reviewed by FDLRS and shared with the Office of Professional Learning and Development.

At the classroom level, individual educators will use the impact data to assess the level of student mastery of objectives and to determine the effectiveness of their instruction. Impact data will also

inform decisions with regard to needed additional professional learning based upon reflective opportunities.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS: describe what will be done with the data obtained through the evaluation processes

What other forms of evaluation data will be gathered:

a. What evaluation data addresses value of the PD design?

To evaluate the value of the PD design presented, an immediate evaluation form is either distributed or accessed electronically.

When appropriate to use, the NEFEC Professional Learning Evaluation includes a self-assessment of knowledge, a rating of facilitator quality, and commentary. The results of the evaluation are reviewed by the presenter, NEFEC instructional staff, and district stakeholders. This information is used as a metric in the NEFEC internal evaluation system.

Other evaluation data may be gathered and used as deemed appropriate by the school or district.

b. What evaluation data addresses quality of implementation of the PD?

To evaluate the quality of implementation of the professional development and student use of strategies, academic coaches, teacher support colleagues, and/or school administrators will conduct informal observations. Quality of professional development is also addressed by the following:

- Discussion board entries, when relevant

- Quality of participation in the NEFEC Professional Learning Support, when appropriate
- Alignment and quality of student artifacts that participants submit in tiered level of support
- Quality of instruction that teachers demonstrate

- Development of implementation plan, reflection, journal entries, logs, surveys, and/or lesson plans

c. Who will use these aspects of PD evaluation data?

NEFEC, school-based, and/or district level stakeholders will examine evaluation data to determine the success of the PD. In addition, all stakeholders will review the results of state and district-developed assessments to evaluate the impact data. These stakeholders include school and district leaders, academic coaches, and educators. Stakeholders will adjust programs according to implementation feedback.

Spring 2019

Departments: FDLRS, Professional Learning and
Development, NEFEC Name(s) of Component
Author(s): Zoe Mahoney, Sandy Lewis



Appendices



**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
2021-22 AUTOMATED STAFF INFORMATION SYSTEM**

Implementation Date: Fiscal Year 1992-93 July 1, 1992
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APPENDIX D: PROFESSIONAL DEVELOPMENT COMPONENT NUMBER

The component number is a unique seven-digit number assigned by the district to each individual component and should remain the same during the life of the component. It is composed of the following codes:

POSITION 1: FUNCTION - A one-digit code which identifies the function which is the principal focus of the component (s 1012.98(4)(b)3., F.S.)

- | | |
|---|--|
| 1 | Subject Content/Academic Standards |
| 2 | Instructional Methodology/Faculty Development |
| 3 | Technology Integration/Digital Learning Support |
| 4 | Assessment and Data Analysis/Problem Solving |
| 5 | Classroom Management |
| 6 | School Safety/Safe Learning Environment/School Culture |
| 7 | Management/Leadership/Planning |
| 8 | General Support |
| 9 | Student Growth/Achievement/Success |

POSITIONS 2-4: FOCUS AREA - A three-digit code which identifies the principal subject area upon which the component focuses.

INSTRUCTION: Components which focus on activities which deal directly with the teaching of pupils or with pupil-teacher interaction.

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, Career and Technical Education or Adult/Community Education.

- | | |
|-----|---------------------------------------|
| 000 | Art |
| 02 | Career Education |
| 03 | Computer Science/Technology Education |
| 004 | World Languages |
| 05 | Health/Nutrition |
| 06 | Humanities |
| 07 | Integrated Curriculum |
| 08 | Language Arts |
| 09 | Mathematics |
| 10 | Music |
| 11 | Physical Education |
| 12 | Prekindergarten |
| 13 | Reading |
| 14 | Safety/Driver Education |
| 15 | Science |
| 16 | Social Studies |
| 17 | Writing |

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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 for students with disabilities
- 101 Classroom Management for students with disabilities
- 102 Assessment for students with disabilities
- 103 Procedural/Legal Requirements
- 104 Working With Aides, Volunteers, Mentors for students with disabilities
- 105 Curriculum for students with disabilities
- 106 Gifted and Talented

CAREER AND TECHNICAL EDUCATION PROGRAMS: Career and Technical education programs are those instruction programs which are provided in order to enable persons to develop an 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 Career and Technical Education Wheel
- 208 Public Service Occupations Education
- 209 Technology Education
- 210 Career and Technical Education Instructional Support Services
- 211 Career and Technical Education, Unclassified

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 Career and Technical Education Preparatory Instruction
- 308 Workplace Readiness Skills

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STUDENT AND INSTRUCTIONAL SUPPORT PROCESSES: Components which do not focus on any one basic program, but increase the competencies of the participants in generating improved learning environments. They include instructional support services (media, volunteers, multicultural education, organizational supports), student support services (social, counseling, psychological and health), and intervention and prevention programs.

- 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

**FLORIDA DEPARTMENT OF EDUCATION
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GENERAL SUPPORT: Components which focus on activities or services connected with establishing policy and the management of the school system or of individual schools or with the provision of facilities and services to staff. Central services include the activities of planning, research, evaluation, statistical analysis, data processing, monitoring and feedback on proficiency of implementing initiatives and standards.

- 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 – School Level
- 513 School-Level Management
- 514 Service on Advisory or Instructional Materials Councils
- 515 Transportation Services
- 516 Faculty Development
- 517 Instructional Leadership School Level
- 518 School Improvement – District Level
- 519 Professional Learning Standards
- 520 Personnel Evaluation System Implementation
- 521 Schools of Excellence

COMMUNITY SERVICES: Components which focus on activities which do not relate directly to the education of pupils in the school system but pertain to services provided to the community such as recreation and day care programs, civic activities or library services.

- 600 Community Services, Unclassified
- 601 Lay Advisory Councils
- 602 Parent Education

ENGLISH LANGUAGE LEARNERS: Professional development activities related to the teaching and learning of English Language Learners (ELL).

- 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

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Implementation Date: Fiscal Year 1992-93 July 1, 1992

STUDENT GROWTH: Components which focus on professional learning intended to result in direct improvement or growth in student learning on expectations in course descriptions as assessed through state, district or school level growth or achievement measures.

- 800 State Assessments
- 801 District End of Course Assessments
- 802 School Level Assessments
- 803 Learning Goals and/or IEP Targets
- 804 Performance Assessments
- 805 Other

POSITIONS 5-7: SEQUENTIAL NUMBER - A three-digit code which assigns a sequential number (001-999) to each component with the same function and focus area.

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 the objective 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:
8. I will begin each lesson by explaining why upcoming content is important
9. I will have planned specific points in the lesson when I will tell students to get ready for some important information.
10. I will devise and use a set of cues to indicate to student the importance of upcoming information in some indirect fashion.
11. During the lessons I will check for student recognition of importance by:
12. When asked, students can describe the level of importance of the information addressed in class.
13. When asked, students can explain why the content is important to pay attention to
14. Students visibly adjust their level of engagement
15. After completion of this component, I am willing to 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

6A-5.065 The Florida Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Florida Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe four (4) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in Section 1003.42(3), F.S.

(2) The Florida Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Florida 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.

(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 taking into consideration varying aspects of rigor and complexity;
 - 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 diagnostic student data to plan 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;
 - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and,
 - j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.
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 questioning that promotes critical thinking;
 - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,
 - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
4. Assessment. The effective educator consistently:
- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
 - b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
 - c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
 - d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
 - e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,
 - f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:
 - a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
 - b. Examines and uses data-informed research to improve instruction and student achievement;
 - c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
 - d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - e. Engages in targeted professional growth opportunities and reflective practices; 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 fulfills the expected obligations to students, the public and the education profession and adheres to:
 - a. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.
 - b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.; and,
 - c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.

Rulemaking Authority 1004.04, 1004.85, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11, 11-22-22, 2-21-23.

6A-5.080 The Florida Educational Leadership Standards.**(1) Purpose and Structure of the Standards.**

(a) Purpose. The purpose of these standards is to establish Florida's expectations for effective school administrators. These evidence-based standards form the foundation for school leadership preparation programs, educator certification requirements, professional learning for school administrators, and school administrator evaluation systems. In this rule, school administrators means those persons described in Section 1012.01(3)(c), F.S.

(b) Structure. There are eight (8) standards, each comprised of a title, description, and role-based descriptors that further clarify and define the work required to demonstrate mastery of the standard.

(2) The Florida Educational Leadership Standards.

(a) Standard 1. Professional and Ethical Norms. Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:

1. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (F.A.C.), and adhere to guidelines for student welfare pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;

2. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S.;

3. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and

4. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in this rule.

(b) Standard 2. Vision and Mission. Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

1. Assistant principals:

a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.

b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;

c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;

d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and

e. Recognize individuals for contributions toward the school vision and mission.

2. School principals:

a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.

b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;

c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;

d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and

e. Recognize individuals for contributions toward the school vision and mission.

(c) Standard 3. School Operations, Management, and Safety. Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

1. Assistant principals:

a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;

b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;

c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own,

to optimize productivity and student learning;

d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;

e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;

f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;

g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;

h. Develop and maintain effective relationships with the district office and governing board;

i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;

j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;

k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and

l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

2. School principals:

a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;

b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;

c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;

d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;

e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;

f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;

g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;

h. Develop and maintain effective relationships with the district office and governing board;

i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;

j. Ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;

k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and

l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

(d) Standard 4. Student Learning and Continuous School Improvement. Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.

1. Assistant principals:

a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;

b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;

c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;

d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;

e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas

that need improvement, and provide coaching to improve student learning;

f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and

g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.

2. School principals:

a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;

b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;

c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;

d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;

e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S.;

f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and

g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.

(e) Standard 5. Learning Environment. Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

1. Assistant principals:

a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;

b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;

c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and

d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

2. School principals:

a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;

b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;

c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and

d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

(f) Standard 6. Recruitment and Professional Learning. Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

1. Assistant principals:

a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;

b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;

c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;

d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;

e. Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;

f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level

goals to foster continuous improvement;

g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;

h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and

i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

2. School principals:

a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;

b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;

c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;

d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;

e. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;

f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;

g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;

h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and

i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

(g) Standard 7. Building Leadership Expertise. Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

1. Assistant principals:

a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;

b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;

c. Develop capacity in teacher leaders and hold them accountable; and

d. Plan for and provide opportunities for mentoring new personnel.

2. School principals:

a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;

b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;

c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and

d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.

(h) Standard 8. Meaningful Parent, Family, and Community Engagement. Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:

1. Understand, value, and employ the community's cultural, social, and intellectual context and resources;

2. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;

3. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;

4. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and

5. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on

student expectations and academic performance.

Rulemaking Authority 1001.02, 1012.34, 1012.55(1), 1012.986(3) FS. Law Implemented 1012.55, 1012.986, 1012.34 FS. History—New 5-24-05, Formerly 6B-5.0012, Amended 12-20-11, 11-22-22.

APPENDIX E: SUMMARY OF RELATED FLORIDA RULES AND STATUTES

Rule 6A-5.071, F.A.C. Professional Learning Catalogs

Describes professional learning catalog requirements; review, update, and submission to FDOE timeline; what an inservice component must contain; the points system; how to convert college credit to Inservice points; awarding of inservice points; files which must be kept relative to each ponent and for each participant; and annual reporting. The Professional Learning Catalog is reviewed each year by a workgroup from the District Professional Development Council, updates are made, and approved by the School Board. (05-03-22)

Rule 6A-5.069, F.A.C. School District Professional Learning Systems

Establishes requirements for school district professional learning systems, pursuant to Section 1012.90, F.S., by establishing standards for high-quality professional learning; outlining the required content for school district professional learning systems; providing a common system template for school district use; establishing a submission process; and setting forth system approval criteria.
Rulemaking Authority 1001.02(1),(2)(n), 1012.56(13), 1012.98(8) FS. Law Implemented 1012.56, 1012.575, 1012.98 FS. History—New 5-3-22, Amended 11-22-22.

1012.98 (F.S.) 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 through the curriculum, and prepare student for continuing education and the workforce. **History.**—s. 789, ch. 2002-387; s. 10, ch. 2003-118; s. 47, ch. 2003-391; s. 75, ch. 2004-41; s. 5, ch. 2004-255; s. 62, ch. 2006-74; s. 165, ch. 2007-217; s. 34, ch. 2008-108; s. 198, ch. 2011-5; s. 7, ch. 2012-155; s. 42, ch. 2013-27; s. 14, ch. 2013-89; s. 11, ch. 2013-185; s. 382, ch. 2014-19; s. 6, ch. 2014-32; s. 100, ch. 2014-39; s. 14, ch. 2014-184; s. 14, ch. 2015-6; s. 13, ch. 2017-116; s. 41, ch. 2018-6; s. 23, ch. 2021-9; s. 8, ch. 2021-160; s. 5, ch. 2022-72.

1012.585 (F.S.) Process for Renewal of Professional Certificates

Describes the process, length of renewal period and requirements for professional certificate renewal, impact of military service on renewal of valid temporary or professional certificate, and reinstatement of expired professional certificate.

History.—s. 733, ch. 2002-387; s. 45, ch. 2003-391; s. 70, ch. 2004-41; s. 19, ch. 2004-295; s. 9, ch. 2013-185; s. 9, ch. 2013-236; s. 5, ch. 2014-32; s. 11, ch. 2017-116; s. 21, ch. 2021-9.

Rule 6A-4.0051, F.A.C. Renewal and Reinstate of a Professional Certificate

Outlines provisions for professional certificate renewal or reinstatement. (7) describes special provisions (evidenced-based instruction and interventions per Rule 6.A-6.053 F.A.C., specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction) for training in the instruction of reading for grades K-6. (3-15-22)

Rule 6A-1.094124, F.A.C. Required Instruction and Planning

Provides information about the manner in which prescribed courses of study set forth in Section 1003.42(2), F.S. are provided by school districts and reporting requirements. (7-26-21)

Rule 6A-6.053, F.A.C. District K-12 Comprehensive Evidence-Based Reading Plan

Describes the requirements of the K-12 Comprehensive Evidence-based Reading Plan districts must submit annually.

Rulemaking Authority 1001.02(1), (2)(n), 1011.62, 1008.25 FS. Law Implemented 1001.215, 1011.62, 1008.25 FS. History—New 6-19-08, Amended 4-21-11, 2-17-15, 12-22-19, 2-16-21, 3-15-22, 2-21-23.

1021.586 (F.S.) Additions or Changes to Certificates; Duplicate certificates; Reading Endorsement Pathways

Describes school district process via DOE website for addition of a subject coverage endorsement to a valid Florida certificate, reissuing a certificate to reflect a name change, or obtaining a duplicate certificate. The statute also addresses the timeline for adoption of competency-based pathways for earning a reading endorsement.

History.—s. 46, ch. 2003-391; s. 27, ch. 2008-235; s. 12, ch. 2017-116; s. 38, ch. 2018-6; s. 22, ch. 2021-9.

1012.34 (F.S.) 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.

History.—s. 708, ch. 2002-387; s. 7, ch. 2004-255; s. 11, ch. 2004-295; s. 60, ch. 2006-74; s. 29, ch. 2008-108; s. 2, ch. 2011-1; s. 13, ch. 2014-23; s. 94, ch. 2014-39; s. 12, ch. 2015-6; s. 36, ch. 2017-116; s. 2, ch. 2021-228; s. 61, ch. 2022-154.

1012.56 (F.S.) Educator Certificate Requirements

Each district school board shall renew state-issued professional certificates for individuals who hold a Florida professional certificate and are employed by the district pursuant to criteria established in subsections (2), (3), and (4) and rules of the State Board of Education.

History.—s. 728, ch. 2002-387; s. 43, ch. 2003-391; s. 170, ch. 2004-5; s. 16, ch. 2004-295; s. 61, ch. 2006-74; s. 30, ch. 2008-108; s. 25, ch. 2008-235; s. 104, ch. 2009-21; s. 184, ch. 2011-5; s. 41, ch. 2013-27; s. 8, ch. 2013-185; ss. 3, 4, ch. 2014-32; s. 1, ch. 2016-117; s. 4, ch. 2016-142; s. 31, ch. 2016-237; s. 8, ch. 2017-116; s. 53, ch. 2018-7; s. 11, ch. 2018-150; s. 17, ch. 2019-23; s. 20, ch. 2021-9; s. 6, ch. 2021-228; s. 64, ch. 2022-154; s. 1, ch. 2022-186.

Note.—Section 65, ch. 2022-154, provides that “[t]he changes made to ss. 1012.32 and 1012.56, Florida Statutes, by this act must be implemented by January 1, 2024, or by a later date determined by the Agency for Health Care Administration.”

1012.56(8) (F.S.) 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.

History.—s. 728, ch. 2002-387; s. 43, ch. 2003-391; s. 170, ch. 2004-5; s. 16, ch. 2004-295; s. 61, ch. 2006-74; s. 30, ch. 2008-108; s. 25, ch. 2008-235; s. 104, ch. 2009-21; s. 184, ch. 2011-5; s. 41, ch. 2013-27; s. 8, ch. 2013-185; ss. 3, 4, ch. 2014-32; s. 1, ch. 2016-117; s. 4, ch. 2016-142; s. 31, ch. 2016-237; s. 8, ch. 2017-116; s. 53, ch. 2018-7; s. 11, ch. 2018-150; s. 17, ch. 2019-23; s. 20, ch. 2021-9; s. 6, ch. 2021-228; s. 64, ch. 2022-154; s. 1, ch. 2022-186.

Note.—Section 65, ch. 2022-154, provides that “[t]he changes made to ss. 1012.32 and 1012.56, Florida Statutes, by this act must be implemented by January 1, 2024, or by a later date determined by the Agency for Health Care Administration.”

Rule 6A-5.066, F.A.C. Approval of Teacher Preparation Programs

This rule sets forth the requirements and implementation of the approval process for each type of teacher preparation program offered by a Florida provider as set forth in Sections 1004.04, 1004.85, and 1012.56(8), F.S. (11-23-21)

Note: An Update is in development and the update notice was published 10.12.22