Professional Learning Catalog

Panhandle Area Educational Consortium

Contents

I. Professional Learning Catalog Overview 2

A. Overview of Professional Learning Catalog 3

B. Middle Grades Instructional Personnel and School Administrator Training 3

C. Integrated Digital Instruction and Competency-based Instruction 4

D. Classroom Management 4

E. Extended Learning Opportunities 4

F. Instructional Leadership 5

II. Professional Learning Catalog Requirements 6

1. Principles of Individual Freedom 6

2. Professional Learning Criteria 6

3. Instructional Personnel and Instructional Strategies 7

4. Third Party Entity Contracting Criteria 8

III. Components 9

I. Professional Learning Catalog Overview

A. Overview of Professional Learning Catalog

Please provide a brief description of the district's catalog. Include the district's process for selecting components, collaborations with stakeholders (teachers; teacher-educators; business and community representatives; and local education foundations, consortia, and professional organizations), and goals for professional learning.

The Panhandle Area Educational Consortium (PAEC) Professional Learning Catalog (PLC) serves as a comprehensive resource of high-quality professional learning components designed to meet the evolving needs of our member districts. Developed in alignment with state requirements and district priorities, the PLC is the result of collaborative planning between PAEC's Instructional Services team and a broad network of stakeholders, including district and school leaders, teachers, instructional coaches, teacher-educators, business and community representatives, local education foundations, and professional organizations.

Through needs assessments, data analysis, and ongoing feedback, we identify, select, and update components that address current instructional priorities, support district strategic plans, and foster educator growth. These collaborative efforts ensure that the PLC offers diverse professional learning opportunities that are practical, relevant, and grounded in research-based practices.
Our goal is to empower educators by providing targeted learning experiences that strengthen instructional capacity, promote student-centered teaching, and advance continuous improvement across our districts—ultimately enhancing educational outcomes for all students in Florida's Panhandle.

B. Middle Grades Instructional Personnel and School Administrator Training

At the start of each school year, middle grades instructional personnel and school administrators in PAEC member districts receive professional learning on the district's Code of Student Conduct to ensure consistent understanding and application of its guidelines. School administrators, including principals and assistant principals, participate in district-led training sessions that review policy updates, clarify disciplinary procedures, and promote alignment across schools.

Following this training, site leaders provide school-based professional learning to instructional personnel, focusing on practical application, classroom management strategies, and clear communication of expectations to students. Additional opportunities for ongoing training are offered throughout the year during faculty meetings, administrator gatherings, and targeted professional learning sessions.

Ongoing professional learning for administrators is embedded into regular leadership meetings, with a focus on reviewing discipline data, aligning practices across schools, and addressing emerging needs. The Code of Student Conduct is reviewed annually with stakeholder input, and any recommended revisions are presented to the school boards for adoption.

This coordinated approach ensures that all staff members are equipped to implement the Code of Student Conduct fairly, consistently, and in support of a safe, respectful, and productive learning environment.

C. Integrated Digital Instruction and Competency-based Instruction

PAEC member districts provide targeted professional learning on integrated digital instruction and competency-based instruction in alignment with Florida Department of Education Rule 6A-6.0576 and the Florida Career and Professional Education Act (CAPE). Training includes guidance on CAPE Digital Tool Certificates, CAPE industry certifications, and strategies for integrating these credentials into competency-based learning environments.

Professional learning addresses test security protocols, proper exam administration, and compliance with all state requirements, including appropriate wait times between testing attempts and completion of required documentation (e.g., FCAPA-03). Educators and test administrators receive instruction on preparing students for success in digital tool and industry certification assessments, embedding these skills into daily instruction, and connecting them to career pathways.

Training also covers the identification and reporting of testing irregularities in accordance with Rule 6A-6.0573, ensuring that any violations are documented and reported within the required five-day window using the FCAPEA-05 form.

D. Classroom Management

PAEC provides targeted professional learning to strengthen classroom management, student behavior, and positive interactions. Our training equips instructional and non-instructional staff with practical strategies for fostering safe, respectful, and productive learning environments. Participants gain skills in proactive behavior management, positive reinforcement, and de-escalation techniques, as well as methods for addressing challenging behaviors through Tier 1, Tier 2, and Tier 3 supports. Additional focus is placed on building strong student relationships, promoting social-emotional learning, and maintaining consistent, equitable expectations. Ongoing coaching, administrator-led support, and peer mentoring ensure that educators receive continuous guidance to effectively manage classrooms and nurture positive student engagement.

E. Extended Learning Opportunities

PAEC supports member districts in delivering extended learning opportunities that enrich student learning beyond the regular school day and year. These initiatives include before- and after-school tutoring, targeted academic support, and engaging extracurricular activities designed to meet diverse student needs and interests. Professional learning prepares staff to plan, implement, and evaluate these programs effectively, including the integration of high-quality curriculum and instructional strategies for summer learning. These opportunities help close learning gaps, sustain student engagement, and support a smooth academic transition into the next school year.

F. Instructional Leadership

PAEC provides professional learning designed to develop strong instructional leaders at every stage of their careers. Through targeted pathways, educators gain the knowledge, skills, and confidence to lead from the classroom, serve as mentors, and guide schoolwide improvement efforts. Training focuses on Florida's Educational Leadership Standards, effective coaching strategies, data-driven decision-making, and fostering collaborative learning communities. Aspiring leaders have opportunities to participate in academies, mentorship programs, and site-based experiences that prepare them for roles as instructional coaches, assistant principals, and principals. Continuous, differentiated support ensures that current and future leaders are equipped to promote high-quality teaching, improve student outcomes, and sustain a culture of excellence across schools.

II. Professional Learning Catalog Requirements

Professional Learning Catalog Requirements

The following professional learning catalog requirements are established in sections (s.) 1012.98, Florida Statutes (F.S.), the School Community Professional Learning Act. By checking the appropriate box, the district provides assurance that its professional learning system meets each requirement. Districts should be prepared to provide evidence of these assurances upon request.

1. Principles of Individual Freedom

☒ Professional learning activities must be consistent with and foster the following principles of individual freedom set forth in s. 1003.42(3), F.S.:

- No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex;
- No race is inherently superior to another race;
- No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex;
- Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
- A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
- A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex; and
- These principles do not prohibit the discussion or use of curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination.

2. Professional Learning Criteria

☒ Pursuant to s. 1012.98(3)(a)-(j), F.S., Professional learning activities linked to student learning and professional growth for instructional and administrative staff must meet the following criteria:

- For instructional personnel, utilize materials aligned to the state's academic standards.
- For school administrators, utilize materials aligned to the state's educational leadership standards.
- Have clear, defined, and measurable outcomes for both individual in-service activities and multiple-day sessions.
- Employ multiple measurement tools for data on teacher growth, participants' use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.
- Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.

- Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.
- Create opportunities for collaboration.
- Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices, focused directly on instructional personnel and school administrators' needs.
- Provide opportunities for instructional personnel and school administrators to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.
- Provide sustained duration with follow-up for instructional personnel and school administrators to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

3. Instructional Personnel and Instructional Strategies

☒ Pursuant to s. 1012.98(5)(b)11. F.S., training on instructional strategies to reading coaches, classroom teachers, and school administrators must not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.

☒ Pursuant to s. 1012.98(10), F.S., Contracted training for teaching foundational skills is based on the science of reading and includes phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training must not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and approaches that enhance background and experiential knowledge, add context, and enhance oral language and vocabulary to support comprehension, but should not be used to teach word reading.

☒ Pursuant to s. 1012.98(5)(b)11., F.S., the professional learning system provides all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f), F.S., which states that for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, an applicant must earn a minimum of two college credits or the equivalent in-service points in evidence-based instruction and interventions specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

4. Third Party Entity Contracting Criteria

☒ Pursuant to s. 1012.98(10), F.S., if the school district board contracts independent entities for professional learning services or in-service education, the school board assures the following:

- The district school board can demonstrate to the Commissioner of Education that, through such a contract, a better product can be acquired or its goals for education improvement can be better met;
- The independent entity has at least 3 years of experience providing professional learning with demonstrative success in instructional or school administrator growth;
- The school district will verify, prior to contracting, that the independent entity's activities linked to student growth or professional growth meet the criteria set forth in s. 1012.98(3)(a)-(j), F.S., and set forth in section 2 of this form; and
- Training by the independent entity on foundational skills utilizes the science of reading and does not employ the three-cueing strategy.

Components

Component Number	Professional Learning Catalog Component
4-400-001	Action Research
1-301-001	Adult Education Subject Content
4-401-001 or 4-102-001 (ESE)	Assessment
3-100-001	Assistive Technology in the Classroom
2-002-001	Career and Technical Education/CAPE Industry Certification Courses Instructional Strategies
1-211-001 1-105-001 (ESE)	Career and Technical Education/CAPE Industry Certification Courses Subject Content
1-002-001	Career Education Subject Content
3-100-001	Child Abuse and Neglect – Identifying and Mandatory Reporting
5-404-001 5-101-001 (ESE)	Classroom Management
7-501-001	Clinical Educator
1-003-002	Computer Science Subject Content
4-408-001	Data Analysis
6-404-001	District Code of Student Conduct
7-507-001	Educational Leadership
8-506-001	Educational Paraprofessional
2-406-001	Effective Communication
1-408-004	Emergent Literacy for VPK Instructors -Online Professional Learning
1-008-001 or 1-105-006 (ESE)	English/Language Arts Subject Content
1-408-006	English/Language Learners in the VPK Classroom-Online
2-103-001	ESE Procedures and Practices
7-702-267	ESOL for Category II & IV
2-705-266	ESOL for Category III Teachers
2-007-003	Extended Learning
1-100-01 or 1-105-008 (ESE)	Fine Arts Subject Content
2-007-001	Florida's Academic Content Standards
1-016-002	Florida Civics Seal of Excellence
1-005-001	Florida's Comprehensive Health Education Components Subject Content

2-013-007	Florida Literacy Coach Endorsement – Florida Center for Reading Research (FCRR) Program
2-013-003	Florida Literacy Coach Endorsement – UF Lastinger Center Program
1-006-001	Humanities Subject Content
1-408-007	Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten-Online
7-507-002	Instructional Leadership: School Principal Level II
2-408-002 or 2-100-001 (ESE)	Instructional Methodology
1-408-008	Integrating the Standards: Phonological Awareness-Online
1-408-004	Language and Vocabulary in the VPK Classroom
7-507-004	Leadership Evaluation Model, Policies and Procedures
2-400-002	Lesson Study
1-009-002	Math Matrix Micro-Credential: K-5 – UF Lastinger Learning
1-009-003	Math Matrix Micro-Credential: 6-12 – UF Lastinger Learning
1-009-001 or 1-105-002 (ESE)	Mathematics Subject Content
1-408-009	Mathematical Thinking for Early Learners-Online
8-410-002	Media Specialist and Instructional Materials- Laws, Rules, and Procedures
1-407-001	Media Specialist Subject Content
5-414-001	Mental Health Services
8-415-002	MTSS Problem-Solving Process
2-010-001	Music Instruction
2-404-001	New Teacher Induction
8-510-001	Non-Instruction: Custodian/Maintenance
8-505-001	Non-Instruction: Food Service Training
8-509-001	Non-Instruction: Office/Clerical Support
6-515-001	Non-Instruction: Transportation Service Training
1-408-001	Office of Early Learning, Language and Vocabulary Training Project Targeted Strand-Coach Track
1-408-002	Office of Early Learning, Language and Vocabulary Training Project Targeted Strand-Teacher Track
1-408-003	Office of Early Learning, Language and Vocabulary Training Project Universal Strand-Coach Track
1-007-001 or 1-105-009	Other Content Areas - Subject Content
6-414-001	Physical & Mental Wellness
2-011-001	Physical Education Instructional Strategies
1-011-001 or 1-105-010	Physical Education Subject Content
8-410-002	Policies and Procedures
2-012-001	Preschool/Child Care
8-416-001	Principles of Professional Conduct – Professional Ethics

2-408-003	Professional Conference: District/State/National
2-400-001	Professional Learning Communities
1-013-013	Reading Micro-Credential: Elementary Literacy – UF Lastinger Center Flamingo Literary
1-013-014	Reading Micro-Credential: Secondary Literacy – UF Lastinger Center Flamingo Literary
1-013-011	Reading Endorsement Option: Foundational Skills to Support Reading for Understanding Knowledge Building-Combined Competencies One and Two
2-013-002	Reading Instruction-Integrating a Multi-Sensory Approach
2-100-002	Reading Instruction-Integrating a Multi-Sensory Approach for Students with Disabilities or Other Diverse Learning Needs
2-013-001	Reading Strategies: General
1-013-001 or 1-105-011	Reading Subject Content
6-511-002	School Health and Safety
7-512-001	School Improvement
8-521-001	School of Excellence – Professional Certificate Renewal Credit (2018-19 forward)
1-015-001 or 1-105-004 (ESE)	Science Subject Content
1-016-001 or 1-105-013 (ESE)	Social Studies Subject Content
2-007-002	STEM Instructional Strategies
1-007-002	STEM Integrated Content
8-418-001	Student and Instructional Support: Scholarships, Financial Aid, and Educational Transitions
8-421-001	Student and Instructional Support: Student Motivation and Engagement
8-422-001	Student and Instructional Support: Students' Records
8-403-001	Student Behavior – Behavioral Assessment and Interventions
8-401-001	Student Support Services: Assessment/Student Appraisal
8-406-001	Student Support Services: Human Relations/Communication Skills
8-410-001 or 8-103-001	Student Support Services: Laws, Rules, Policies, Procedures
8-413-002 or 8-104-001	Student Support Services: Parent Communication, Engagement, and Involvement
8-415-001	Student Support Services: Problem-Solving Teams
8-417-001	Student Support Services: Program Administration, Evaluation, and Accountability
8-419-001	Student Support Services: Section 504/Americans' w/Disabilities Act
8-420-001	Student Support Services: Service Coordination, Collaboration, Integration
1-105-014	Students With Hearing Loss
6-403-001	Substance Abuse Prevention
8-506-002	Substitute Teacher
7-507-003	Teacher Performance Evaluation Model, Policies and Procedures

Component Number	ADD-ON ENDORSEMENT PROGRAM COMPONENTS
Athletic Coaching/Sports Medicine Add-On Endorsement Program	
6-414-500	Care and Prevention of Athletic Injuries
1-011-541	Coaching Theory
1-011-542	Theory and Practice of Coaching a Specific Sport
Autism Spectrum Disorder K-12 Add-On Endorsement Program	
2-103-545	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
5-101-546	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
3-100-547	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
Driver's Education (Traffic Safety Add-On Endorsement Program	
1-014-537	Basic Driver Education/Traffic Safety
1-014-538	Advanced Driver Education/Traffic Safety
1-014-539	Organization & Administration of Driver Traffic Safety Education Driver Education
ESOL Add-On Endorsement Program	
2-700-261	Methods of Teaching ESOL to Speakers of Other Languages (Course 1)
2-702-262	Applied Linguistics (Course 2)
2-701-263	Testing and Evaluation of ESOL (Course 3)
2-703-264	Curriculum and Materials Development (Course 4)
2-705-265	Cross-Cultural Communication (Course 5)
2-705-266	ESOL for Category III
2-702-267	ESOL for Category II & IV
Florida Gifted Add-On Endorsement Program	
2-106-511	Nature and Needs of the Gifted
2-106-512	Education of Special Populations of Gifted Students
2-106-540	Curriculum and Instructional Strategies for Teaching Gifted Students
2-106-542	Guidance Counseling of the Gifted Student
2-106-543	Theory and Development of Creativity
Reading Add-On Endorsement Program	
1-013-501	Competency One: Foundations of Reading Instruction

1-013-502	**Competency Two: Application of Research-based Instructional Practices**
1-013-	**Competency Three: Foundations and Applications of Assessments**
1-013-504	**Competency Four: Foundations & Applications of Differentiated**
1-015-505	**Competency Five: Demonstration of Accomplishment**
Component Number	**ADD-ON ENDORSEMENT PROGRAM COMPONENTS**
2-100-001	**Access Points – Alternate Academic Achievement Standards**
4-102-001	**Assessment & Evaluation**
4-102-006	**Child Outcome Summary Process**
2-408-004	**Collaborative Teaching Partnerships**
8-103-001	**Components of Secondary Transition**
1-100-020	**Deaf Ed Express**
2-100-017	**Developmentally Appropriate Practices in Inclusive Pre-K Settings**
1-100-002	**Differentiating Reading Instruction** (may earn credit for Competency 4 of the Florida Reading Endorsement)
2-100-010	**Effective Teaching Practices for Students with Disabilities**
8-403-002	**Emotional/Behavioral Disability: An Introduction**
4-102-003	**Engaging Learners Through Informative Assessment**
8-700-001	**English Language Learners for Therapists**
2-100-001	**Evaluation and Assessment in Prekindergarten**
2-100-103	**Exploring Structural Literacy**
8-103-002	**Foundations of Exceptional Education**
2-100-019	**Increasing Outcomes for All Pre-K Children**
2-100-001	**Instructional Practices**
7-420-001	**Integrating Student Services** for All Students
1-013-502	**Language Reading Connection for Deaf/Hard of Hearing**
1-105-011	**Language Reading Connection for Language Impaired**
7-513-002	**Leadership to Support Students with Disabilities**
2-100-023	**Math Difficulties, Disabilities, and Dyscalculia**
8-103-103	**Matrix of Services**
8-415-001	**Multi-Tiered System of Support: An Introduction**
5-101-003	**PBS: Understanding Student Behavior**
5-101-004	**Positive Behavior Intervention Support and Classroom**
2-100-018	**Reading Difficulties, Disabilities and Dyslexia for SWD (Inservice Points)**
2-013-005	**Reading Difficulties, Disabilities and Dyslexia for (Reading Inservice Points)**

1-013-001	Science of Reading: An Introduction
9-420-001	Secondary Planning for Students with Disabilities
5-012-001	Strategies to Support Pre-K Activities and Routines
2-013-006	Structured Literacy through a Multi-Sensory Approach
8-420-001	Supportive Environments for Students with Disabilities
8-103-104	Surrogate Parent
2-100-001	Teaching Students with Disabilities in the Content Areas
2-100-008	Teaching Students with Disabilities in the Special Areas
3-013-001	Technology to Support Reading Comprehension
2-404-001	Universal Design for Learning - Lesson Plans
4-102-007	Usher Syndrome Screening

4-400-001 Action Research

IDENTIFICATION

Primary Purpose: C - Florida Educators Certificate Renewal **Date Approved: February 2023**
Department: PAEC Instructional Services **Maximum Inservice Points: 120**

DESCRIPTION:

Educators will develop the knowledge and skills necessary to conduct effective classroom action research, thereby improving student academic outcomes.

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.

LEARNING PROCEDURES (Methods):

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

Professional learning methods include knowledge acquisition workshops, electronic interactive and non-interactive resources, and job-embedded learning with modeling and support.

WHAT

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

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 displays and/or analyses, a written reflection on the implementation process, and 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 participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcomes of this implementation, and reflect on the implementation process.

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/ILDP growth targets, and/or district or school level processes for tracking student progress. Other changes in practices supporting the 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.

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-based administrators, and instructional coaches may use data to gauge the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

Date modified and approved: February 2023
Department: Instructional Services - PAEC Professional Learning Center

1-301-001 Adult Education Subject Content

IDENTIFICATION

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved: February 2023**
Department: PAEC Instructional Services **Number of Inservice Points**: 120

DESCRIPTION:

Educators will develop the content knowledge and skills necessary to enhance the quality of adult education and preparatory programs, enabling individuals to earn a high school diploma and/or improve their foundational academic skills.

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 the 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 participants 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

LEARNING PROCEDURES (Methods):

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

Professional learning methods include knowledge acquisition workshops, electronic interactive sessions, electronic non-interactive sessions, and/or job-embedded learning.

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 assignments.

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, including face-to-face, blended, coaching and modeling, and/or online, and will occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcomes of implementation, and reflect on the implementation process.

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 the 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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

4-401-001 or **Assessment and Evaluation**

IDENTIFICATION

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

DESCRIPTION:

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

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 professional learning

SPECIFIC LEARNER OUTCOMES:

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

1. 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 them 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.

LEARNING PROCEDURES (Methods):

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

Professional learning methods include knowledge acquisition workshops, electronic interactive and non-interactive resources, 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, including face-to-face, blended, coaching and modeling, group, and independent practice, as well as online approaches, and will occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 the effective implementation of job responsibilities, as well as changes in educator proficiency in practices that occur generally without students present (such as lesson design, collegial team learning processes, problem-solving processes, needs assessments, data analyses, and 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 <u>use</u> the evaluation <u>impact</u> data gathered?
Teachers, instructional coaches, site-based and district administrators.

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 the effectiveness of professional learning and additional professional learning needs.
2. District coordinators, site-based 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 the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

3-100-001 Assistive Technology in the Classroom

IDENTIFICATION

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

DESCRIPTION:

This component enables classroom teachers and support personnel to utilize technologies, tools, adaptive equipment, and instructional strategies to deliver instruction, measure learning, and plan for the continuous development of all learners, including those with neurodiversity and disabilities.

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 professional learning

SPECIFIC LEARNER OUTCOMES:

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

1. 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 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 needs
   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 students to access the curriculum.

LEARNING PROCEDURES (Methods):

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

Professional learning methods include knowledge acquisition workshops, electronic interactive and non-interactive sessions, 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, including face-to-face, blended, coaching and modeling, group and independent practice, and/or online, and will occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcomes of implementation, and reflect on the implementation process.

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/ILDP 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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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 the use of assistive technologies, tools, adaptive equipment, and strategies to reach content and/or skill proficiency and/or behavioral goals.
2. District coordinators, site-based 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 the development of this component:

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

2-002-001 Career and Technical Education/CAPE Industry Certification Courses Instructional Strategies

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

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 more effectively course-aligned, Florida CTE standards-based instruction to assigned students.

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 the proficiency of the educator or leaders of the job
X Tracking improvements in student learning growth supported by professional learning

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

1. 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 strategies for study and implementation and learn how and when to implement the strategy to meet the needs of all students.
4. Develop lesson plans, with clearly stated learning goals, based on the selected standards. Incorporate the high effect size instructional strategy(ies), selected for the study, and a plan to assess student learning. Review the plan with support colleagues and explain the rationale behind the plan, focusing on students' learning needs and a multi-tiered system of support.
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.

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, a professional learning community, or a lesson study group, independent inquiry creating teaching resources, structured coaching/mentoring, implementation of "high effect" practices with feedback, a 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, in a peer-to-peer format, 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 the 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.

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, a predetermined peer or knowledgeable other, a district or site-based administrator, and/or mentor educators, or in a formalized coaching process. The process will be contingent on the participant's needs and may include modeling, practicing, observing a peer directly, reflecting orally, conferencing with actionable feedback, and repeating the cycle as 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 non-interactive learning with monitoring. Evaluation of practice indicators may also be monitored with feedback. Web-based resources that provide exemplars will be available for support.

1-211-001 or 1-105-001 (ESE) Career and Technical Education/CAPE Industry Certification Courses Subject Content

IDENTIFICATION

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

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.

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 the proficiency of the educator or leaders of the job
X Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate knowledge 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 completing these activities:
    a. Based on reviews of available student assessment and/or performance data, including results aligned with 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(s), and determine how they will be assessed.
    e. Confer with support colleagues and seek resources and/or opportunities to gain a deeper understanding of the targeted content and skills.

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, a professional learning community, or a lesson study group, independent inquiry creating teaching resources, structured coaching/mentoring, implementation of "high effect" practices with feedback, a job-embedded workshop, and/or deliberate practice.

WHAT

1. Educators may take part in any combination of the following:
2. Participate in expert presentations.
3. Collaborate with other educators to identify and discuss crucial aspects of the most challenging, course-related standards and benchmarks.
4. Examine the CAPE funding list and determine the CTE courses that are aligned to CAPE funding.
5. Review and discussion of professional literature and other resources related to content standards, skills, and methods associated with the standard/benchmark.
6. Review and discuss information about course-aligned assessments.
7. Participate in a professional learning community focused on teaching assignments.
8. Participants may video classroom content and/or skills instruction, receive feedback, and reflect.
9. 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.
10. Modeling may occur, and participants will have opportunities to practice delivering content using the strategy(s) individually and/or collaboratively. Constructive feedback will be provided by a facilitator/presenter, or in a peer-to-peer format, and expert coaching and/or mentoring may also be available.
11. 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 the 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.

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, a predetermined peer or knowledgeable other, a district or site-based administrator, and/or mentor educators, or in a formalized coaching process. The process will be contingent on the participant's needs and may include modeling, practicing, observing a peer directly, reflecting orally, conferencing with actionable feedback, and repeating the cycle as necessary. The educator may also be part of a collaborative learning group, such as a learning community or a lesson study group, or participate in electronic, interactive, or non-interactive learning with monitoring. Evaluation of practice indicators may also be monitored with feedback. Web-based resources that provide exemplars will be available for support.

IMPACT EVALUATIONS PROCEDURES:

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

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 them with a designated individual who may be a support colleague, instructional coach, district CTE director, an approved knowledgeable other, site-based administrator, and/or other designated individual. The focus will be on the impact of implementing high-effect-size strategies for standards-based instruction with 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.

1-002-001 Career Education Subject Content

IDENTIFICATION

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

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.

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 the proficiency of the educator or leaders of the job
X Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate knowledge 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 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, career selection, and planning.

LEARNING PROCEDURES (Methods):

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

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

WHAT

Educators will:

1. Participate in presentations, 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, interests, and abilities and relate them to career choices.
6. Participate in a professional learning community.
7. Examine, evaluate, and identify resources and materials that 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, including face-to-face, blended, coaching and modeling, and/or online, and will occur in a workshop setting, study group, structured coaching/mentoring, or individually.

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, a predetermined peer or knowledgeable other, a district or site-based administrator, and/or mentor educators, or in a formalized coaching process. The process will be contingent on the participant's needs and may include modeling, practicing, observing a peer directly, reflecting orally, conferencing with actionable feedback, and repeating the cycle as 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 non-interactive learning with monitoring. Evaluation of practice indicators may also be monitored with feedback. Web-based resources that provide exemplars will be available for support.

IMPACT EVALUATIONS PROCEDURES:

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

Changes in classroom practices will be observed through the district's instructional evaluation system indicators, domains, and/or deliberate practice of IPDP growth targets. Student progress measures will also be examined. Evidence used to document the classroom implementation of professional learning may be

observation checklists that are aligned with the teacher evaluation system, anecdotal records, self-reflection, and 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.

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 the results, and review them with a designated individual, who may be a support colleague, instructional coach, district CTE director, or a designee, an approved knowledgeable other, a site-based administrator, or another designated individual. The focus will be on the impact of implementing high-effect-size strategies for standards-based instruction with 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.

3-100-001 Child Abuse and Neglect – Identifying and Mandatory Reporting

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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 requirements, and how to report.

IMPACT AREA(s):

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

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

1. 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C
Professional learning methods are knowledge acquisition workshops, 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 advise another to make a false report.

HOW
The component delivery will employ a variety of learning designs, including face-to-face, blended, group, and independent practice, as well as online formats, and will occur in workshops, small groups, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database Code: M, P, R, S
Implementation Support:

Participants may receive support from coaches, mentors, and/or knowledgeable individuals, such as consortium members, FDOE, DCF, or law enforcement personnel, on-site or via electronic interactive/non-interactive means, and may develop products related to the learning process, including 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 that require mandatory reporting and determine whether the legal reporting requirements have been met.

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 because there is no reliable, valid, and measurable cause-and-effect relationship between professional development and its impact on students. Schools and districts will monitor situations that require mandatory reporting and determine whether the legal reporting requirements have been met to ensure student safety.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

District and site-based administrators

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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

5-404-001 Classroom Management
5-101-001 (ESE)

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

DESCRIPTION:
This component provides classroom teachers and staff with knowledge, research-based strategies, and skills necessary to effectively organize the classroom and manage students to maximize instructional time.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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 a positive hierarchy of consequences to address positive behavior for 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 in 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive, and non-interactive; learning community participation; independent inquiry (e.g., 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 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 professional learning, such as a 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 the impact.

HOW

The component delivery will employ a variety of learning designs, including face-to-face, blended, group, and independent practice, as well as online formats, and will occur in workshops, small groups, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

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

Implementation Support:

Participants may receive support from coaches, mentors, and/or knowledgeable individuals, such as consortium personnel, or via electronic interactive/non-interactive means. They can develop products related to the learning process and engage in collaborative planning and dialogue. Research evidence, 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, and behavioral data may be provided. Classroom observations with feedback on related evaluation indicators/components/domains may be used.

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 assess progress toward behavioral goals and to evaluate the impact of management strategies.

Who will use the evaluation impact data gathered?
Classroom teachers, coaches, mentors, district and site-based administrators

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

11. Classroom teachers will examine academic and behavioral data of their students to determine trends, identify areas for improvement and strengths, and determine the impact of implementing professional learning.
12. 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

7-501-001 Clinical Educator

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 30

DESCRIPTION:

The Clinical Educator Program is designed to support and mentor experienced educators as they work with developing educators and/or peers. During workshops, opportunities are provided for direct instruction, modeling, guided practice, research review, participation in 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 resilience and growth perspective. The clinical educator's skills include identifying a performance goal from the district's instructional framework and/or the college/university framework, as well as collaborating on selecting 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, focusing on noticing and analyzing the data, brainstorming to generate effective strategies, and reflecting 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 exercises to document 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 in-service credit.

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 professional learning

SPECIFIC LEARNER OUTCOMES:

Upon completing one or more of the professional learning activities delivered in accordance with the specified 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 resiliency orientation and apply it to their work with developing educators. Goals: Clinical educators

1. Define resiliency and articulate the 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 resilience 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
2. developing alignment of standards, objectives, content, activities/tasks, and assessments to ensure student mastery.
3. Provide practice and feedback to developing educators on the nine steps used to conduct content planning conferences effectively.
4. Provide coaching strategies necessary when conducting content planning conferences with developing educators.
5. Provide coaching strategies necessary when conducting content planning conferences with developing educators.
6. Provide coaching strategies 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 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.

LEARNING PROCEDURES (Methods):

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

Professional learning methods include knowledge acquisition workshops, electronic, interactive, or non-interactive resources, and job-embedded learning.

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 a 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, including face-to-face, blended, coaching and modeling, and/or online, and will occur in a workshop, study group, structured coaching/mentoring, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database code: N, O, P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to implement action research related to 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 a written reflection describing the outcome of the implementation process.

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, as well as school- or teacher-constructed student growth measures that track student progress, portfolios of student work, observations of student performance, and other performance assessments may be used to gauge progress.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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, and student progress toward achieving academic and/or behavioral goals. Results will be discussed as part of the mentoring/coaching cycle, and plans will be developed or revised accordingly.

2. District coordinators, site-based administrators, instructional staff, and consortia personnel will use data to gauge the progress (non-evaluatively) of developing educators.

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 distribute or make the tool electronically accessible.

District record-keeping data related to the 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.

1-003-002 Computer Science Subject Content

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:**
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:

Educators will acquire the key content, skills, and instructional strategies necessary to effectively teach Computer Science.

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 professional learning

SPECIFIC LEARNER OUTCOMES:

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

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

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 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 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.*

LEARNING PROCEDURES (Methods):

Learning methods Database Code: A, B, D, I

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

WHAT

Educators will learn and gain proficiency in selecting and implementing appropriate algorithms for problem-solving, applying knowledge of computing systems, modeling networks and the Internet, using, analyzing, and storing data, developing programs, interpreting algorithms, and analyzing the 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-record classroom instruction, receive feedback from an instructional coach, mentor, or knowledgeable individual, discuss the feedback, and, if noted, develop an action plan to address areas of concern.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database code: P

Implementation Support:

Participants will apply the newly acquired professional knowledge, skills, and behaviors to enhance their 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 learning applications, instructional plans, written reflections on the implementation process and lessons learned, case study findings, anecdotal records, modeling strategies, and samples of student work and assessment data. The activity will require participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcomes of this implementation, and reflect on the implementation process.

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 initiatives.

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- or teacher-constructed growth measures, portfolios, and/or observations of student performance may be used to evaluate student growth.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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 individuals. Data will also be used to gauge the effectiveness of professional learning and identify areas for professional development.
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 the effectiveness of professional learning and identify areas for professional development.

4-408-001 Data Analysis

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

DESCRIPTION:
Professional learning under this component aims to enhance educators' and staff's ability to analyze data from a variety of assessments (traditional and alternative) to measure learning and inform continuous learner development planning.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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.

LEARNING PROCEDURES (Methods):
Learning methods Database Code: A, B, D, C, D, F, G, H, I, J
Professional learning methods include knowledge acquisition workshops, electronic interactive learning, learning communities/lesson study groups, independent inquiry, structured coaching/mentoring, implementation of "high effect" practices, job-embedded learning, and/or addressing deliberate practice growth targets.

WHAT

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

1. Participate in expert presentations focused on various types of student data, analysis, and use of data, research evidence, high-impact interventions/enrichment strategies, individualizing, and/or differentiating instruction to meet students' academic needs or implementing behavioral strategies to address students' 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 the 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 evidence, 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 implementing 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, 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, including face-to-face, blended, coaching and modeling, and/or online, and will occur in a workshop, study group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

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

Implementation Support:

Participants will apply the newly acquired professional knowledge, skills, and behaviors to enhance their 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 coursework, 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 participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcomes 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.

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 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 are used to track improvement in student achievement. Results of school- or teacher-constructed growth measures, portfolios, and/or observations of student performance may be used to evaluate student academic growth and/or progress toward behavioral goals.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

District record-keeping data related to the 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.

6-404-001 District Code of Student Conduct

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 20

DESCRIPTION:
This component provides school system employees with knowledge of the district's student conduct code.

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 the proficiency of the educator or leader on the job
_ Tracking improvements in student learning growth supported by professional learning

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

1. 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 stated in the district's Code of Student Conduct.
4. Express knowledge of reasons for disciplining students.
5. Identify students' 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C
Professional learning methods include knowledge-acquisition workshops, interactive electronic activities, and/or non-interactive electronic activities.
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, including face-to-face, blended, group, and independent practice, as well as online formats, and will occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database Code: M, P, R, S Implementation
Support:
Participants may receive structured coaching/mentoring, develop a product related to the training, or

engage in electronic interaction with feedback via online or non-interactive electronic means, including 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.

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, as well as school climate/learning environment survey data, may be examined.
Impact Area: Tracking improvements in student learning growth supported by 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, and other performance assessments that reveal impact on students, especially behavioral growth. Student discipline and SESIR data, as well as school climate/learning environment survey data, may be examined.
Who will <u>use</u> the evaluation <u>impact</u> data gathered?
District and site-based administrators

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 the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

7-507-001 Educational Leadership

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

DESCRIPTION:
Professional learning under this component is designed to expand and maintain the high level of knowledge, skills, and competencies needed to provide quality administrative and managerial support services to students, teachers, and other members of the school, district, state, and federal education communities.

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 the proficiency of the educator or leader on the job

x Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate knowledge 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.

LEARNING PROCEDURES (Methods):

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

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

WHAT

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

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. Participating 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 or 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 leadership practice.
13. Work with other school personnel, such as an instructional coach, mentor, or administrator, 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, including face-to-face, blended, coaching and modeling, and/or online, and will occur in a workshop, study group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

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

Implementation Support:

Participants will apply the newly acquired professional knowledge, skills, and behaviors to enhance their practice. They may participate in a network or professional learning community with other leaders and/or knowledgeable individuals, utilizing data in a continuous process. They may also receive structured coaching or mentoring, electronic monitoring, and feedback focused on coursework, and/or monitoring and feedback based on the 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 participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcomes 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 demonstrating knowledge of indicators of effective student engagement may be required. Written reflections regarding the implementation process and lessons learned may also be developed.

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 are used to track improvement in student achievement. Results from school- or teacher-constructed growth measures, portfolios, and/or observations 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 Education and/or PAEC personnel.

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 serve as a basis for identifying areas of strength and weakness and for determining 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 professional learning design and delivery, an evaluation tool developed by PAEC will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the 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.

8-506-001 Educational Paraprofessional/Aide

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to provide opportunities for educational paraprofessionals to develop and update their attitudes, skills, and knowledge, enabling them to function effectively and efficiently.

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 the proficiency of the educator or leader on the job
X Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate knowledge 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.

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 problems 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/, skills, or strategies related to job responsibilities.
7. Develop a product related to 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

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

IMPLEMENTATION/MONITORING PROCEDURES:

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

Implementation Support:

Participants may receive support from administrators, mentors, colleagues, and/or knowledgeable others, and engage in independent learning/action research, collaborative planning with monitoring and feedback related to targeted professional learning, and/or developing products related to the learning process. Participants may also engage in electronic, interactive, or non-interactive learning, as well as the evaluation of practice indicators.

Monitoring Procedures:

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

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.

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, instruction 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 the learning environment and effectiveness.
2. District coordinators and site-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

2-406-001 Effective Communication

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

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

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. Communicate effectively to deliver 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J
Professional learning methods include knowledge acquisition workshops (electronic, interactive, and non-interactive); learning community participation; independent inquiry (e.g., 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, the delivery of clear verbal and/or written instruction and academic feedback, the establishment of 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, using terminology appropriate to the audience.
5. Engage in effective communication simulations and role play.
6. Develop a product related to 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, including face-to-face, blended, group, and independent practice, as well as online formats, and will occur in workshops, small groups, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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, via electronic interactive/non-interactive means. They may also develop professional learning products for various audiences, engage in collaborative planning and dialogue, and 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.

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 professional learning

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

Results from national, state-, or district-developed/standardized, or school- or 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, as well as school climate/learning environment data.

Who will use the evaluation impact data gathered?
Classroom teachers, coaches, mentors, district and site-based administrators

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 strength, and determine the 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 will be distributed or accessed electronically by the district or other professional learning provider.
District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

1-408-004 Emergent Literacy for VPK Instructors – Online Professional Learning

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2021
Department: Office of Early Learning **Number of Inservice Points**: 5

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 who hold a Child Development Associate (CDA) or a 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.

IMPACT AREA(s):

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

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.

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://childcaretraining.myflfamilies.com/studentsite/admin/signin. Participants will work at their own pace to complete the course, gaining in-depth knowledge of mathematical thinking. Upon completion of the course and the end-of-course assessment, continuing education units (CEUs) will be reflected in 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 the content provided, listen to the recording, view the videos, and complete the associated task for online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEUs, which will be noted in the participant's transcript.

IMPLEMENTATION/MONITORING PROCEDURES:

Participants will apply newly acquired professional knowledge, skills, and behaviors to enhance their practice and may participate in a network or professional learning community of like-minded 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.

IMPACT EVALUATION PROCEDURES:

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

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

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 professional learning.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

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

The goal and purpose of this training is to modify instructional practices and strategies to enhance 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 of the impact of this professional learning opportunity.

District record-keeping data related to the 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.

1-008-001 English Language Arts Subject Content
1-105-006 (ESE)

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

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.

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 professional learning

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

1. Demonstrate knowledge 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, and 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, relevance, 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.

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 content-related problems of practice, develop and practice strategies to address the problem of practice, assess, and reflect on the impact.
7. Develop a product related to 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 a 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 the 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.

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database 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 the impact of the lesson, whether electronic and interactive or non-interactive, and/or the evaluation of practice indicators.

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

IMPACT EVALUATION PROCEDURES:
Impact Area: Impact of repetitive practice leading to changes in the proficiency of the 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, and sharing with colleagues. Progress monitoring data will be used to assess teachers' 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 <u>use</u> the evaluation <u>impact</u> data gathered?
Teachers, instructional coaches, site-based administrators, and district instructional staff.

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

1-408-006 English Language Learners in the VPK Classroom – Online Professional Learning

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2021
Department: Office of Early Learning **Number of Inservice Points**: 5

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 for English language learners, many best practices can also be applied to prekindergarten and kindergarten children. Participants will find this course highly engaging and will have numerous opportunities to reflect on their own instructional practices. The course is presented in multiple modules and includes frequent knowledge checks. Participants must successfully complete the end-of-course assessment 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.

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

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 the use of the *Florida Early Learning and Developmental Standards* with English language learners.

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 by provided to participants during this professional learning opportunity?
Participants will access the 5-hour course via the DCF training system at https://childcaretraining.myflfamilies.com/studentsite/admin/signin. Participants will work at their own pace to complete the course, gaining in-depth knowledge of instructional strategies for English language learners. Upon completion of the course and the end-of-course assessment, continuing education units (CEUs) will be reflected in the participant's DCF training transcript. The transcript will provide evidence of completion to the school district, allowing for the award of 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 the content provided, listen to the recording, view the videos, and complete the associated task for online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEUs, which will be noted in the participant's transcript.

IMPLEMENTATION/MONITORING PROCEDURES:

Participants will apply newly acquired professional knowledge, skills, and behaviors to enhance their practice and may participate in a network or professional learning community of like-minded 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.

IMPACT EVALUATION PROCEDURES:

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

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

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 professional learning.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS.

The Office of Early Learning will review end-of-course assessment data to determine participant success and course effectiveness. The goal and purpose of this training is to modify instructional practices and strategies to enhance 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 of the impact of this professional learning opportunity.

District record-keeping data related to the 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.

2-103-001 ESE Procedures and Practices

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

DESCRIPTION:
Professional learning under this component will provide educators and staff with the opportunity to develop and update the knowledge and skills necessary to effectively instruct students with exceptional education needs while meeting federal and state requirements.

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 professional learning

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

1. 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 accommodation 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-based 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.

LEARNING PROCEDURES (Methods):
Learning methods Database Code: A, B, D, C, D, F, G, H, I, J
Professional learning methods include knowledge acquisition workshops, electronic interactive learning, learning communities/lesson study groups, independent inquiry, structured coaching/mentoring, implementation of "high effect" practices, job-embedded learning, and/or addressing deliberate practice growth targets.

WHAT

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

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 accommodation 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 the 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, including face-to-face, blended, coaching and modeling, and/or online, and will occur in a workshop, study group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

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

Implementation Support:

Participants will apply the newly acquired professional knowledge, skills, and behaviors to enhance their practice. They may participate in a network or professional learning community with other leaders and/or knowledgeable individuals, receive structured coaching or mentoring, receive electronic monitoring and feedback focused on coursework, and/or receive monitoring and feedback based on the 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 participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcomes 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.

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 are used to track improvement in student achievement. Results of school- or teacher-constructed growth measures, portfolios, and/or observations of student performance may be used to evaluate student academic growth and/or progress toward behavioral goals.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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, and behavioral logs to gauge student progress toward achieving academic proficiency and meeting behavioral goals. This data will serve as a basis for determining whether current IEP/MTSS goals are being met and for modifying IEP goals as needed.
2. Administrators and district personnel will monitor appropriate use and documentation supporting the appropriate use of accommodation 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 the 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.

Component Title: ESOL for Category II & IV

Identifier Numbers:

PAEC-Provided: 2-702-267

Maximum Points: 60

This 60-hour Master Inservice Plan (MIP) component is designed for Content-Area Teachers (Category II), School-based Administrators (Category IV), and Guidance Counselors (Category IV). It integrates the 2025 standards across all five core strands: Methods (MT), Applied Linguistics (AL), Testing (TE), Curriculum (CM), and Communication (CU).

General Objective:
The purpose of this component is to provide non-ESOL primary instructional and administrative personnel with a comprehensive understanding of the 2026 Florida Teacher Standards for ESOL Endorsement. Participants will develop the skills to ensure legal compliance, apply linguistic principles, and implement standards-based instruction and assessments for English Language Learners (ELLs) within their specific professional roles.

Specific Objectives:

1. MT/Legal: Demonstrate knowledge of Florida's educational statutes regarding identification (Home Language Survey), eligibility, and ELL Committee responsibilities.
2. AL: Analyze the English language as an integrative communicative system (phonology, morphology, syntax, semantics, and pragmatics) to support acquisition.
3. TE: Identify appropriate assessment accommodations and distinguish language proficiency from other learning needs using data analysis.
4. CM: Plan benchmarks-aligned instruction that integrates Florida's English Language Development (ELD) Standards with academic content.
5. CU: Design instructional practices and family engagement plans that meet individual student needs and promote civic engagement.

Learner Activities:
Activities are designed to provide products demonstrating competency across all strands:

- Linguistic & Data Analysis: Participants analyze a mock student case file, interpreting English Language Proficiency (ELP) data and identifying linguistic features of the student's home language versus English.
- Integrated Planning: Participants draft a Week-at-a-Glance lesson plan that embeds dual objectives (content and language), scaffolded supports (sentence frames, graphic organizers), and integrated technology tools.
- Stakeholder Simulation: Participants complete a Simulated ELL Committee Documentation Packet, including a decision form and a parent notification draft explaining academic expectations and parental rights.

Field Clinical Activities:
The 15 site hours require participants to apply knowledge in an actual instructional or

administrative setting:

- Instructional Application: Teachers implement a differentiated lesson and collect student work samples across varying proficiency levels.
- Administrative/Counseling Application: Leaders evaluate a school-site ESOL process or conduct a student/family outreach activity, documenting the impact on the educational setting.

Assessment, Evaluation, and Evidence of Attainment:
The instructor certifies mastery based on the successful submission of a Comprehensive ESOL Leadership & Instructional Portfolio.

- Evidence Required:
    - Data Analysis Report: Distinguishing language needs from learning disabilities.
    - Standards-Aligned Lesson Sequence: Integrating ELD Standards and academic benchmarks.
    - Family Communication Plan: Detailing ESOL supports and parental rights.
    - Post-test: Achieving at least 80% accuracy on foundational statutory and linguistic knowledge.

Component Title: ESOL for Category III

Identifier Numbers:
PAEC-Provided: 2-705-266

Maximum Points: 18

This 18-hour extremely condensed course meets the requirements for Category III teachers (All Other Areas) and covers the essentials of all five 2025 strands.

General Objective:
The purpose of this course is to provide Category III personnel with foundational knowledge of the 2025 ESOL standards, focusing on awareness of student backgrounds and experiences, basic second language acquisition principles, and instructional strategies to assist ELLs in support-area classrooms.

Specific Objectives:
1. MT/Legal: Identify the legal triggers of the Home Language Survey and the basic stages of language acquisition.
2. AL/CU: Interpret student behavior in relation to students′ backgrounds and experiences and understand cross-linguistic influence.
3. TE: Explore issues affecting the validity of classroom assessments and identify basic accommodations.
4. CM/MT: Adapt instruction and assessments to be comprehensible to ELLs without reducing rigor.

Learner Activities:
Participants complete a series of condensed online modules through a professional learning portal:
- Scenario Analysis: Reviewing short videos or cases of ELLs in various "other" subject areas (e.g., PE, Art, Music) to identify statutory considerations or misinterpretations of student behavior.
- Strategy Matching: Matching evidence-based scaffolding strategies (visuals, modeling) to specific student proficiency levels (WIDA 1–6).
- Resource Review: Evaluating one instructional resource for linguistic accessibility using a simplified rubric.

Assessment, Evaluation, and Evidence of Attainment:
Evaluation is based on the completion of an ESOL Foundational Awareness Portfolio.
- Types of Assessment:
  - Module Comprehension Checks: Objective questions on legal requirements and SLA principles.
  - Adapted Task Product: A single lesson plan or activity from the participant's subject area, modified to include at least two specific scaffolds for an ELL.
- Evidence Required:
  - Completed Student Language Profile Analysis for a hypothetical student.
  - Reflective Narrative: A 300-word statement on how the participant will facilitate

ELL adjustment to their specific classroom environment.
- Post-test: Demonstrating at least 80% mastery of course objectives.

Component Title: ESOL for Category II & IV

Identifier Numbers:

PAEC-Provided: 2-702-267

Maximum Points: 60

This 60-hour Master Inservice Plan (MIP) component is designed for Content-Area Teachers (Category II), School-based Administrators (Category IV), and Guidance Counselors (Category IV). It integrates the 2025 standards across all five core strands: Methods (MT), Applied Linguistics (AL), Testing (TE), Curriculum (CM), and Communication (CU).

General Objective:
The purpose of this component is to provide non-ESOL primary instructional and administrative personnel with a comprehensive understanding of the 2026 Florida Teacher Standards for ESOL Endorsement. Participants will develop the skills to ensure legal compliance, apply linguistic principles, and implement standards-based instruction and assessments for English Language Learners (ELLs) within their specific professional roles.

Specific Objectives:

1. MT/Legal: Demonstrate knowledge of Florida's educational statutes regarding identification (Home Language Survey), eligibility, and ELL Committee responsibilities.
2. AL: Analyze the English language as an integrative communicative system (phonology, morphology, syntax, semantics, and pragmatics) to support acquisition.
3. TE: Identify appropriate assessment accommodations and distinguish language proficiency from other learning needs using data analysis.
4. CM: Plan benchmarks-aligned instruction that integrates Florida's English Language Development (ELD) Standards with academic content.
5. CU: Design instructional practices and family engagement plans that meet individual student needs and promote civic engagement.

Learner Activities:
Activities are designed to provide products demonstrating competency across all strands:

- Linguistic & Data Analysis: Participants analyze a mock student case file, interpreting English Language Proficiency (ELP) data and identifying linguistic features of the student's home language versus English.
- Integrated Planning: Participants draft a Week-at-a-Glance lesson plan that embeds dual objectives (content and language), scaffolded supports (sentence frames, graphic organizers), and integrated technology tools.
- Stakeholder Simulation: Participants complete a Simulated ELL Committee Documentation Packet, including a decision form and a parent notification draft explaining academic expectations and parental rights.

Field Clinical Activities:
The 15 site hours require participants to apply knowledge in an actual instructional or administrative setting:

- Instructional Application: Teachers implement a differentiated lesson and collect student work samples across varying proficiency levels.
- Administrative/Counseling Application: Leaders evaluate a school-site ESOL process or conduct a student/family outreach activity, documenting the impact on the educational setting.

Assessment, Evaluation, and Evidence of Attainment:
The instructor certifies mastery based on the successful submission of a Comprehensive ESOL Leadership & Instructional Portfolio.

- Evidence Required:
    - Data Analysis Report: Distinguishing language needs from learning disabilities.
    - Standards-Aligned Lesson Sequence: Integrating ELD Standards and academic benchmarks.
    - Family Communication Plan: Detailing ESOL supports and parental rights.

Post-test: Achieving at least 80% accuracy on foundational statutory and linguistic knowled

2-007-003 Extended Learning

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

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

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate knowledge of a variety of extended learning opportunity models.
2. Demonstrate knowledge of the 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 students 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H,I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive and non-interactive; learning communities; independent inquiry (such as action research); creating PD or teaching resources; structured coaching and 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 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 the impact.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 the impact of the lesson, whether electronic and interactive or non-interactive, and/or the evaluation of practice indicators.

Monitoring Procedures:

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

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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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-based 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 the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

1-000-001 Fine Arts Subject Content
1-105-008 (ESE)

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

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

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. Understand Florida's academic content standards related to the fine arts teaching assignment, including 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive, and non-interactive learning; learning communities; independent inquiry (e.g., action research); creating PD or teaching resources; structured coaching and mentoring; implementing "high-effect" practices; job-embedded learning; 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 content or those from other content areas.
6. Develop a product related to professional learning, such as (but not limited to) an instructional plan that includes accommodations to meet learner-specific needs, a curriculum map or pacing guide, a student resource, media, or other presentation for use in instruction, assessment, and/or a 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 content-related problems of practice, develop and practice strategies to address the problem of practice, and assess and reflect on the impact.

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

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database 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 the impact of the lesson, whether electronic and interactive or non-interactive, as well as the evaluation of practice indicators.

Monitoring Procedures:
Participants will be required to complete an implementation and evaluation activity. The activity will require participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcomes of this implementation, and reflect on the implementation process.

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, and sharing 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.

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

2-007-001 Florida Academic Content Standards

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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, and 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 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive, and non-interactive learning; learning communities; independent inquiry (e.g., action research); and creating

PD or teaching resources; structured coaching and mentoring; implementing "high-effect" practices; job-embedded learning; 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 the job assignment.
4. Collaborate with others who teach the same content.
5. Participate in a lesson-study group with those who teach content or those from other content areas.
6. Develop a product related to 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 a 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 content-related problems of practice, develop and practice strategies to address the problem of practice, and assess and reflect on the impact.
11. Develop lesson/action plans for classroom implementation.

HOW

Component delivery will employ a variety of learning designs, such as face-to-face, blended, and 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.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 the impact of the lesson, whether electronic and interactive or non-interactive, and/or the evaluation of practice indicators.

Monitoring Procedures:

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

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, and sharing 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, and portfolios of student work, observation of student performance, and/or other performance assessments that reveal impact on student achievement.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

1-016-002 Florida Civic Seal of Excellence

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services using FDOE Information **Number of Inservice Points**: 55

DESCRIPTION:
This course is a core part of Governor Ron DeSantis' Civic Literacy Initiative. The course is aligned with Florida's revised academic standards for civics and government. 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.

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 professional learning

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.

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 and interactive.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 in-service credit upon successful completion of all six modules.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, F

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

Participants' work will be reviewed by course facilitators as appropriate. Local staff will observe changes in instructional or learning environmental practices implemented in the classroom, as well as 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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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 student's progress toward proficiency in mastering civics content. Data may be used to evaluate the efficacy of professional learning and/or to identify additional professional learning needs.

2. District coordinators, site-based administrators, instructional staff, and consortia personnel will use 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 the efficacy of professional learning and/or to 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

1-005-001 Florida Comprehensive Health Education Components Subject Content

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 60

DESCRIPTION:
Educators will gain the content knowledge needed to effectively teach comprehensive, age-appropriate, and developmentally appropriate K-12 health education components as addressed in *Florida State Statute 1003. 42(2)(n)*. They may also access, review, evaluate, and plan lessons that incorporate instructional resources aligned with the Florida health components addressed in the Florida Academic Content Standards they teach, including technology-driven resources, to improve the instructional process and learner outcomes.

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 professional learning

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

1. 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 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 the 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, and 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.

LEARNING PROCEDURES (Methods):

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

Professional learning methods include knowledge acquisition workshops, electronic interactive or non-interactive learning, learning communities/lesson study groups, structured coaching/mentoring, and job-embedded learning.

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 addressed 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. 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. Participate in mentor/coaching activities that may include, but are 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 instruction, and will occur in a workshop, study group, structured coaching/mentoring activity, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: P

Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to enhance their practice and may participate in a professional learning community or lesson study group, as well as 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.

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 educators' 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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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 student's progress toward proficiency in mastering Florida's Academic Content Standards and will review results with a mentor, site-based administrator, or other designated individuals.
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 professional learning design and delivery, an evaluation tool developed by PAEC will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the 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.

2-013-007 Florida Literacy Coach Endorsement – Florida Center for Reading Research Program

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: FCCR and PAEC Instructional Services **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this course is to prepare individuals to fulfill 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 are describing 6A-6.053, F.A.C. 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.

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 the proficiency of the educator or leader on the job

x Tracking improvements in student learning growth supported by professional learning

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.

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 include any combination of the following: knowledge acquisition workshops, electronic non-interactive learning, independent inquiry, implementation of "highly effective" practices, and/or job-embedded learning.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: N, O, P Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to enhance their practice, 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, totaling five projects, to demonstrate their knowledge. Participants will become eligible for in-service credit upon successful completion of all five modules.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A, F

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

Participants' work will be reviewed by course facilitators. Site-based instructional coaches and/or administrators will use classroom walkthrough tools to determine changes in instructional practices or the implementation of targeted state standards as measures of the effectiveness of professional development in 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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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 student's 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 the impact on classroom practices. Data may be used to evaluate the efficacy of 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 the efficacy of professional learning and/or to 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

2-013-003 Florida Literacy Coach Endorsement – UF Lastinger Center Program

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this course is to prepare individuals to fulfill 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.

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 professional learning

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, and on how to continually seek out and evaluate evidence-based instructional practices to share with colleagues.

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. Participating 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.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: N, P, R Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to enhance their practice by engaging in independent learning, interactive electronic learning with monitoring and feedback, and developing participant-generated 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 in-service credit upon successful completion of all five modules.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A

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

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

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 student's 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 the impact on classroom practices. Data may be used to evaluate the efficacy of 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 the efficacy of professional learning and/or to 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

1-006-001 Humanities Subject Content

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

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

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 professional learning

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

1. Demonstrate knowledge of Florida's Humanities content standards related to the teaching assignment, including 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, interests, 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Codes: A, B, C, D, F, G, H, I
Professional learning methods are knowledge acquisition workshops, electronic, interactive, and

electronic non-interactive, learning communities, independent inquiry, such as action research, creating PD or teaching resources, structured coaching and 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 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.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 the impact of the lesson, whether electronic and interactive or non-interactive, and/or the 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.

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, and sharing 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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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 student's progress toward proficiency in mastering Florida's Humanities content standards and will review results 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 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 professional learning design and delivery, an evaluation tool developed by PAEC will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the 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.

1-408-007 Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten – Online Professional Learning

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2021
Department: Office of Early Learning **Number of Inservice Points**: 5

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 interactive presentations, video clips, and hands-on activities, participants will become familiar with the Standards and understand the key elements of quality instruction in preschool classrooms. Participants will receive explicit instruction on implementing the Florida Early Learning and Developmental Standards through a 5-hour online course.

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

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 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.

LEARNING PROCEDURES (Methods):
WHAT will occur during this professional learning opportunity?
During the online professional learning opportunity, participants will receive specific standards for research and instructional content, view content-driven videos and photos, explore resources, and reflect on their current instructional practice through 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://childcaretraining.myflfamilies.com/studentsite/admin/signin
. Participants will work at their own pace to complete the course, gaining in-depth knowledge of the Florida Early Learning and Developmental Standards. Upon

completion of the course and the end-of-course assessment, continuing education units (CEUs) will be reflected in the participant's DCF training transcript. The transcript will provide evidence of completion to the school district, allowing for the award of 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 the content provided, listen to the recording, view the videos, and complete the associated task for online professional learning. Successful completion of the end-of-course assessment will result in the awarding of .5 CEUs, which will be noted in the participant's transcript.

IMPLEMENTATION/MONITORING PROCEDURES:

Participants will apply newly acquired professional knowledge, skills, and behaviors to enhance their practice and may participate in a network or professional learning community of like-minded 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.

IMPACT EVALUATION PROCEDURES:

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

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

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 professional learning.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS.

The Office of Early Learning will review end-of-course assessment data to determine participant success and course effectiveness. The goal and purpose of this training is to modify instructional practices and strategies to enhance student success. An increase in student performance in grades pre-K through 3, as measured by the Florida Early Learning and Developmental Standards and the Florida B.E.S.T. Standards, will serve as evidence of the impact of this professional learning opportunity.

District record-keeping data related to the 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.

7-507-002 Instructional Leadership – School Principal Level II

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

DESCRIPTION:
This component supports a comprehensive, two-to-three-year program of professional learning based on *The Florida Educational Leadership Standards* (6A-5.080, F.A.C.), which serve as Florida's evidence-based standards 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 hands-on implementation experience, of core instructional leadership strategies to deliver quality leadership for our schools, now and in the future. The vision is to produce leaders who have the knowledge and skills to foster high-quality school learning cultures focused on continuous improvement in student achievement and college and career readiness.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:
Upon completing one or more of the professional learning activities delivered in accordance with the specified delivery methods, participants will become knowledgeable and demonstrate mastery of the eight standards 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 people 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, including 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 the 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 an 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. The supervisor will evaluate the component's impact on the participant's instructional leadership capacity.

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) being studied 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 individuals with expertise in various aspects of teaching and learning/or instructional leadership. Agree on the times, methods, and support that these colleagues will provide during this professional learning experience. NOTE: Mentor/growth team support applies to each objective; however, the assigned mentor/growth team may change.

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 the use of research and/or other resources and tools. Professional learning may occur through face-to-face, blended, or online formats, and can take place 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 the 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 a school action project.
   h. Presentation of the action school project to his/her superintendent.
   i. Participate in leadership simulations.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 a professional learning community or lesson study group. This process will be contingent on the participant's needs and may include modeling, practicing, and direct observation

of skill demonstration, conferencing, oral reflection, and repeating the cycle as 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 are 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.

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

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

Evaluation Methods for Students Database Codes: A, B

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

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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 the results, review them, and discuss the impact and implications. The focus will be on the impact of implementing professional learning. Specific points that will be addressed are:

1. The extent to which the implementation of the highly effective size core instructional leadership strategies impacts 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 demonstrations 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 the development of this component:
Records of professional learning evaluations and completion will be maintained in the electronic Professional L e a r n i n g Connections of the Panhandle Area Educational Consortium.

2-408-002 Instructional Methodology
2-100-001 (ESE)

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to enable teachers and staff to apply research-based, high-impact practices to support students' intellectual development and critical, creative, and evaluative thinking.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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. Posing 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' needs.
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 objective.
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 instructions.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods are knowledge acquisition workshops, 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 as high-effect strategies, critical and/or creative thinking, increasing academic rigor, problem-based learning, project-based learning, use of technology for research and evaluation, and differentiated instruction.
4. Participate in a book study focused on topics such as high-effect strategies, critical thinking, increasing academic rigor, problem-based learning, project-based learning, use of technology for research and evaluation, and differentiated instruction.
5. Develop a product related to professional learning, such as (but not limited to) an instructional plan, student resources, media, or other presentation for use in instruction, assessment, and/or a 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 content-related problems of practice, develop and practice strategies to address the problem of practice, obtain feedback, and reflect on impact.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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, and 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 participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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, as well as 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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

1-408-008 Integrating the Standards: Phonological Awareness – Online Professional Learning

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2021
Department: The Office of Early Learning **Number of Inservice Points**: 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 the opportunity to expand their knowledge and understanding of phonological awareness components and learn how to effectively implement them in the classroom. During the training, an emphasis will be placed on instructional planning, implementation, and teacher self-reflection. Participants will receive explicit instruction on the components of phonological awareness via the 2-hour online course.

IMPACT AREA(s):

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

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.

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://childcaretraining.myflfamilies.com/studentsite/admin/signin. Participants will work at their own pace to complete the course, gaining in-depth knowledge of the Florida Early Learning and Developmental Standards. Upon completion of the course and the end-of-course assessment, continuing education units (CEUs) will be reflected in the participant's DCF training transcript. The transcript will provide evidence of completion to the school district, allowing for the award of 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 the content provided, listen to the recording, view the videos, and complete the associated task for online professional learning. Successful completion of the end-of-

course assessment will result in the awarding of .2 CEU's which will be noted in the participant's transcript.

IMPLEMENTATION/MONITORING PROCEDURES:
Participants will apply newly acquired professional knowledge, skills, and behaviors to enhance their practice and participate in a professional learning community of like-minded 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.

IMPACT EVALUATION PROCEDURES:
Describe the processes that will be used to determine the impact of the component on areas identified in the previous section titled "Impact Areas" and priority issues from the "Specific Learner Outcomes" section. This description should include a specific evaluation of the impact decisions for each identified impact area and the priority Specific Learner Outcomes. The text here should include procedures consistent with the code choice for the staff development database element 215246. (Evaluation Method Staff) and, if relevant, database element 215248 (Evaluation Method Student).
What methods will be used to evaluate the component's impact on the targeted Impact Areas and Targeted Learner Outcomes?
All participants are expected to complete the online end-of-course assessment successfully.
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 professional learning.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:
The Office of Early Learning will review end-of-course assessment data to determine participant success and course effectiveness. The goal and purpose of this training is to modify instructional practices and strategies to enhance student success. An increase in student performance in grades pre-K through 3, as measured by the Florida Early Learning and Developmental Standards and the Florida B.E.S.T. Standards, will be evidence of the impact of this professional learning opportunity.

District record-keeping data related to the 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.

1-408-004 Language and Vocabulary in the VPK Classroom

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2021
Department: The Office of Early Learning **Number of Inservice Points**: 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 designed for instructors, assistants, and directors and provides instructional strategies to enhance language and vocabulary development in young children. Videos of instructors implementing 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.

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

SPECIFIC LEARNER OUTCOMES:
1. Participants will gain an understanding of the evidence-based 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.

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://childcaretraining.myflfamilies.com/studentsite/admin/signin. Participants will work at their own pace to complete the course, gaining in-depth knowledge of the Florida Early Learning and Developmental Standards. Upon completion of the course and the end-of-course assessment, continuing education units (CEUs) will be reflected in the participant's DCF training transcript. The transcript will provide evidence of completion to the school district, allowing for the award of 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 the content provided, listen to the recording, view the videos, and complete the associated task for online professional learning. Successful completion of the end-of-course assessment will result in the awarding of 0.5 CEUs, which will be noted on the participant's transcript.

IMPLEMENTATION/MONITORING PROCEDURES:
Participants will apply newly acquired professional knowledge, skills, and behaviors to enhance their practice and participate in a network or professional learning community of like-minded 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.

IMPACT EVALUATION PROCEDURES:
What methods will be used to evaluate the component's impact on the targeted Impact Areas and Targeted Learner Outcomes?
All participants are expected to complete the online end-of-course assessment successfully.
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 professional learning.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:
The Office of Early Learning will review end-of-course assessment data to determine participant success and course effectiveness. The goal and purpose of this training is to modify instructional practices and strategies to enhance 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 of the impact of this professional learning opportunity.

District record-keeping data related to the 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.

7-507-004 Leadership Evaluation Model, Policies and Procedures

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 60

DESCRIPTION:
The purpose of this component is to provide district and school-based leadership personnel with 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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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, the support 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 concurrently with professional growth.
7. Explain how leaders may use components of the evaluation model/system to enhance educators' 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, D, F, G, H, I, J
Professional learning methods are knowledge acquisition workshops, 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 the inter-rater reliability of evaluators.
6. Develop a product related to 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. Roleplay 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

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.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcomes of implementation, and reflect on the implementation process.

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, in implementing the district evaluation initiative, and/or in practices such as problem-solving processes, needs assessments, data analyses, and sharing practices with colleagues may also serve as impact measures.

Evaluation Methods for Students Database Codes: A, B

Results from national, state, or district-developed/standardized student performance measures, including industry certification exams, will be used. For those who teach in content areas not assessed on statewide or other standardized measures, the results of district- or school-constructed student growth measures will be used to determine the teacher's impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, site-based and district administrators.

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, 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-based 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 a 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

2-400-002 Lesson Study

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to provide district personnel, instructional coaches, and classroom teachers with the knowledge necessary to implement collegial learning through the lesson study process.

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 professional learning

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

1. 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 the process and submit a report of the process and results.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, G, H
Professional learning methods include knowledge acquisition workshops (electronic, interactive, or non-interactive), lesson study groups, structured coaching/mentoring with small-group instruction, and/or the 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 practicing high-effect practices/strategies.

HOW

The component delivery will employ a variety of learning designs, including face-to-face, blended, coaching and modeling, group practice, and will occur in workshops, small groups, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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- or school-constructed student growth measures, and observations of student performance, as well as other performance assessments that reveal the impact on students, including learning objectives or behavioral growth, will be used to determine the teacher's impact on student achievement through the lesson study process.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Teachers, site-based and district administrators.

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 the efficacy of the implemented lesson.
2. District coordinators and site-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

1-009-002 Math Matrix Micro-Credential: K-5 UF Lastinger Learning

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:**
Department: PAEC Instructional Services **Number of Inservice Points**: 60

DESCRIPTION:
The Math Matrix Micro-Credential is a competency-based, high-quality, online math-specific, professional learning experience designed to help K-12 mathematics teachers build their mathematics and pedagogical knowledge to better meet the needs of their students. Through two flexible, asynchronous courses, educators will gain a deeper understanding of effective math instruction, gain practical tools for student engagement, and develop critical evaluation of teaching methods, enhance knowledge of how to adapt instruction to foster critical thinking and problem-solving, and improve efficiency and effectiveness to optimize classroom productivity.

LINK(s) TO PRIORIOTY INITIATIVES:
- **x** Academic content standards for student achievement
- x Assessment and tracking student progress
- x Collegial learning practices
- x Continuous Improvement practices
- __ Digital Learning / Technology Infusion
- x Evaluation system indicators / rubrics / components
- x Instructional design and lesson planning
- __ Instructional leadership (as per FEL standards)
- x Learning environment (as per FEAPS standards)
- __ Mastery of a specific instructional practice
- __ Mastery of a specific leadership practice
- x Multi-tiered System of Supports
- x Needs Assessments / Problem Solving supporting improvement planning (SIP, IPDP, DP)
- x 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

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	__ 0. 1: Leadership
Planning	x 1. 1: Professional learning needs
	x 1. 2: Professional Learning Resources
Learning	x 2. 1: Learning Outcomes
	x 2. 2: Learning Designs
Implementing	x 3. 1: Implementation of Learning
Evaluation	x 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standard

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

SPECIFIC LEARNER OUTCOMES:
Upon completion of components of the micro-credential delivered in accordance with the delivery methods, participants will:

Performance Indicator A: MATHEMATICAL CONNECTIONS
1. Learn how to foster long-term and short-term connections within and across grade levels, as well as beyond mathematics itself.

Performance Indicator B: MATHEMATICS TASKS
1. Examine the features of rich mathematics tasks, how to adapt them from your curriculum, and how to implement them to promote engagement and deep understanding.

Performance Indicator C: MATHEMATICAL DISCUSSIONS
1. Learn how to structure and facilitate meaningful mathematics discussions to promote reasoning and student voice.

Performance Indicator D: MATHEMATICAL HABITS
1. Develop an understanding of the mathematical habits necessary to foster mathematical proficiency and how to help students develop and sustain these habits.

Performance Indicator E: WHOLE NUMBERS AND PLACE VALUE
1. Understand the significance of number sense in elementary education
2. Explain the foundation and complexities of the base-ten number sense.
3. Develop effective instructional strategies to enhance students' number sense and place value comprehension.

Performance Indicator F: ADDITION AND SUBTRACTION
1. Understand how to use various problem-solving strategies, to solve addition and subtraction problems effectively.
2. Develop effective instructional strategies to enhance students' whole number addition and subtraction comprehension.

Performance Indicator G: MULTIPLICATION
1. Understand how to use various problem-solving strategies, such as skip counting, partial products, the area method, and the standard US algorithm, to solve multiplication problems effectively.

Performance Indicator H: DIVISON
1. Develop how to use various problem-solving strategies, such as scaffolding methods, student-invented strategies, and the standard US algorithm, to solve division problems effectively.

Performance Indicator I: INTRODUCTION TO FRACTIONS
1. Define fractions and explain how to design instruction to support student understanding of Fractions.
2. Develop an understanding of strategies used to face common challenges related to the Students' understanding of fractions.

7. LEARNING PROCEDURES (Methods)
Learning Methods Database Code:
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 mathematical knowledge and skills.
2. 2. Job-embedded practicum where participants implement their new instructional strategies in real-time while receiving one-on-one feedback from navigators to refine, enhance, and

improve their mathematical practice.

HOW

The component delivery will employ electronic interactive online courses with a job-embedded practicum.

IMPLEMENTATION / MONITORING PROCEDURES:

Implementation / Monitoring Database Code:

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 navigators.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code:

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 deliberate practice or IPDP / ILDP growth targets, and / 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:

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 real impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

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

1. Individual teachers will use impact data to gauge student (individual and / or class) progress toward math proficiency, assess the impact of math interventions, and identify needs for additional professional learning.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE consortium personnel will use data to gauge student progress toward math 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 Development Connection of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

1-009-003 Math Matrix Micro-Credential: 6-12 UF Lastinger Learning

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:**
Department: PAEC Instructional Services **Number of Inservice Points**: 60

DESCRIPTION:

The Math Matrix Micro-Credential is a competency-based, high-quality, online math-specific, professional learning experience designed to help K-12 mathematics teachers build their mathematics and pedagogical knowledge to better meet the needs of their students. Through two flexible, asynchronous courses, educators will gain a deeper understanding of effective math instruction, gain practical tools for student engagement, and develop critical evaluation of teaching methods, enhance knowledge of how to adapt instruction to foster critical thinking and problem-solving, and improve efficiency and effectiveness to optimize classroom productivity.

LINK(s) TO PRIORIOTY INITIATIVES:

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

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Domain	Standard
Foundation	__ 0. 1: Leadership
Planning	x 1. 1: Professional learning needs
	x 1. 2: Professional Learning Resources
Learning	x 2. 1: Learning Outcomes
	x 2. 2: Learning Designs
Implementing	x 3. 1: Implementation of Learning
Evaluation	x 4. 1: Evaluation of Professional Learning
	Not significantly related to any PL Standard

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

SPECIFIC LEARNER OUTCOMES:

Upon completion of components of the micro-credential delivered in accordance with the delivery methods, participants will:

Performance Indicator A: MATHEMATICAL CONNECTIONS

1. Learn how to foster long-term and short-term connections within and across grade levels, as well as beyond mathematics itself.

Performance Indicator B: MATHEMATICS TASKS

1. Examine the features of rich mathematics tasks, how to adapt them from your curriculum, and how to implement them to promote engagement and deep understanding.

Performance Indicator C: MATHEMATICAL DISCUSSIONS

1. Learn how to structure and facilitate meaningful mathematics discussions to promote reasoning and student voice.

Performance Indicator D: MATHEMATICAL HABITS

1. Develop an understanding of the mathematical habits necessary to foster mathematical proficiency and how to help students develop and sustain these habits.

Performance Indicator E: FROM ARITHMETIC TO ALGEBRA

1. Develop an understanding of what algebra is and its importance in school mathematics and student future economic opportunities.
2. Identify the three algebraic habits of mind.
3. Formulate strategies to support student development of the three algebraic habits of mind.

Performance Indicator F: VARIABLES AND EXPRESSIONS

1. Design instruction to support students' understanding of variables and expressions.
2. Formulate strategies used to face common challenges related to students' understanding of variables and expressions.

Performance Indicator G: EQUATIONS

1. Define equivalence and understand its application in equations.
2. Design instruction to support students' understanding of equations, including how to solve equations using various methods and overcome common challenges.

Performance Indicator H: RATIOS, PROPORTIONS, AND RATE OF CHANGE

1. Distinguish between ratios, proportions, and rates of change, and explore how to teach these concepts through real-world applications.
2. Define rate of change and slope.
3. Describe strategies used to face common challenges related to students' understanding of Ratios, proportions, and rates of change.

Performance Indicator I: FUNCTIONS

1. Develop a comprehensive understanding of functions and learn how to support students in grasping their structure, use, and applications.
2. Design instruction to support students understanding of functions.

7. LEARNING PROCEDURES (Methods)

Learning Methods Database Code:

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 mathematical knowledge and skills.
2. Job-embedded practicum where participants implement their new instructional strategies in real-time while receiving one-on-one feedback from navigators to refine, enhance, and Improve their mathematical practice.

HOW

The component delivery will employ electronic interactive online courses with a job-embedded

practicum.

IMPLEMENTATION / MONITORING PROCEDURES:

Implementation / Monitoring Database Code:

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 navigators.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code:

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 deliberate practice or IPDP / ILDP growth targets, and / 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:

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 real impact on student achievement.

Who will use the evaluation impact data gathered?

Teachers, instructional coaches, site-based and district administrators

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

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

1. Individual teachers will use impact data to gauge student (individual and / or class) progress toward math proficiency, assess the impact of math interventions, and identify needs for additional professional learning.
2. District coordinators, site-base administrators, and instructional coaches, and in some cases FDOE consortium personnel will use data to gauge student progress toward math 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 Development Connection of the Panhandle Area Educational Consortium or district-approved database for participating non-member districts.

1-009-001 Mathematics Subject Content
1-105-002 (ESE)

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: PAEC Instructional Services **Number of Inservice Points**: 120

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*.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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 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 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.

LEARNING PROCEDURES (Methods):

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

Professional learning methods include knowledge acquisition workshops; electronic, interactive, and non-interactive; learning communities/lesson study groups; independent inquiry, such as action research; creating PD or teaching resources; structured coaching and 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 errors or misconceptions.
8. Participate in a lesson-study group with those who teach content or those from other content areas.
9. Develop a product related to 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 a 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 the impact.
14. Develop lesson/action plans for classroom implementation.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

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

Implementation Support:

Participants may receive support from coaches, mentors, colleagues, and/or knowledgeable others, and 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 the impact of the lesson, whether electronic and interactive or non-interactive, as well as the evaluation of practice indicators.

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

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, and sharing 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 <u>use</u> the evaluation <u>impact</u> data gathered?
Teachers, instructional coaches, site-based and district administrators.

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

1-408-009 Mathematical Thinking for Early Learners – Online Professional Learning

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2021
Department: The Office of Early Learning **Number of Inservice Points**: 5

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 children aged 3, 4, and 5. Participants will gain in-depth knowledge of early math skills and practical guidance on structuring the classroom environment and planning 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.

IMPACT AREA(s):

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

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.

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://childcaretraining.myflfamilies.com/studentsite/admin/signin. Participants will work at their own pace to complete the course, gaining in-depth knowledge of mathematical thinking. Upon completion of the course and the end-of-course assessment, continuing education units (CEUs) 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 the content provided, listen to the recording, view the videos, and complete the associated task for online professional learning. Successful completion of the end-of-course assessment will result in the awarding of 0.5 CEUs, which will be noted on the participant's transcript.

IMPLEMENTATION/MONITORING PROCEDURES:
Participants will apply newly acquired professional knowledge, skills, and behaviors to enhance their practice and participate in a network or professional learning community of like-minded 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.

IMPACT EVALUATION PROCEDURES:
What methods will be used to evaluate the component's impact on the targeted Impact Areas and Targeted Learner Outcomes?
All participants are expected to complete the online end-of-course assessment successfully.
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 professional learning.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:
The Office of Early Learning will review end-of-course assessment data to determine participant success and course effectiveness. The goal and purpose of this training is to modify instructional practices and strategies to enhance student success. An increase in student performance in grades pre-K through 3, as measured by the Florida Early Learning and Developmental Standards and the Florida B.E.S.T. Standards, will serve as evidence of the impact of this professional learning opportunity.

District record-keeping data related to the 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.

8-410-002 Media Specialists and Instructional Materials – Laws, Rules, and Procedures

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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 the legal aspects of library management, including federal and state laws/rules related to confidentiality, standards for the selection, purchasing, and evaluation of materials, the safe and secure use of the internet, and guidelines regarding copyright and fair use. In addition, media specialists will learn about local policies/protocols pertinent to their role, including, but not limited to, inventories and property records, procedures for handling lost or damaged books, and guidelines for addressing challenged materials.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:
Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:
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 the 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 reading 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 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 the appropriateness of instructional materials for students.

11. Know and adhere to district policies regarding safe and secure use of the internet and other technology.

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 specialists.
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 include any combination of the following: workshops (face–to–face or virtual), electronic interactive or non-interactive sessions, facilitated group discussions, and/or professional meetings.

IMPLEMENTATION/MONITORING PROCEDURES: Implementation/Monitoring Database Code: N, O, R, S, T Implementation Support:

Implementation support may be provided by course instructors, 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 occur through walkthroughs, the submission of products related to the professional learning activity, such as procedures, artifacts, or portfolios demonstrating adherence to local policies and procedures, presentations, anecdotal evidence, or written reflections describing the outcome of the implementation process.

IMPACT EVALUATION PROCEDURES:

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

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

Changes in the learning environment and practices related to the effective implementation of job responsibilities will be observed through walkthroughs, examination of artifacts/portfolio, or reflective conversations.

Impact Area: Tracking improvements in student learning growth supported by professional learning
Evaluation Methods for Students Database Codes: F
The impact on students may be measured using data on media use.

Who will use the evaluation impact data gathered?
Site-Based Administrators, School and District Coordinators

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 student's progress toward proficiency in mastering content and skills, and may review results with other faculty members, instructional coaches, site-based administrators, or other designated individuals.
2. District coordinators, site-based administrators, and instructional staff will use progress monitoring and local and state 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 professional learning design and delivery, an evaluation tool developed by PAEC will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the 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.

1-407-001 Media Specialist Subject Content

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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.

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 professional learning

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

1. 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 the role as an instructional partner in assisting the school learning community in the 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J
Professional learning methods are knowledge acquisition workshops, electronic interactive, electronic non-interactive, learning communities/lesson study groups, independent inquiry, such as action research, creating PD or teaching resources, structured coaching and 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 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 professional learning, such as (but not limited to) media center/library policies and procedures, an 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 the 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 the impact.

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

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database 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, and 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, as well as the evaluation of practice indicators.

Monitoring Procedures:

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

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 assessments, such as surveys that measure student use and/or library/media climate.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Media specialists, site-based, and district administrators.

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

5-414-001 Mental Health Services

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to provide staff with new information, strategies, and resources tailored to deliver mental health services to students.

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 professional learning

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

1. 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 that 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 to meet/support the mental health needs of students.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, F, G, H, I
Professional learning methods are knowledge acquisition workshops, electronic interactive, electronic non- interactive, learning communities, 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, and 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 professional learning, such as (but not limited to) student or teacher resources, presentations for use in professional learning of educators, anecdotal data or case studies, counseling or behavior plans, and/or a 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 the impact.

HOW

Component delivery will employ a variety of learning designs, including 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 learning, and will occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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, as well as the 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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.

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

8-415-002 MTSS Problem-Solving Process

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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 interpreting student data, identifying research-evidenced learning interventions, gauging the effectiveness of implemented learning and/or behavioral intervention strategies, and using step-by-step problem-solving processes.

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 professional learning

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

1. 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 an 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 the needs of individual students.
15. Develop proactive strategies for developing replacement behaviors in the classroom based on observational and interview data.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, F, G, H, I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive, and non-interactive learning; learning communities; independent inquiry (e.g., action research); creating PD or teaching resources; structured coaching and mentoring; implementing “high-effect” practices; job-

embedded learning; 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 the 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 the identified needs of individual students.
10. Develop a product related to 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 others to identify and discuss related problems of practice, develop and practice strategies to address the problem of practice, assess, and reflect on impact.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, O, P, R, S Implementation Support:

Participants may receive feedback and support from coaches, mentors, colleagues, and/or administrators, conduct action research to implement a professional learning community focused on learning outcomes, and receive support. Educators may participate in electronic, interactive, or non-interactive activities, 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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, and other changes in practices supporting the effective implementation of job responsibilities may also be considered. Additionally, changes in observed educator proficiency in implementing state standards, as well as in proficiency in practices such as problem-solving and data analysis, may be evaluated.

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 <u>use</u> the evaluation <u>impact</u> data gathered?

Problem-solving teams, individual teachers, site-based administrators and/or support personnel, and district administrators.

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

2-010-001 Music Instruction

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
Educators will research, examine, and implement research-evidenced instructional strategies in music instruction. They may also review and evaluate music and other instructional materials to improve the instructional process.

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 professional learning

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

1. Demonstrate knowledge 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, and 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-based 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 that 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Codes: A, B, C, D, F, G, I
Professional learning methods include knowledge acquisition workshops, electronic interactive or non-interactive learning, learning communities/lesson study groups, structured coaching/mentoring, and job-embedded learning.

WHAT

Educators will:

1. Participate in presentations and engage in discussions and activities centered on Florida's academic content standards for music, research-based instructional strategies, best practices, technology resources, and materials for use in teaching music.
2. Take part in dialogue focused on research-based instructional strategies, best practices, technology resources, and materials that 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.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, O, P, Q, R, S, T Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to enhance their practice and participate in a professional learning community, a lesson study group, classroom action research, or coaching or mentoring. Participants may also take part in electronic activities. Additionally, research-based 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.

IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in the proficiency of the 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 the 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' presence may be used. Additionally, parent/student survey data can be used to determine perceptions of the effectiveness of the music class or music program.

Evaluation Methods for Students Database Codes: B, D
Determine the degree to which educators' professional learning contributed to student performance gains as measured by teacher-constructed student growth measures and observation of student performance.
Who will <u>use</u> the evaluation <u>impact</u> data gathered?
Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and, in some cases, PAEC personnel.

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 student's progress toward proficiency in mastering Florida's academic content standards in music, and will review results with a mentor, site-based 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 educators' 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 the success of the overall music program in a school or the district. Data will be used to identify educators' 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the 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.

2-404-001 New Teacher Induction

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
New teacher induction is designed to provide mentoring and support for beginning teachers, aiming to enhance high-quality teaching performance and student achievement. 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.

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 the proficiency of the educator or leader on the job
☒Tracking improvements in student learning supported by professional learning

SPECIFIC LEARNER OUTCOMES:
Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will demonstrate accomplishment of The Florida Educator Accomplished Practices per 1004.04, 1004.85, 1012.34, 1012.56, F.S., and set forth in 6A-5.065, F.A.C. amended (08-25-2026). These evidence-based standards serve as the foundational framework for educator preparation programs, certification requirements, educator evaluation systems, and the professional learning of educators throughout the state. In support of these standards, the Florida Educator Accomplished Practices Progression Plan provides additional guidance on the knowledge, skills, and competencies an educator must acquire and demonstrate to meet and advance within the standards of an accomplished educator.
Each effective educator applies the accomplished practices by upholding the following standards.

(a) Standard 1: Professional Responsibilities and Ethics. The educator adheres to:

1. 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.;
2. The rights of students and parents enumerated in Sections 1002.20, 1014.04, 1003.42(3)(a), F.S.;
3. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.; and
4. Laws, policies, and professional norms through the timely completion and application of certification and professional learning requirements.

(b) Standard 2: Professional Learning, Content Knowledge, and Pedagogy. The educator:

1. Engages in relevant professional learning to continuously improve content knowledge and instruction grounded in the cognitive science of learning;
2. Embeds content knowledge and grade-level benchmarks into instructional practices; and
3. Reflects on instructional effectiveness for professional growth.

(c) Standard 3: Preparation and Planning. The educator:

1. Plans evidence-based instruction for students to retain knowledge, think critically, and apply learning;
2. Prepares instruction aligned to learning goals, assessments, student learning outcomes, and Florida's state academic standards; and
3. Analyzes student work to plan and adjust instruction.

(d) Standard 4: Learning Environment. The educator:

1. Communicates high expectations for all students;
2. Implements clear rules and routines;
3. Organizes and manages students, classroom resources, time, and space; and
4. Adapts the learning environment with appropriate support to meet the needs of all students while ensuring consistency with Section 1000.071, F.S.

(e) Standard 5: Instructional Delivery. The educator:

1. Maintains an appropriate instructional pace that maximizes student learning time;
2. Uses high-impact instructional practices grounded in the principles of the cognitive science of learning;
3. Checks for understanding to adapt instruction as needed; and
4. Delivers timely, specific, and actionable feedback.

(f) Standard 6: Data and Assessment. The educator:

1. Knows and understands how to assess student mastery of academic standards;
2. Analyzes data from multiple sources to inform instruction; and
3. Monitors student progress, provides feedback, and communicates outcomes to parents and students.

LEARNING PROCEDURES (Methods):

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

During the professional learning opportunity, participants will attend the required workshop sessions, participate in, and complete the 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, mentors, 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, mentors, 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 include any combination of the following: knowledge acquisition workshops, webinars, electronic interactive sessions with facilitation to support development, learning communities/lesson study groups, structured coaching/mentoring, implementation of "high effect" practices, and/or job-embedded learning.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, P, Q, R, T Implementation Support:

Participants will apply the newly acquired professional knowledge, skills, and behaviors to improve their practice and may participate in a professional learning community or lesson study group, experience coaching or mentoring, engage in interactive electronic 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.

IMPACT EVALUATION PROCEDURES:

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

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

Participants' work will be reviewed, as appropriate, by course facilitators, mentor teachers, and possibly instructional coaches, school administrators, department leaders, and district staff to evaluate the effectiveness of professional learning in 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, as well as by school- or teacher-constructed student growth measures, portfolios, and artifacts of student work, and by 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

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 student's 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 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 professional learning design and delivery, an evaluation tool developed by PAEC will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the 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.

8-510-001 Non-Instructional: Custodian/Maintenance

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to enhance the skills and knowledge of school custodial/maintenance personnel and those responsible for managing custodial and maintenance services.

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
_ Tracking improvements in student learning growth supported by professional learning

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

1. 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 a 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 the management of school maintenance, safety, and personnel.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, I
Professional learning methods include knowledge acquisition workshops, electronic interactive and non-interactive resources, and job-embedded events focused on modeling and supporting new/improved practices that are 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

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 and/or action research; collaborate on planning, with monitoring and feedback related to targeted professional learning; and develop products related to the learning process. Participants may engage in electronic, interactive, or non-interactive learning, as well as the 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: D, G

Impact may be evidenced by changes in practices that support the 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 students' and parents' perceptions of the 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 the impact of the component, and the absence of a reliable, valid, and measurable cause and effect relationship between the professional learning and impact on students.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Custodial/maintenance personnel, site-based and district administrators.

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 will be distributed or accessed electronically by the district or other professional learning

provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

8-505-001 Non-Instructional: Food Service Personnel

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to enhance the skills and knowledge of school food service personnel and those who manage school food services.

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
_ Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate knowledge 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 in 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, guidelines, district policies, school-identified needs, and/or private subcontractors employed by the district.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, I
Professional learning methods include knowledge acquisition workshops, electronic interactive and non-interactive resources, and job-embedded events focused on modeling and supporting new/improved practices that are 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

Component delivery will employ a variety of learning designs, including face-to-face, blended, and electronic non-interactive formats, and will occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, O, P, R, S, T Implementation Support:

Participants may receive support from food service management personnel, mentors, colleagues, and/or knowledgeable individuals; engage in independent learning; collaborate on planning; receive monitoring and feedback related to targeted professional learning; and/or develop products related to the learning process. Participants may engage in electronic, interactive, or non-interactive learning, as well as the 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: D, G

Impact may be evidenced by changes in practices that support the 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 perceptions of the impact on both students and parents.

Evaluation Methods for Students Database Codes: G, Z

Did not evaluate student outcomes as an evaluation method; staff is a more relevant measure for assessing the component's impact; and there is no reliable, valid, and measurable cause-and-effect relationship between the professional learning and its impact on students.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Food service management personnel, food service personnel, and site-based and district administrators.

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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

8-509-001 Non-Instructional: Office/Clerical Support

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

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.

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
_ Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate knowledge 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, I
Professional learning methods include knowledge acquisition workshops, electronic interactive and non-interactive resources, and job-embedded events focused on modeling and supporting new/improved practices that are 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

Component delivery will employ a variety of learning designs, including face-to-face, blended, and electronic non-interactive formats, and will occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 to engage in independent learning, collaborative planning, and monitoring and feedback related to targeted professional learning, and/or develop products related to the learning process. Participants may engage in electronic, interactive, or non-interactive learning, as well as the 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: D

Impact may be evidenced by changes in practices supporting the effective implementation of job responsibilities. Teacher/student/parent satisfaction surveys may be used to gauge perceptions of the impact on teachers, students, and parents.

Evaluation Methods for Students Database Codes: G, Z

Did not evaluate student outcomes, as the evaluation method is more relevant to staff, and there is an absence of a reliable, valid, and measurable cause-and-effect relationship between professional learning and its impact on students.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Clerical support personnel, site-based, and district administrators.

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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

6-515-001 Non-Instructional: Transportation Services

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to enhance the skills and knowledge of school bus drivers and/or bus attendants who are statutorily mandated, as well as those who manage school and district transportation services.

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
_ Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate knowledge 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 responses 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 the assigned role.
12. Demonstrate knowledge and skills in other areas as may be required by Federal State Laws, guidelines, district policies, school-identified needs, and/or private subcontractors employed by the district.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, I
Professional learning methods are knowledge acquisition workshops, electronic interactive, electronic non-interactive, job-embedded events 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

Component delivery will employ a variety of learning designs, including face-to-face, blended, and electronic non-interactive formats, and will occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, O, P, R, S, T Implementation Support:

Participants may receive support from transportation management personnel, colleagues, and/or knowledgeable individuals, engage in independent learning, collaborate on planning with monitoring and feedback related to targeted professional learning, and/or develop products related to the learning process. Participants may engage in electronic, interactive, or non-interactive learning, as well as the 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: D, G

Impact may be evidenced by changes in practices that support the 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 perceptions of services among students and their parents.

Evaluation Methods for Students Database Codes: G, Z

Did not evaluate student outcomes, as the evaluation method is more relevant to staff, and there is an absence of a reliable, valid, and measurable cause-and-effect relationship between professional learning and its impact on students.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Bus drivers, other transportation personnel, site-based administrators and district administrators in charge of transportation.

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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

1-408-001 Office of Early Learning, Language and Vocabulary Training Project Targeted Strand – Coach Track

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2021
Department: Professional Leadership and Learning **Number of Inservice Points**: 28

DESCRIPTION:
The Office of Early Learning has collaborated with the Regional Education Laboratory Southeast (REL-SE) to develop and deliver high-quality language and vocabulary instruction in pre-kindergarten and kindergarten classrooms. Participants (literacy coaches/lead teachers) will receive explicit instruction on the four language and vocabulary strategies during 28 hours of professional learning sessions. 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 instructional strategies with the teacher(s) and receive any necessary coaching support. This professional learning opportunity is specifically geared towards literacy coaches serving pre-kindergarten or kindergarten teachers. For this training, a coach is an identified staff member who provides professional learning and coaching support (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 support to teachers with the implementation of the four language and vocabulary instructional strategies in their classrooms.
- Provide coaching support 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.

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 professional learning

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

LEARNING PROCEDURES (Methods):
WHAT will occur during this professional learning opportunity?
Participants will attend seven 4-hour virtual professional learning sessions, during which they will receive content information, collaborate with team members, and engage in discussions with colleagues regarding the presented content. 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 deepen their understanding of literacy instruction in 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 engage in both live conversations and video chats during virtual sessions and to collaboratively support teachers throughout the project.

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 to receive the designated 28 hours of in-service credits. Participants will also receive a participation stipend from the Office of Early Learning upon completion of the training.

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 the school district contact.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the component's impact 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 assessment, and feedback related to the content of the professional learning sessions.

Who will use the evaluation impact data gathered?

The Florida Office of Early Learning, the Florida Department of Education, and the REL-SE will use collected data to determine the impact of professional learning.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

The Office of Early Learning will review teacher and coach participation and feedback by examining evaluation responses and comments. Participants will have the opportunity to share successes and obstacles they encountered during the professional learning sessions and implementation, describe how the presented content influenced their instructional strategies, and report whether they identified any potential impact on children.

District record-keeping data related to the 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.

1-408-002 Office of Early Learning, Language and Vocabulary Training Project Targeted Strand – Teacher Track

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2021
Department: Professional Leadership and Learning **Number of Inservice Points**: 20

DESCRIPTION:
The Office of Early Learning has collaborated with the Regional Education Laboratory Southeast (REL-SE) to develop and deliver high-quality language and vocabulary instruction in pre-kindergarten and kindergarten classrooms. Participants will receive explicit instruction on four language and vocabulary strategies during 20 hours of professional learning sessions. 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 to plan and implement the instructional strategies as a team. This professional learning opportunity is specifically geared toward literacy teachers in pre-kindergarten or kindergarten. Participants must be willing and able to commit to the following:

- Attend 20 hours of virtual professional learning sessions.
- Implementation 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 the coach pertaining to instructional strategies.

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 professional learning

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 have knowledge of language and vocabulary instruction with the goal of increasing student achievement and success.

LEARNING PROCEDURES (Methods):
WHAT will occur during this professional learning opportunity?
Participants will attend five 4-hour virtual professional learning sessions, during which they will receive content information, collaborate, engage in discussions with team members, and discuss the presented content with colleagues. Each participant will have opportunities to share and deepen their understanding of literacy instruction in 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 implement learning strategies in the classroom 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 to receive the designated 20 hours of in-service credits. Participants will also receive a participation stipend from the Office of Early Learning upon completion of the training.

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 the school district contact.

IMPACT EVALUATION PROCEDURES:
What methods will be used to evaluate the component's impact on the targeted Impact Areas and Targeted Learner Outcomes?
All participants will be asked to complete an end-of-course survey for documentation purposes and to participate in a knowledge check, providing feedback.
Who will use the evaluation impact data gathered?
The Florida Office of Early Learning, the Florida Department of Education, and the REL-SE will use collected data to determine the impact of professional learning.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:
The Office of Early Learning will review teacher and coach participation and feedback by examining evaluation responses and comments. Participants will have the opportunity to share successes and obstacles they encountered during the professional learning sessions and implementation, describe how the presented content influenced their instructional strategies, and report if they identified any potential impact on children.

District record-keeping data related to the 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.

1-408-003 Office of Early Learning, Language and Vocabulary Training Project Universal Strand – Coach Track

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2021
Department: Professional Leadership and Learning **Number of Inservice Points**: 20

DESCRIPTION

The Office of Early Learning has collaborated with the Regional Education Laboratory Southeast (REL-SE) to develop and deliver high-quality language and vocabulary instruction in pre-kindergarten and kindergarten classrooms. Participants will receive explicit instruction on four language and vocabulary strategies during 20 hours of professional learning sessions. 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. Providing coaching support to coaches/teachers in the implementation of 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 the coach/teachers of pre-kindergarten and kindergarten classrooms.

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 professional learning

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 gain knowledge of language and vocabulary instruction, with the goal of enhancing student achievement and success.

LEARNING PROCEDURES (Methods):

WHAT will occur during this professional learning opportunity?

Participants will attend five 4-hour virtual professional learning sessions, during which they will receive content information, collaborate, engage in discussions with team members, and discuss the presented content with colleagues. Each participant will have opportunities to share and deepen their understanding of literacy instruction in 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

implement learning strategies in the classroom 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 to receive the designated 20 hours of in-service credits. Participants will also receive a participation stipend from the Office of Early Learning upon completion of the training.

IMPLEMENTATION/MONITORING PROCEDURES:
Participants will include educators who are Literacy leaders or district-level coaches. Participants will attend professional learning sessions and collaborate with school-based coaches and classroom teachers to implement the learned strategies. 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 the school district contact.

IMPACT EVALUATION PROCEDURES:
What methods will be used to evaluate the component's impact on the targeted Impact Areas and Targeted Learner Outcomes?
All participants will be asked to complete an end-of-course survey for documentation purposes, participate in a knowledge check, and provide feedback.
Who will use the evaluation impact data gathered?
The Florida Office of Early Learning, the Florida Department of Education, and the REL-SE will use collected data to determine the impact of professional learning.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:
The Office of Early Learning will assess the level of coach participation and feedback by reviewing 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 the 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.

1-007-001 or 1-105-009 Other Content Areas – Subject Content

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
Educators will develop the content knowledge necessary to integrate and teach Florida's academic content standards into their instructional assignments.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

Professional educators will:

1. Understand Florida's academic content standards related to the teaching assignment, including 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 the 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive, and non-interactive learning; learning communities; independent inquiry (e.g., action research); creating PD or teaching resources; structured coaching and mentoring; implementing "high-effect" practices; job-embedded learning; 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 content or those from other content areas.
6. Develop a product related to 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 a 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 the impact.
10. Develop lesson/action plans for classroom implementation.

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

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database 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 the impact of the lesson, whether electronic and interactive or non-interactive, as well as the evaluation of practice indicators.

Monitoring Procedures:

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

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, and sharing 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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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 the 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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

6-414-001 Physical and Mental Wellness

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to provide staff with new information, strategies, and resources to recognize and respond appropriately to physical and mental wellness concerns in the educational environment.

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 professional learning

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

1. 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 the 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 allergies, or epilepsy.
8. Identify resources within the school and/or community that 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I
Professional learning methods are knowledge acquisition workshops, electronic interactive, electronic non-interactive, learning community, independent inquiry, such as creating PD or teaching resources,

structured coaching and mentoring by a knowledgeable other, implementation of "high-effect" practices with feedback from a knowledgeable other, and job-embedded events 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 evidence-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, and 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 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 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 a 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 the impact.

HOW

Component delivery will employ a variety of learning designs, including 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 learning, and will occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 a 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 in the 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 assessments, such as surveys that are used to gauge student and parent perceptions of the school environment/climate.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Educators, school nurses, and mental health professionals, as well as site-based and district administrators.

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, mental health, or physical wellness goals.
2. District coordinators, site-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

2-011-001 Physical Education Instructional Strategies

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2021
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

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.

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 professional learning

SPECIFIC LEARNER OUTCOMES:
Professional educators will:

1. Employ a variety of *Florida 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 the 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 that 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 are 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. Extending experiences from in-class activity lessons to community and family activities to promote an active lifestyle.
15. Incorporate technology to increase the 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/MemberPortal/standards/guidelines/apppracticedoc.aspx

LEARNING PROCEDURES (Methods):

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

Professional learning methods include knowledge acquisition workshops, electronic interactive or non-interactive sessions, independent inquiry, learning communities/lesson study groups, structured coaching/mentoring, or job-embedded learning 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 a professional learning activity.
4. Participate in mentor/coaching activities that may include, but are not 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, including face-to-face, blended, coaching and modeling, and/or online, and will occur in a workshop, study group, structured coaching/mentoring, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, O, P, Q, R, S, T Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to enhance their practice and participate in a professional learning community or lesson study group. Additionally, they will 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.

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 <u>use</u> the evaluation <u>impact</u> data gathered?**

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

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 student's progress toward proficiency in mastering Florida's Physical Education Standards and will review results with a mentor, site-based administrator, or other designated individuals.
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 professional learning design and delivery, an evaluation tool developed by PAEC will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the 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.

1-011-001 or 1-105-010 Physical Education Subject Content

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
Educators will develop content knowledge necessary to effectively teach *Florida's Standards for Physical Education.*

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. Understand Florida's academic content standards related to the physical education teaching assignment, including 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H,I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive and non-interactive; learning communities; independent inquiry (e.g., action research); creating PD or teaching resources; structured coaching and 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 content or those from other content areas.
6. Develop a product related to 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 a 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 content-related problems 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
Component delivery will employ a variety of learning designs, including face-to-face, blended, electronic non-interactive, learning community, independent inquiry, coaching and mentoring, implementation of high-effect practices, job-embedded, and deliberate practice, which may occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database 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 the impact of the lesson, whether electronic and interactive or non-interactive, and/or the 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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, and sharing 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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

8-410-002 Policies and Procedures

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
Educators will develop knowledge of policies and procedures relevant to their job responsibilities and/or areas of interest.

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 professional learning

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

1. Demonstrate knowledge of one or more of the following from the federal, state, district, and/or school level, related to job assignment and responsibilities, and/or other areas 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 areas of interest

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, H, I, J
Professional learning methods include knowledge workshops, electronic interactive and non-interactive communities, independent inquiry (such as action research), creating PD or teaching resources, implementing "high-effect" 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, 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 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 on topics related to policy and procedure development.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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 the efficacy of policies and procedures and the implementation with

students and/or personnel.

3. District coordinators, site-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

2-012-001 Preschool/Childcare

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to provide opportunities for childcare workers to obtain training in prescribed areas to meet and/or exceed state and local requirements. All childcare center personnel, except those specifically exempted, are required to complete an approved introductory childcare training course as mandated by the Florida Department of Children and Families for childcare providers. The component will also address the *Florida Early Learning and Developmental Standards, Birth to Kindergarten,* which 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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate knowledge 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H
Professional learning methods include knowledge acquisition workshops, electronic interactive activities, electronic non-interactive activities, learning communities, independent inquiry (e.g., action research), structured coaching/mentoring, and the 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 F*lorida 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 developmental-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 resources, learning activities, assessment plans, parent communication, classroom organization diagrams, and/or management plans.
9. Participate in a professional learning community focused on relevant topics.
10. Learn and practice using tools and technology for instruction.

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

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database 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, and develop products, such as, but not limited to, student materials/resources, lesson plans, and parent communication. Additionally, electronic interactions with feedback or electronic non-interactive 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 practice changes that support the 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 the 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, 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 <u>use</u> the evaluation <u>impact</u> data gathered?
Teachers, child-care workers, site-based and district administrators.

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 a basis for identifying professional learning needs.
2. District coordinators, site-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

8-416-001 Principles of Professional Conduct – Professional Ethics

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

DESCRIPTION:

This component is designed to provide educators and staff with the knowledge necessary to adhere to the ethical principles outlined in the *Principles of Professional Conduct for the Education Profession in Florida*, as specified *in Rule 6A-10.081*, FAC.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

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

1. Make a reasonable effort to protect the student from conditions harmful to the learning and/or the student's mental and/or physical health and/or safety.
2. Encourage a student's independent action in pursuit of learning.
3. Provide students with 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 providing classroom instruction to students in kindergarten through grade three on sexual orientation or gender identity.
8. Not intentionally violate or deny a student's legal rights.
9. Not harass or discriminate against any student based on race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background, and make a reasonable effort to assure that each student is protected from harassment or discrimination.
10. Understand discrimination based on 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 exploiting 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.

LEARNING PROCEDURES (Methods):

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

Professional learning methods include knowledge-acquisition workshops, electronic interactive or non-interactive sessions, and independent learning that may lead to 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 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, including face-to-face, blended, and/or online, and will occur in a workshop, study group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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, an 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.

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. Additionally, student and parent climate/learning environment surveys may be used to assess the impact of adhering to the *Principles of Professional Conduct for the Educational Profession in Florida*.

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

Student impact can be gauged by the results of national, state, or district-developed standardized

student performance measures, as well as by school- or teacher-constructed student growth measures that track student progress. Additionally, this can include portfolios of student work, observations of student performance, and other performance assessments that reveal the 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.

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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the 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.

2-408-003 Professional Conference: District/State/National

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2022
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

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.

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 the proficiency of the educator or leader on the job
☒ Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

1. Identify evidence-based research findings that will impact the educational system in general.
2. Identify evidence-based research findings that 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.

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 attend 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, and roundtable discussions as appropriate to their job assignment, and to provide supporting documentation upon return to the district.

IMPLEMENTATION/MONITORING PROCEDURES: P

Participants will apply the newly acquired professional knowledge, skills, and behaviors to enhance their 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.

IMPACT EVALUATION PROCEDURES:

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

The appropriate evaluation measure depends on the purpose of conference attendance, and evaluation may include 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.

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.

2-400-001 Professional Learning Communities

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
Participants will learn the purpose and strategies needed to create effective professional learning communities. Professional learning communities will focus 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.

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 the proficiency of the educator or leader on the job
☒Tracking improvements in student learning supported by professional learning

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

1. 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 collaborative 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 explain 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 educators' 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 with the goals.
19. Identify, acknowledge, and celebrate PLC progress toward the goals.

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.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 ongoing 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. Additionally, school administrators and/or instructional coaches will regularly 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.

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, and 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- or 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

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 student's progress toward proficiency in mastering content and skills, and may review results with other faculty members, instructional coach, site-based administrator, or other designated individuals. Needs for professional learning and/or support will be identified, if needed.
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 the 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 the 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.

1-013-013 Reading Micro-Credential: Elementary Literacy – UF Lastinger Center Flamingo Literacy

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

DESCRIPTION:
The Elementary Literacy Micro-Credential is a competency-based micro-credential that provides educators with high-quality, evidence-based 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, allowing those who are not reading endorsed or certified to teach intensive reading intervention, provided they are supervised by an individual who is reading endorsed or certified. This micro-credential satisfies Competency One of the Reading Endorsement.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:
Upon completion of the 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, rhymes) 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 phonics 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 impacts 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 require 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 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 purposeful daily 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 processes (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 texts 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 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: B, G, H, I

Professional learning methods include electronic interactive learning with a job-embedded practicum, where high-effect practices are implemented, and local support is provided by coaches and/or mentors.

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
Component delivery will employ electronic interactive online courses with a job-embedded practicum.

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database Code: M, N, P, R
Implementation Support:
Participants may receive support from coaches, mentors, colleagues, and/or knowledgeable others. They can conduct action research to implement professional learning with students, develop products for the online course, and engage in electronic, interactive feedback from assessors.
Monitoring Procedures:
Participants will compile an online portfolio.

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, and sharing 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 <u>use</u> the evaluation <u>impact</u> data gathered?
Teachers, instructional coaches, site-based and district administrators.

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-based administrators, and instructional coaches, and in some cases FDOE or consortium personnel, will use data to gauge student progress toward reading achievement, determine the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

1-013-014 Reading Micro-Credential: Secondary Literacy – UF Lastinger Center Flamingo Literacy

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

DESCRIPTION:
The Secondary Literacy Micro-Credential is a competency-based micro-credential designed to provide educators with high-quality, evidence-based 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 six through twelve instructional personnel and allows those who are not reading endorsed or certified to teach intensive reading intervention, provided they are supervised by an individual who is reading endorsed or certified. This micro-credential satisfies Competency One of the Reading Endorsement.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:
Upon completion of the 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, rhymes) 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

phonics 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 require 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 purposeful daily 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 processes (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 texts 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 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: B, G, H, I

Professional learning methods include electronic interactive learning with a job-embedded practicum, where high-effect practices are implemented, and local support is provided by coaches and/or mentors.

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

Component delivery will employ electronic interactive online courses with a job-embedded practicum.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, P, R Implementation Support:

Participants may receive support from coaches, mentors, colleagues, and/or knowledgeable others. They can 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.

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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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-based administrators, and instructional coaches, and in some cases FDOE or consortium personnel, will use data to gauge student progress toward reading achievement, determine the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

1-013-011 Reading Endorsement Option: Foundational Skills to Support Reading for Understanding: Knowledge Building – Combined Competencies One and Two

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
This is a 120-hour professional learning option that integrates the requirements for Reading Endorsement Competencies 1 and 2. Learning is based on the combined competencies of professional learning options as developed by FLDOE, in partnership with the Regional Educational Laboratory-Southeast (REL) and the Florida Center for Reading Research (FCRR). Participants must complete the entire course sequence to earn 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 enable K-6 educators to develop, enhance, and demonstrate knowledge of evidence-based practices in reading instruction, as outlined in Competencies 1 and 2 of the *2011 Reading Endorsement Competencies*. To help educators effectively meet the reading needs of all students, this professional learning opportunity emphasizes evidence-based practices in teaching foundational reading skills, assessment, and support for English Language Learners.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:
Professional educators will:

1. Understand how students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
2. Understand the differences between social and academic language.
3. Understand that writing enhances the development of oral language.
4. Understand that the variation in students' oral language exposure and development requires differentiated instruction.
5. Recognize the importance of English language learners' home languages and their significance for learning to read English.
6. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.
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. Understanding 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 to facilitate comprehension.
20. Understand the relationship between 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 that the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.
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 the 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 intensive information 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 needs
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 learner's 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 learner's 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 informational 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, non-examples, and elaborations).
68. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.
69. Apply intentional, explicit, and systematic instructional practices for scaffolding the 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 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, 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 texts appropriate to students' age, interests, and reading proficiency (e.g., young adult

literature, informational texts).

83. Demonstrate understanding of similarities and differences between home language and second language reading development.
84. Triangulate data from appropriate reading assessments to guide instruction.

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 provide substantive knowledge of language structure, function, and cognition across the five major components of the reading process. Professional learning methods may include any combination of the following: knowledge acquisition workshops, electronic interactive sessions with facilitation to support development, learning communities/lesson study groups, structured coaching/mentoring, implementation of "highly effective" practices, and/or job-embedded learning. Participants will engage in a series of investigative activities. The component instructor will select investigative activities from a menu based on participant knowledge, instructional assignment, assessment of student needs, and delivery mode. Investigative activities may be collaborative and include, but are not limited to:

- Lesson plan design
- Article(s) revisions
- 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 a meaningful and authentic demonstration of the specific indicators for these competencies.

HOW

Professional learning methods may include any combination of the following: knowledge acquisition workshops, electronic interactive sessions with facilitation to support development, learning communities/lesson study groups, structured coaching/mentoring, implementation of "highly effective" practices, and/or job-embedded learning.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, P, Q, R, T Implementation Support:

Participants will apply the newly acquired professional knowledge, skills, and behaviors to improve their practice. They may participate in a professional learning community or lesson study group, 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 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 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.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: A

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

Participants' work will be reviewed, as appropriate, by course facilitators and district staff. And/or departmental leaders to evaluate the effectiveness of 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.

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 student's 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 the efficacy of 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 the efficacy of professional learning and/or to 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

2-013-002 Reading Instruction – Integrating a Multi-Sensory Approach

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** April 4, 2019
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

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 inform instructional decisions related to reading and address individual student needs. Additionally, educators will learn strategies for integrating foundational reading skills into their daily, systematic, explicit, and sequential reading instruction approach. 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 when and why to use multisensory intervention strategies to meet students' specific needs, determine which strategy or strategies are appropriate for an identified need, and implement them effectively.

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 the proficiency of the educator or leader on the job

x Tracking improvements in student learning growth supported by professional learning

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.

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

Component delivery will employ a variety of learning designs, such as face-to-face, blended, or online, and will occur in a workshop, learning community/lessons study group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: P Implementation Support:

Participants will develop products related to the learning process, which may include instructional plans, written reflections on 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 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 <u>use</u> the evaluation <u>impact</u> data gathered?

1. Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and the Florida Department of Education.
2. Individual teachers will use impact data to gauge the impact of strategy implementation on each student's 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.

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 and observational data, and review the results with the instructional coach, a mentor, a site-based administrator, or another 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 the effectiveness of professional learning and identify additional professional learning needs.
2. To evaluate the effectiveness of professional learning design and delivery, a PAEC or district-developed evaluation form will be distributed or accessed electronically.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

2-100-002 Reading Instruction – Integrating a Multi-Sensory Approach for Students with Disabilities or Other Diverse Learning Needs

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** April 4, 2019
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

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 general and/or special education settings that have been proven to improve reading performance for all students. Additionally, they will learn to use predictive and other data to make informed instructional decisions based on individual student needs. Targeted multi-sensory strategies for students with disabilities will be identified. Teachers will learn strategies for integrating foundational reading skills into their daily, systematic, explicit, and sequential reading instruction approach. 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 to use multisensory intervention strategies to meet the specific needs of students, including those with disabilities or other diverse learning needs.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate 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.

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
Component delivery will employ a variety of learning designs, such as face-to-face, blended, or online, and will occur in a workshop, learning community/lessons study group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database Code: M, N, O, P Implementation Support:
Participants will develop products related to the learning process, which may include instructional plans, written reflections on 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 regarding classroom accommodations/, modifications, and/or assessments will be discussed. Additionally, structured 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 professional learning
Evaluation Methods for Students Database Codes: A, B, C, D, O, P
Any combination of the following may be used. Results from national, state, or district-developed/standardized student performance measures are used to track student learning growth. School- or teacher-constructed student growth measures, such as tracking student progress, portfolios of student work, and observation of student performance assessments that demonstrate growth, may also be used.
Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and the Florida Department of Education.
2. Individual teachers will use impact data to gauge the impact of strategy implementation on each student's 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.

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

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

2-013-001 Reading Strategies: General

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

DESCRIPTION:
This is a professional learning opportunity designed to provide educators with reading strategies that can be incorporated into instruction across all subjects. Reading strategies encourage students to think about, write about, read about, and discuss the content taught. Instruction interwoven with reading strategies builds students' comprehension, writing, and communication skills. This course will enable educators to develop, enhance, and demonstrate knowledge of evidence-based research strategies that support the science of reading, as well as the integration of multisensory strategies to meet the needs of students, including those with disabilities or other diverse learning needs, such as students with characteristics of dyslexia. The use of reading strategies will help educators effectively meet the reading needs of all students.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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-based 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.

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 provide substantive knowledge of cognitive reading strategies employed by effective readers, including activating, inferring, monitoring and clarifying, questioning, searching and selecting, summarizing, visualizing, and 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 include any combination of the following: knowledge acquisition workshop, electronic interactive with facilitation to support development, learning community/lesson

study group, structured coaching/mentoring, implementation of "high effect" practices, and/or job-embedded.

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database Code: M, N, P, Q, R, T

Implementation Support:
Participants will apply newly acquired professional knowledge, skills, and behaviors to improve their practice and may participate in a professional learning community or lesson study group, 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 participants.
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 form assignments and assessments.

IMPACT EVALUATION PROCEDURES:
Evaluation Methods for Staff Database Code: A, F, G
What methods will be used to evaluate the component's impact 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 students' present may be used.
Additionally, participants' 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.

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 student's progress toward proficiency in mastering skills in the major components of reading and determine the 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 data to gauge progress toward student achievement in 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, delivery, and evaluation tool developed by PAEC, the district or other professional learning provider will distribute or make it accessible electronically.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

1-013-001 or 1-105-011 Reading Subject Content

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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 grounded in evidence-based research on the science of reading into both general and special education settings. Teachers will understand why and when to use multisensory strategies to meet the specific needs of students, including those with disabilities or other diverse needs, including those with characteristics of dyslexia.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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, interests, 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J

Professional learning methods include knowledge acquisition workshops; electronic, interactive, and non-interactive learning; learning communities; independent inquiry (e.g., action research); creating PD or teaching resources; structured coaching and mentoring; implementing "high-effect" practices; job-embedded learning; 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 professional learning, such as (but not limited to) an instructional plan, action plan, 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 a rubric for grading a performance assessment.
7. Engage in discussions with other educators, focusing 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 content-related problems of practice, develop and practice strategies to address the problem of practice, assess, and reflect on impact.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 the impact of the lesson, whether electronic and interactive or non-interactive, and/or the evaluation of practice indicators.

Monitoring Procedures:

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

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 the 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 assess student learning over time.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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 —and evaluate the impact of professional learning implementation, ultimately determining additional professional learning needs.
2. District coordinators, site-based administrators, and instructional coaches, and in some cases FDOE or consortium personnel, will use data to gauge student progress toward student achievement, determine the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

6-511-002 School Health and Safety

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
Educators will acquire the knowledge, techniques, and skills necessary to maintain a safe and secure learning environment for all students. This component addresses the learning requirements as stated in s. 1006.07, F.S.

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 the proficiency of the educator or leader on the job
_Tracking improvements in student learning growth supported by professional learning

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 to effectively carry out district-approved responses to all elements of the 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 the 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 unwelcome 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 the use of tools and machinery in career technical education classes and strategies for teaching student safety and preventing injuries.
38. Demonstrate knowledge of how to prevent injuries due to basic slip, trip, and fall exposures and strategies to prevent back injuries.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, I
Professional learning methods include knowledge acquisition workshops, electronic interactive sessions, electronic non-interactive sessions, and/or job-embedded learning.
WHAT
Educators will learn about the elements that impact safety on a school campus, the risk factors

associated with each, and assessment, intervention, and prevention strategies to maintain a safe environment. They will also learn how to implement protocols to protect students in accordance with the district's crisis management plan and understand appropriate referral and reporting procedures.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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, including computer-based learning applications, action plans, written reflections on 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 a 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 assessments, data, and/or observations that reveal impact on students, including learning objectives or behavioral growth, may be used.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Teachers, Site-Based Administrators, School and District Coordinators, School Improvement Teams, and, in some instances, the Florida Department of Education and/or PAEC personnel

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 student's 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

7-512-001 School Improvement

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

DESCRIPTION:
The purpose of this component is to implement a professional learning program that provides members of the school community with the knowledge and skills necessary to participate in developing and implementing components of the school improvement plan.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate 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 the development and implementation of the school improvement plan.
3. Demonstrate knowledge in the 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*.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I
Professional learning methods include knowledge acquisition workshops, electronic interactive and non-interactive resources, learning communities/lesson study groups, independent inquiry, structured coaching or mentoring, implementation of high-impact 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 them to develop measurable goals and objectives for improvement and planning 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
Component delivery will employ a variety of learning designs, including face-to-face, blended, coaching and modeling, group and independent practice, and/or online, and will occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database 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 through electronic interactive or non-interactive evaluation of practice indicators/components/domains, with feedback on

the implementation of learning.

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

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, need 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 <u>use</u> the evaluation <u>impact</u> data gathered?
Teachers, instructional coaches, site-based and district administrators.

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

8-521-001 School of Excellence - Professional Certificate Renewal Credit (2018-2019 forward)

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2019, Updated February 2023

Department: Professional Leadership and Learning **Number of Inservice Points**: 60

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, a school must receive a grade of A or B in each of the most recent 3 years and rank at the 80th percentile or higher for its school type for at least 2 of the last 3 years. Qualifying schools shall retain the designation for up to 3 years, after which it may be renewed. A School of Excellence has administrative flexibility outlined in the law, one of which directly pertains to professional development in service points. "Instructional personnel may substitute one school year of employment at a School of Excellence for 20 in-service points, up to 60 in-service points total in a five-year cycle, toward the renewal of a professional certificate."

1. The 2017-2018 school year is the earliest that instructional personnel can substitute for one year of employment at a designated School of Excellence.
2. Instructional personnel are eligible for the twenty in-service points if they are employed under a 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 20 in-service 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 in-service points are not bankable at the 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 in-service points for credit to satisfy renewal of their first professional certificate. School of Excellence points 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 determining eligibility for this administrative flexibility.

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 the proficiency of the educator or leader on the job

x Tracking improvements in student learning growth supported by professional learning

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 uses 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 the use of formative assessment, providing specific academic feedback, and adjusting 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, 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.

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: I

Professional learning is job-embedded.

WHAT

Participants will learn and become proficient in implementing the research-based practice indicators outlined in the district's instructional framework/personnel evaluation.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: T Implementation Support:

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

Monitoring Procedures:
Florida accountability measures, specifically school grade calculations, are used to determine designation as a School of Excellence. The School of Excellence designation requires a school to receive a grade of A or B in each of the most recent 3 school years and to rank at the 80th percentile or higher for its school type for at least 2 consecutive years. Qualifying schools shall retain the designation for up to three years, after which it may be renewed.

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 instructional personnel's proficiency.
Impact Area: Tracking improvements in student learning growth supported by professional learning
Evaluation Methods for Students Database Codes: F
Results from national, state, or district-developed/standardized student performance measures are used to track 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, the 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 decisions regarding teacher professional learning needs.

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 the results with the site-based administrator or another designated individual. **What other forms of evaluation data will be gathered?**
Data may be used by teachers, site-based administrators, school- or district-level instructional support staff (such as coaches and mentors), and/or PAEC personnel.
District record-keeping data related to the development of this component:
Records of professional learning feedback and completion will be maintained in the Panhandle Area Educational Consortium's electronic Professional Learning Connections.

1-015-001 or 1-105-004 (ESE) Science Subject Content

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
Educators will develop content knowledge necessary to effectively teach the approved Florida academic content standards for science.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

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

1. Understand Florida's academic content standards related to the science teaching assignment, including 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.

LEARNING PROCEDURES (Methods):

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

Professional learning methods include knowledge acquisition workshops, electronic interactive learning, learning communities, independent inquiry (such as action research), creating PD or teaching resources, structured coaching and mentoring, implementation of "high-effect" practice 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 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 professional learning, such as (but not limited to) an instructional plan that includes accommodation for students, a plan for differentiating instruction to include hands-on
9. 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 a rubric for grading a performance assessment.
10. Engage in discussions with other educators with a focus on vertical alignment, knowledge gaps, and strengths.
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 content-related problems of practice, develop and practice strategies to address the problem of practice, and assess and reflect on the impact.
13. Develop lesson/action plans for classroom implementation.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 the impact of the lesson, whether electronic and interactive or non-interactive, and/or the 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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, and sharing 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 <u>use</u> the evaluation <u>impact</u> data gathered?
Teachers, instructional coaches, site-based and district administrators.

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-based administrators, and instructional coaches, and in some cases FDOE or consortium personnel, may use data to gauge student progress toward student achievement, gauge the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

1-016-001 or 1-105-013 (ESE) Social Studies Subject Content

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
Educators will develop content knowledge necessary to effectively teach the approved Florida academic content standards for social studies.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

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

1. Demonstrate knowledge 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive, and non-interactive learning; learning communities; independent inquiry (e.g., action research); creating PD or teaching resources; structured coaching and mentoring; implementing "high-effect" practices; job-embedded learning; 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 content or those from other content areas.
8. Develop a product related to 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 a 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 content-related problems of practice, develop and practice strategies to address the problem of practice, and assess and reflect on the impact.
13. Develop lesson/action plans for classroom implementation.

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 the impact of the lesson, whether electronic and interactive or non-interactive, as well as the evaluation of practice indicators.

Monitoring Procedures:

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

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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

2-007-002 STEM Instructional Strategies

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2020, Updated: February 2023

Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:

Educators will learn and apply research-based STEM strategies to establish an environment that supports STEM practices, where diverse students have opportunities to apply STEM content knowledge, synthesize learning across content areas, and apply their learning in real-world situations. Educators may also learn to select, 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.

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 the proficiency of the educator or leader on the job

x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

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

1. 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 are not 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.

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-evidence 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 a 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 are not 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, including face-to-face, blended, coaching and modeling, and/or online, and will occur in a workshop, study group, structured coaching/mentoring, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database Code: M, N, O, P, Q, R, S, T Implementation Support:
Participants will apply newly acquired professional knowledge, skills, and behaviors to improve their practice and may receive structured coaching and mentoring, engage in independent learning such as action research, participate in a professional learning community or lesson study group, and/or undergo evaluation of practice indicators. Electronic interactive sessions with ongoing mentoring and feedback, as well as electronic non-interactive sessions with monitored learning through comprehension checks, may be used. Additionally, tools, equipment, 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 develop and submit supporting products related to professional learning activities, 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.

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, such as educator proficiency in implementing targeted state standards and STEM instructional strategies, or practices that occur without students present, may also be considered.

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

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

Results from national, state, or district-developed standardized assessments, school- or 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 skill development.

Who will use the evaluation impact data gathered?

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

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 the results, review them, and discuss the impact and implications. The focus will be on the impact of implementing 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 the 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 the 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 professional learning design and delivery, an evaluation tool developed by PAEC will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the 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.

1-007-002 STEM Integrated Content

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2020, Updated: February 2023

Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:

Educators will increase their depth of content knowledge aligned to Florida academic content standards 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 misconceptions. Additionally, they may review and learn to utilize STEM instructional materials and resources to enhance student outcomes in STEM areas and employ appropriate methodologies for assessing STEM content learning.

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 the proficiency of the educator or leader on the job

x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

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

1. Examine Florida's content standards/benchmarks across one or more STEM discipline(s) and gain an understanding of how STEM learning progresses across disciplines and grades.
2. Understand Florida's academic content standards related to the STEM teaching assignment, including 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 role 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 the STEM job outlook.
18. Develop and implement learning activities in which students explore STEM career opportunities.

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 disciplines.
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 teach.
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 assessments 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 are not limited to, direct observation, discussion, modeling, or coaching as directed.

HOW

The component will employ a variety of learning designs, including face-to-face, blended, coaching and modeling, and/or online, and will occur in a workshop, study group, structured coaching/mentoring, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database Code: M, N, O, P, Q, R, S, T Implementation Support:

Participants will apply newly acquired professional knowledge, skills, and behaviors to improve their practice and may receive structured coaching and mentoring, engage in independent learning such as action research, participate in a professional learning community or lesson study group, and/or undergo evaluation of practice indicators. Electronic interactive sessions, accompanied by ongoing mentoring and feedback, as well as non-interactive electronic sessions with monitored learning through comprehension checks, may be utilized. Additionally, tools, equipment, 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 develop and submit supporting products related to professional learning activities, 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.

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/or deliberate practice, or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress. Other changes in practice, such as educator proficiency in implementing targeted state standards or practices that occur without the student present, may also be considered.

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

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

Results from national, state, or district-developed standardized assessments, school- or 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 skill development.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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 student's progress toward proficiency in achieving academic growth in STEM and review results with a mentor, site-based administrator, or other designated individuals. Data may also be used to evaluate the impact of professional learning and identify areas for professional development.
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 the impact of professional learning and identify areas for professional development.

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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the 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.

8-418-001 Student and Instructional Support – Scholarship, Financial Aid, and Educational Transitions

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, F, H, I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive, and non-interactive; independent inquiry (such as action research); creating PD or resources; structured coaching and 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 professional learning, such as, but not limited to, student/parent information packets, parent/student/teacher resources, or presentations.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: N, O, P, R, S Implementation Support:

Educators may engage in independent learning related to their job responsibilities, participate in collaborative planning with a mentor, colleague, or knowledgeable individual, and/or engage 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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, and other changes in practices supporting the effective implementation of job responsibilities, as well as 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, measures such as parent or student survey data to assess the

effectiveness of student support services, post-secondary transition data, and post-secondary retention data may be used.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Program managers, site-based administrators, and/or support personnel, and district administrators.

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, the 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-level post-secondary transition goals and to 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

8-421-001 Student and Instructional Support: Student Motivation and Engagement

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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 highly effective 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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G
Professional learning methods include knowledge acquisition, electronic interactive and non-interactive activities, professional learning communities, independent inquiry (such as action research), creating PD or resources, and structured coaching or mentoring.
WHAT

1. Educators may take part in any combination of the following:
2. Expert presentations related to expected learner outcomes.
3. Online course with embedded assessments that may be self-grading or require interaction with an instructor.
4. Read and discuss professional literature related to student motivation and engagement.
5. Learning and practicing the implementation of student motivation and engagement strategies through coaching/mentoring and feedback.
6. Professional Learning community focused on expected learner outcomes.
7. Identify, learn to use, and/or practice using data collection tools and methods appropriate for gauging the level of student motivation and/or engagement.

8. Develop a product related to professional learning, such as, but not limited to, an action plan, motivational or engagement activity, data summary report, instructional plan, or presentation.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, O, P, R, S Implementation Support:

Participants may receive feedback and support from mentors, colleagues, administrators, or knowledgeable others, conduct action research to implement professional learning, or work collaboratively with others, monitoring and receiving feedback related to professional learning. Educators may participate in electronic, interactive, or non-interactive activities, 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 that support the effective implementation of job responsibilities, and/or changes in observed proficiency in practices that may occur without the student present, 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 <u>use</u> the evaluation <u>impact</u> data gathered?

Instructional personnel, support personnel, site-based and district administrators

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 the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

8-422-001 Student and Instructional Support: Students' Records

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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.

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 the proficiency of the educator or leader on the job
_ Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate knowledge of FERPA and state rules involved in the process of developing, using, 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G
Professional learning methods include knowledge acquisition workshops, electronic interactive activities, electronic non-interactive activities, professional learning communities, 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 professional learning, such as, but not limited to, an action plan

or presentation.

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

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database Code: N, O, P, R, S Implementation Support:
Participants may conduct action research to implement professional learning independently or collaboratively, with monitoring and feedback provided to support their professional learning. Educators may participate in electronic, interactive, or non-interactive activities, 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 the component's impact.
Who will <u>use</u> the evaluation <u>impact</u> data gathered?
Site-based and district administrators

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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

8-403-001 Student Behavior – Behavioral Assessment and Intervention

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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 behavior management.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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. Identifying the team members is 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 the thoroughness of plans.
31. Identify types of evaluation approaches most appropriate for individual case studies.
32. Identify research-based 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive, and non-interactive learning; learning communities; independent inquiry (e.g., action research); creating PD or teaching resources; structured coaching and mentoring; implementing "high-effect" practices; job-embedded learning; 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, determining 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 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 problems of practice, develop and practice strategies to address the problem of practice, assess, and reflect on impact.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 the impact of the lesson, whether electronic and interactive or non-interactive, and/or the 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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.

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-based 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 the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

8-401-001 Student Support Services – Assessment/Student Appraisal

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to enable educators to use a variety of assessment strategies (traditional and alternative) to measure learning and/or behavior, and to use the results as a basis for planning learners' continuous development.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J
Professional learning methods include knowledge acquisition, electronic interactive and non-interactive learning, learning communities, independent inquiry (such as action research), creating PD or teaching

resources, structured coaching and mentoring, implementation of "high-effect" practice 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 the use of assessments to plan instruction to meet
   a student's 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-evidence 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 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,
   a recommendation.
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

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 the impact of the lesson, whether electronic and interactive or non-interactive, and/or the 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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-based 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 the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

8-406-001 Student Support Services – Human Relations/Communication Skills

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. Establish positive interactions in the learning environment that use incentives and consequences for students to promote excellence.
2. Establish positive interactions between teachers and students that are focused on 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive and non-interactive; learning communities; independent inquiry (e.g., action research); creating PD or teaching resources; structured coaching and 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 to students, research-based verbal and nonverbal communication strategies, collaborative learning, individual and group inquiry, evidence-based strategies for effective communication with individuals 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 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 the impact.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 evaluations of practice indicators.

Monitoring Procedures:

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

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.

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-based 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 the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

8-410-001 or 8-103-001 Student Support Services – Laws, Rules, Policies, Procedures

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate awareness and knowledge of one or more of the following as related to job responsibilities and/or other areas 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 the area of interest.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive and non-interactive; learning communities; independent inquiry (e.g., action research); creating PD or teaching resources; structured coaching and 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 areas 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 professional learning, such as, but not limited to, an action plan, educator, student, or parent resource, written analysis of a legal document, policies,

procedures, and/or presentation.

8. Collaborate with a mentor, administrator, or knowledgeable other to identify and discuss problems of practice, develop and practice strategies to address the problem of practice, assess, and reflect on impact.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 evaluations of practice indicators.

Monitoring Procedures:

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

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 <u>use</u> the evaluation <u>impact</u> data gathered?

Teachers, site-based administrators and/or support personnel, and district administrators.

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

8-413-002 or 8-104-001 Student Support Services – Parent Communication and Involvement

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to provide educators and support personnel with strategies proven effective in communicating with parents, engaging them, and involving them as partners in school improvement, thereby positively impacting student behavior, attendance, and academic achievement.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, F, G, H,I, J
Professional learning methods are knowledge acquisition, workshops, electronic interactive, and non-interactive, learning communities, independent inquiry, such as action research, creating PD or teaching resources, structured coaching and 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 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 the impact.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

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

Implementation Support:

Participants may receive support from coaches, mentors, colleagues, and/or administrators, 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 evaluations of practice indicators.

Monitoring Procedures:

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

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 parent involvement data, school climate/environmental 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 <u>use</u> the evaluation <u>impact</u> data gathered?

Teachers, site-based administrators and/or support personnel, and district administrators.

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

8-415-001 Student Support Services – Problem Solving Teams

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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 the effectiveness of implemented learning and/or behavioral intervention strategies, and use of step-by- step problem-solving processes.

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 professional learning

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

1. 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 the needs of individual students.
14. Develop proactive strategies for developing replacement behaviors in the classroom based on observational and interview data.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, F, G, H,I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive, and non-interactive learning; learning communities; independent inquiry (e.g., action research); creating PD or teaching resources; structured coaching and mentoring; implementing “high-effect” practices; job-embedded learning; 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 the 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 the identified needs of individual students.
10. Develop a product related to 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 others to identify and discuss related problems of practice, develop and practice strategies to address the problem of practice, assess, and reflect on impact.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, O, P, R, S Implementation Support:

Participants may receive feedback and support from coaches, mentors, colleagues, and/or administrators; 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 activities, 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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, and other changes in practices supporting the effective implementation of job responsibilities may also be considered. Additionally, changes in observed educator proficiency in implementing state standards, as well as in proficiency in practices such as problem-solving and data analysis, may be evaluated.

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 <u>use</u> the evaluation <u>impact</u> data gathered?

Problem-solving teams, individual teachers, site-based administrators and/or support personnel, and district administrators.

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

8-417-001 Student Support Services – Program Administration, Evaluation, and Accountability

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to enable educators and support services personnel to enhance their knowledge and skills in program administration, evaluation, and accountability; the use and interpretation of student and program data to determine effectiveness; the identification and application of appropriate organizational methods; and the problem-solving process.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate knowledge 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, F, G, H,I, J
Professional learning methods include knowledge acquisition workshops; electronic, interactive, and non-interactive; independent inquiry (such as action research); creating PD or resources; structured coaching and 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 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 others to identify and discuss related problems of practice, develop and practice strategies to address the problem of practice, assess, and reflect on impact.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, O, P, R, S

Implementation Support:

Participants may receive feedback and support from mentors, colleagues, administrators, or knowledgeable others. They can also conduct action research to implement professional learning or work collaboratively with others, monitoring and receiving feedback related to their professional learning. Educators may participate in electronic, interactive, or non-interactive activities, 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 participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcomes of implementation, and reflect on the implementation process.

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 <u>use</u> the evaluation <u>impact</u> data gathered?

Program managers, site-based administrators, and/or support personnel, and district administrators.

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 to gauge program success, ensure adherence to legal, accounting, and reporting principles, facilitate problem-solving, and 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

8-419-001 Student Support Services – Section 504 – Americans with Disabilities Act

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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.

IMPACT AREA(s):

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

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

1. Demonstrate knowledge of the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.
2. Identify student characteristics and criteria for review regarding implementation of Section 504 nondiscrimination requirements.
3. Demonstrate knowledge of the 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 monitor the efficacy of a
6. Students' 504 Plan.
7. Communicate effectively to parents and the school community the determination and compliance with Section 504.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G
Professional learning methods include knowledge acquisition workshops, electronic interactive activities, electronic non-interactive activities, professional learning communities, 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 professional learning, such as, but not limited to, an action plan,

data report, 504 Plan, parent communication, or presentation.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, O, P, R, S

Implementation Support:

Participants may receive feedback and support from mentors, colleagues, administrators, or knowledgeable others, conduct action research to implement professional learning, or work collaboratively with others, monitoring and receiving feedback related to professional learning. Educators may participate in electronic, interactive, or non-interactive activities, 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 <u>use</u> the evaluation <u>impact</u> data gathered?

Instructional personnel, support personnel, site-based and district administrators

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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:
Upon completion of one or more of the professional learning activities delivered in accordance with the delivery methods, participants will:
1. 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G
Professional learning methods include knowledge acquisition workshops, electronic interactive activities, electronic non-interactive activities, professional learning communities, 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 the 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 professional learning, such as, but not limited to, an action plan,

data summary report, instructional plan, parent communication, or presentation.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, O, P, R, S

Implementation Support:

Participants may receive feedback and support from mentors, colleagues, administrators, or knowledgeable others. They can also conduct action research to implement professional learning or work collaboratively with others, monitoring and receiving feedback related to their professional learning. Educators may participate in electronic, interactive, or non-interactive activities, 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 participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcomes of implementation, and reflect on the implementation process.

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 <u>use</u> the evaluation <u>impact</u> data gathered?

Instructional personnel, support personnel, site-based and district administrators

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 the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

1-105-014 Students with Hearing Loss

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
This component provides teachers and staff with professional learning opportunities to develop and/or update the knowledge and skills necessary to effectively instruct students who have hearing loss, ranging from mild to profound, including those who are deaf.

MPACT 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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:
Professional educators will:

1. List, describe, and understand the 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, 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G
Professional learning methods include knowledge acquisition workshops, electronic interactive and non-interactive resources, 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, hearing aids versus cochlear implants, strategies to support students with hearing loss, rules of basic behavior/etiquette when working with students with hearing loss, resources, 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 students who are deaf or hard of hearing.
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 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

Component delivery will employ a variety of learning designs, including face-to-face, blended, coaching and modeling, group, and independent practice, as well as online approaches, and will occur in workshops, small groups, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 practices that support effective implementation of job responsibilities, educator proficiency in FEAPS practices and in implementing targeted state standards, and changes that occur without students present, such as lesson design, problem-solving processes, 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.

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

6-403-001 Substance Abuse Prevention

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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.

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

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

1. Demonstrate knowledge 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G
Professional learning methods include knowledge acquisition workshops, electronic interactive activities, electronic non-interactive activities, professional learning communities, 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 drug use.
6. Develop a product related to professional learning, such as, but not limited to, an action plan, presentation, informational resource for students or adults, parent communication, or presentation.

HOW

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

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, O, P, R, S

Implementation Support:

Participants may receive structured coaching/mentoring from knowledgeable others, with monitoring and feedback; conduct action research to implement professional learning independently; or work collaboratively in a professional learning community, receiving job-embedded support. Educators may participate in electronic, interactive, or non-interactive activities, 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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, F

Student outcomes may be measured by the results of national, state, or district-developed/standardized student performance measures, results of school- or teacher-constructed student growth measures, portfolios of student work, observations of student performance, and/or other performance assessments. Age-appropriate substance abusers 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 <u>use</u> the evaluation <u>impact</u> data gathered?

Classroom teachers, Support personnel, Site-based and district administrators

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 achievement of standards mastery—content and/or skill proficiency and/or behavioral objectives. Educators will also review surveys and SESIR data to identify trends in student attitudes and behaviors. Data will be used to gauge the impact of strategies and programs, and to identify professional learning needs.
2. 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 the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

8-506-002 Substitute Teacher

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate knowledge of the school system's philosophy and goals, regulations, policies, and ethical
2. expectations concerning substitute teachers.
3. Demonstrate effective classroom management techniques.
4. Prepare and/or implement lesson plans.
5. Carry out school procedures such as, but not limited to, attendance, schedules, and emergencies.
6. Demonstrate use of effective instructional strategies.
7. Demonstrate skills related to interpersonal and instructional, age-appropriate behaviors for students and adults.
8. Demonstrate knowledge of how to access Florida's Academic Content Standards and resources that support Florida Standards-based instruction.
9. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools and district.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G
Professional learning methods include knowledge acquisition, electronic interactive learning, non-interactive learning, professional learning communities, 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 professional learning, such as, but not limited to, a lesson plan or parental communication.

HOW

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 learning, and may occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, N, O, P, R, S

Implementation Support:

Participants may receive structured coaching/mentoring from knowledgeable others, with monitoring and feedback; conduct action research to implement professional learning independently; or work collaboratively in a professional learning community, receiving job-embedded support. Educators may participate in electronic, interactive, or non-interactive activities, 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 achieve 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 participants to describe the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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, 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 <u>use</u> the evaluation <u>impact</u> data gathered?

Substitute teachers, classroom teachers, and site-based administrators

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 assess the effectiveness of substitutes in fulfilling 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 will be distributed or accessed electronically by the district or other professional learning

provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

7-507-003 Teacher Performance Evaluation Model, Policies, and Procedures

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

DESCRIPTION:
The purpose of this component is to provide instructional personnel with an overview of the school district's performance evaluation model and policies, as well as 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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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, the support 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 concurrently with professional growth.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G
Professional learning methods include knowledge acquisition workshops, electronic interactive and non-interactive resources, professional learning communities, 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 an action plan to address weaknesses 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 errors or misconceptions.
9. Develop a product related to professional learning, such as, but not limited to, a lesson plan, student or parent resource, assessment, or parent communication.
10. Examine the teacher's evaluation rubric, identify personal area(s) for improvement or areas where professional learning may be needed, and establish an action plan.

HOW

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 learning, and may occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

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

Implementation Support:

Participants may receive structured coaching/mentoring from knowledgeable others, with monitoring and feedback; conduct action research to implement professional learning independently; work collaboratively in a professional learning community; receive job-embedded support; or participate in a lesson study. Educators may also participate in electronic, interactive, or non-interactive development, 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 a 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 the results of national, state, or district-developed/standardized student performance measures; results of school- or teacher-constructed student growth measures; portfolios of student work; observation of student performance; and/or other performance assessments.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Teachers, site-based and district administrators

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 serve as the basis for the teacher's professional learning goals.
2. District coordinators, site-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

3-003-001 Technology Applications Strategies

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to equip educators and staff with the knowledge and skills necessary to utilize technology effectively, integrate it into instruction, maintain accurate records, and stay informed about emerging technologies.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I
Professional learning methods include knowledge acquisition workshops, electronic interactive and non-interactive resources, professional learning communities, independent inquiry, such as action research, creating teaching resources, structured coaching or mentoring, implementing high-effect practices with structured feedback, and job-embedded events 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 of technology in 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 professional learning, such as, but not limited to, a lesson plan, a classroom management plan that uses technology, an action plan, a document, a video conference, a podcast, a student or parent resource, an assessment, a web quest, and/or a movie.

HOW

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 learning, and may occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

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

Implementation Support:

Participants may receive structured coaching/mentoring from knowledgeable others, with monitoring and feedback, conduct action research to implement professional learning independently, work collaboratively in a professional learning community with others, receive 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 the 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 the classroom implementation of professional learning may include observation checklists 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 the results of national, state, or district-developed/standardized student performance measures, results of school- or teacher-constructed student growth measures, portfolios of student work, observation of student performance, and/or other performance assessments.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Teachers, site-based and district administrators

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

serve as the basis for evaluating the teacher's professional learning goals and identifying their professional learning needs.

2. District coordinators, site-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:

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

7-003-001 Technology for Educational Leaders

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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 instruction materials; provide individualized instruction; support the assessment cycle; and/or map curricula by grade level and content.
4. Become familiar with state guidelines as they apply to technology integration at the school and/or district level and learn how to access the most current information.
5. Learn and practice using digital tools and resources for individual or collaborative professional learning.
6. Use digital tools and resources to gather feedback and/or access and analyze student and educator data for the purpose of instructional planning and planning for improvement/growth at all levels (SIP, IPDP, and DP).
7. Use a variety of digital tools and formats to communicate information and ideas or to collaborate with other leaders, faculty, and staff, parents, students, community partners, and other stakeholders to enhance involvement and support educators and student success.
8. Learn, practice, demonstrate, and promote exemplary digital citizenship and responsibility.

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; and c) to recognize high-quality digital integration into instruction. Modeling will occur, and participants will have opportunities to discuss and practice using tools, applications, and/or technology-infused strategies individually and/or collaboratively. Feedback will be provided by the facilitator/presenter or in a peer-to-peer format, and expert coaching and/or mentoring may also be available.

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 the 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 the results and use them to inform decisions about professional leadership practices and to guide the development of plans for educators, students, school, or district-level progress.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 a collegial learning structure such as a professional learning community. This process will be contingent on the participant's needs and may include modeling, practicing, observing skill demonstrations, conferencing, reflecting orally, and repeating the cycle as necessary. Participants may also conduct action research, plan collaboratively, develop a product, participate in electronic, interactive, or non-interactive learning, and monitor and evaluate 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, a video exemplary, examples of digital-based communication, a report, a data summary, a case study, classroom walk-through data, and/or feedback, or written reflections on the implementation process.

IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in the proficiency of the 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/or domains, and/or deliberate practice of learning plan growth targets. Faculty and student measures may also be examined.

Evidence used to document the implementation of professional learning may include observation checklists 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 needed to evaluate changes in the leader's proficiency.

Impact Area: Tracking improvements in student learning growth supported by professional learning
Evaluation Methods for Students Database Codes: F

Other performance assessments that reveal impact on students, including learning objectives or behavioral growth.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Site-Based Administrators, District Technology Coordinators, School Improvement Teams, and the district leadership Development Director.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Leaders will analyze faculty, staff, and/or impact data, document results, and review results with the appropriate individual. The focus will be on the impact of implementing professional learning. Specific points that will be addressed are:

1. The extent to which the 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 demonstrations improved/increased communication among leaders, school faculty and staff, and district leaders. Evaluative data may be survey data, logs, artifacts, or self-reported data from participants.
3. Data demonstrates 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 the 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.

3-408-001 or 3-100-002 (ESE) Technology in the Classroom/Digital Curriculum

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
Participants will gain the skills required to model and implement the International Society for Technology in Education Standards-Students as they design, implement, and access learning experiences that will engage students, support Florida standards-based instruction, and improve students' learning outcomes. Participants will also refer to and apply the International Society for Technology in Education Standards for Educators as they enrich their professional practice and serve as positive models for students, colleagues, and the community.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. 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 the use of technology.
2. Integrate academic and pedagogical content knowledge with the use of technology to provide learning experiences based on Florida's content and technology standards.
3. Learn about and practice using a wide variety of digital tools and resources, and from them, select the most appropriate resources to enhance specific, Florida Standards-based lessons and to provide customized, individualized learning experiences based on students' interests and/or learning needs.
4. Use digital tools and resources to engage students in real-world learning experiences associated with specific subject matter/content standards.
5. Create opportunities for students to use digital tools to access, analyze, synthesize, and summarize information aligned to subject content standards.
6. Use 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.

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 tools, applications, and/or technology-infused strategies individually and/or collaboratively. Feedback will be provided by the facilitator/presenter or in a peer-to-peer format, and expert coaching and/or mentoring may also be available.

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 the 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.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 a professional learning community or lesson study group. This process will be contingent on the participant's needs and may include modeling, practicing, direct observation of skill demonstration, conferencing, oral reflection, and repeating the cycle as 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.

IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in the proficiency of the 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 through the deliberate practice of professional learning plan growth targets. Student progress measures will also be examined. Evidence used to document the classroom implementation of professional learning may include observation checklists 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 needed to evaluate changes in the educator's proficiency.

Evaluation Methods for Students Database Codes: A, B, C, D, F
Student outcomes may be measured by the results of national, state, or district-developed/standardized student performance measures; results of school- or teacher-constructed student growth measures; portfolios of student work; observation of student performance; and/or other performance assessments.

Who will use the evaluation impact data gathered?
Teachers, Site-Based Administrators, School and District Technology Coordinators, School Improvement Teams, and District Instructional Staff.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:
Teachers will analyze student impact data, document the results, and review them with the site-based administrator or another designated individual. The focus will be on the impact of implementing professional learning. Specific points that will be addressed are:

1. The extent to which the use of technology solutions impacted on student learning, engagement, and the 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 the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

6-410-001 Title IX for School Personnel

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2022
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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 individuals from discrimination based on sex in all academic, educational, extracurricular, athletic, and other school-related programs and activities. Activities and locations may include a school bus, playground, class, training program, or other location where an activity related to the school takes place.

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 the proficiency of the educator or leader on the job
__Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate knowledge 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.

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 include any combination of the following: workshops (face–to–face or virtual), electronic interactive or non-interactive sessions, facilitated group discussions, and/or professional meetings.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: P, R, S, T

Implementation Support:

Implementation support may be provided by an attorney, risk management personnel, a 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 through the examination of procedures and processes, the review of Title IX-related events and/or processes, evaluation and reflection on outcomes, and examination of climate survey results.

IMPACT EVALUATION PROCEDURES:

Evaluation Methods for Staff Database Code: B, D

Staff evaluation will involve changes in instructional leadership and other practices that support effective implementation of job responsibilities.

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

Evaluation Methods for Students Database Codes: G

Staff evaluation is the most relevant measure.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Site-Based Administrators, School, and District Coordinators

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 whether the processes and procedures in place comply with the law and 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 professional learning design and delivery, an evaluation tool developed by PAEC will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the 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.

2-408-001 Virtual/Digital Learning Instructional Methodology

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2021
Updated: February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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 to detect student plagiarism.
11. Understand copyright laws, how they apply virtual instruction, and avoid copyright infringement
12. Plan for differentiating instruction in synchronous and asynchronous learning environments.
13. Use a learning management system or digital platform to provide professional learning opportunities.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, G, I
Professional learning methods include knowledge acquisition workshops, electronic interactive or non-interactive learning, learning communities/lesson study groups, structured coaching or mentoring, and job-embedded learning.
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 evidence-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 professional learning activity, such as, but not limited to, an instructional plan, a digital resource, professional learning materials, a learning module in LMS, an assessment in LMS, and/or an 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, including face-to-face instruction, synchronous or asynchronous virtual sessions, and will occur in a workshop, study group, structured coaching/mentoring activity, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 non-interactive means. 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 a 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.

IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in the proficiency of the 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' presence may all be means of evaluation. Student surveys may also be used to gauge the effective use of digital tools for learning.

Impact Area: Tracking improvements in student learning growth supported by professional learning
Evaluation Methods for Students Database Codes: A, B, C, D, F
Determine the degree to which educators' 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.

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 student's progress toward proficiency in mastering Florida's Academic Content Standards. Student survey data can be used to determine the effective use of digital tools in 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 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 PAC, the district, or other professional learning provider will be distributed or accessed electronically.

District record-keeping data related to the 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.

1-105-012 Visually Impaired

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update the knowledge and skills necessary to effectively instruct and support blind/low-vision students.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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 the regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act, and Section 504 as they relate to visually impaired students.

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

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.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in the proficiency of the 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 practices that support effective implementation of job responsibilities, educator proficiency in FEAPS practices and in implementing targeted state standards, and changes that occur without students present, such as lesson design, problem-solving processes, 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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the 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.

1-004-001 World Language Subject Content

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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, and horizontal 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 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C, D, F, G, H, I, J
Professional learning methods include knowledge acquisition workshops, electronic interactive learning, learning communities, independent inquiry (such as action research), creating PD or teaching resources, structured coaching and mentoring, implementation of "high-effect" practice 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 the job assignment.
4. Collaborate with others who teach the same content.
5. Participate in a lesson-study group with those who teach content or those from other content areas.
6. Develop a product related to 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 a 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 content-related problems of practice, develop and practice strategies to address the problems of practice, assess, and reflect on the impact.
11. Develop lesson/action plans for classroom implementation.

HOW

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.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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 the impact of the lesson, whether electronic and interactive or non-interactive, and/or on the 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 the implementation of specific skills, techniques, and/or strategies, report the outcomes of the implementation, and reflect on the implementation process.

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, and sharing 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.

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

2-017-001 Writing Instruction

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** August 2020
Department: Professional Leadership and Learning **Number of Inservice Points**: 120

DESCRIPTION:
Educators will research, examine, and implement evidence-based instructional strategies in the area of writing instruction that are aligned with *Florida's B.E.S.T. Standards: English Language Arts*. Participants will also learn how to incorporate instructional techniques and strategies grounded in evidence-based research on the science of reading into the general and/or special education setting. Teachers will understand why and when to use multisensory strategies to meet the specific needs of students, including those with disabilities or other diverse needs, including those with characteristics of dyslexia.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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 instructions.
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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, D, G, H, I
Professional Learning methods are knowledge acquisition workshops, learning communities/lesson study groups, structured coaching and 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 research-evidenced writing strategies, best practices, technology resources assessment, and materials that 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 a 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 are 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, blended, coaching and modeling, and/or online, and will occur in a workshop, study group, structured coaching/mentoring, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database 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.

IMPACT EVALUATION PROCEDURES:

Impact Area: Impact of repetitive practice leading to changes in the proficiency of the 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 standards or initiatives.

Impact Area: Tracking improvements in student learning growth supported by 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, the Florida Department of Education and/or PAEC personnel.

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 student's progress toward proficiency in achieving mastery of Florida's English Language arts content standards related to writing and review results with a mentor, site-based 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 professional learning design and delivery, an evaluation tool developed by PAEC will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the 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.

6-414-002 Youth Mental Health First Aid

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** February 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 30

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://www.buildresiliency.org/)

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 professional learning

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 that workshops under this component do not teach participants to diagnose or provide therapy or counseling.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, G, I
Professional learning methods may include a knowledge-acquisition workshop, structured coaching/mentoring, or a process that models and supports 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

Component delivery will employ a variety of learning designs, such as face-to-face, coaching and mentoring by a knowledgeable other, and job-embedded learning, and will occur in a workshop, small group, or individually.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: M, P

Implementation Support:

Participants may receive support from administrators, mentors, colleagues, and/or knowledgeable others, and/or develop a product, such as 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 the implementation of specific skills, techniques, and/or strategies, report the outcome of implementation, and reflect on the implementation process.

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 <u>use</u> the evaluation <u>impact</u> data gathered?

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

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-based 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

6-414-500 Care and Prevention of Athletic Injuries – Athletic Coaching Endorsement

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** March 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

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 the 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 for helping student athletes make healthy ones.

This component is designed to enable participants to learn basic human anatomy and physiology, as well as recent advances in the prevention and treatment 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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

1. Demonstrate knowledge 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, including:
    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 the 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 the 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 the 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 the health of athletes
   c. Referral procedures
   d. Medical examinations
   e. Knowledge of role/importance of athletic trainers
   f. Emergency medical procedures
   g. On-call physician
   h. HIPAA
15. Demonstrate understanding of the need to maintain currency in the field.
16. Identify the importance of maintaining knowledge of sports medicine as a lifelong activity.

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, F WHAT

Professional learning methods may include knowledge acquisition workshops, 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

Component delivery may employ a variety of learning designs, such as face-to-face coaching and modeling or online, and occur in a workshop, small group, or individually.

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 through course content and interaction with an online course facilitator, who will review 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.

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 upon satisfactory completion. Feedback will be provided, along with coaching to correct responses or deepen understanding of the content as necessary. Participants will be required to achieve a minimum of 80% accuracy on 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, 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 the demonstration of athletic skills.
Who will use the evaluation impact data gathered?
Athletic director, athletic coaches, site-based and district administrators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:
Describe what will be done with the data obtained through the evaluation processes.
1. Athletic directors and athletic coaches will use data to monitor the impact of learning implementation. Data may include reports from facility safety and maintenance monitoring, injury reports, records of injury management, and anecdotal data related to sports and nutritional counseling.
2. School district leadership and consortium risk management personnel may also use data to gauge the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

1-011-541 Coaching Theory – Athletic Coaching Endorsement

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** March 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

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 participants to acquire knowledge of legal aspects and protocols, human growth and development, psychosocial development, biophysiological foundations, sports management, and sports instruction, thereby enhancing the effectiveness of athletic coaching.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

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

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, 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 and 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 that assist student athletes to develop appropriate self-perceptions.
    b. Identify instructional and humanistic coaching skills that 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 the 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 is 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 the 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.

LEARNING PROCEDURES (Methods):

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

WHAT

Professional learning methods may include knowledge acquisition workshops, electronic interactive activities, electronic non-interactive activities, 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

Component delivery may employ a variety of learning designs, such as face-to-face coaching and modeling or online, and occur in a workshop, small group, or individually.

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 through course content and interaction with an online course facilitator, who will review 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.

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 upon satisfactory completion. Feedback will be provided, along with coaching to correct responses or deepen understanding of the content as necessary. Participants will be required to achieve at least 80% accuracy on 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, initiatives, or FEAPS practices will be observed by the athletic director, school administrators, or other designated personnel. In addition, survey data on the athletic program may be collected 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 the demonstration of athletic skills.
Who will <u>use</u> the evaluation <u>impact</u> data gathered?
Athletic director, athletic coaches, site-based and district administrators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:
Describe what will be done with the data obtained through the evaluation processes. Athletic directors and athletic coaches will use data to monitor the 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 the impact of learning, identify additional professional learning, and make decisions about the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

1-011-542 Theory and Practice of Coaching a Specific Sport – Athletic Coaching Endorsement

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** March 2023
Department: Professional Leadership and Learning **Number of Inservice Points**: 60

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 participants to expand their knowledge base on 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.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

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

1. Identify the importance of the selected interscholastic sport as a lifelong activity.
2. State the importance of selected interscholastic sports 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 sports.
5. Identify the strategies of individual position play in selected interscholastic sports.
6. Demonstrate knowledge of safety practices necessary for management and participation in selected interscholastic sports.
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 the administration of a selected interscholastic sport.
14. Demonstrate a basic understanding and knowledge of sports medicine as it pertains to selected interscholastic sports.
15. Demonstrate knowledge in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sports.

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C, F WHAT

Professional learning methods may include knowledge acquisition workshops, 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

Component delivery may employ a variety of learning designs, such as face-to-face coaching and modeling or online delivery, and may occur in a workshop, small group, or individually.

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 through course content and interaction with an online course facilitator, who will review 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.

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 upon satisfactory completion. Feedback will be provided, along with coaching to correct responses or deepen understanding of the content as necessary. Participants will be required to achieve at least 80% accuracy on 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 on the specific interscholastic athletic program may be collected 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 the demonstration of athletic skills.

Who will use the evaluation impact data gathered?
Athletic director, athletic coaches, site-based and district administrators.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:
Describe what will be done with the data obtained through the evaluation processes. Athletic directors and athletic coaches will use data to monitor the impact of learning implementation. Data may include teacher evaluation data, reports on monitoring safety and maintenance of selected sport facilities and playing areas, injury reports, communications, anecdotal data related to selected sports programs, or survey data from stakeholders.
School district leadership and consortium risk management personnel may also use data to gauge the impact of learning, identify additional professional learning, and make decisions about the 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 will be distributed or accessed electronically by the district or other professional learning provider.

District record-keeping data related to the development of this component:
Records of professional learning evaluations and completions will be maintained in the electronic Professional Learning Connections of the Panhandle Area Educational Consortium or in a district-approved database for participating non-member districts.

2-103-545 Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved: 2019-2020**
Department: FDLRS Administration Project **Number of Inservice Points**: 80

Description: *Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience* is a brief description of the 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	☒ 1.1.1		☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,		☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3		☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4		☐ 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 the proficiency of the educator or leader on the job

☒ Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning levels 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 their 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 with parents effectively.
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 sensory issues in the school environment.

16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and the 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) 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 in-service 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 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 in-service 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 elaborate feedback to enhance the participant's learning.

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 whether they have successfully completed 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:
What methods will be used to evaluate the component's impact on the targeted Impact Areas and Targeted Learner Outcomes?
Evaluation Method for Staff Database 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 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 addresses the value of the PD design?**
   Participants will provide feedback on the professional learning experience's 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 the 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.

5-101-546 Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** 2019-2020
Department: FDLRS Administration **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 apply to individuals with ASD, including the implementation of teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior, as well as proactive and preventive methods for addressing it, 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	☒ 1.1.1		☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,		☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3		☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4		☐ 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 the proficiency of the educator or leader on the job
☒ Tracking improvements in student learning growth supported by 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 the 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 the 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 in-service 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 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 in-service 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 ongoing 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 whether they have successfully completed 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 Database 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 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 addresses the value of the PD design?**
   Participants will provide feedback on the professional learning experience's 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 the 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.

3-100-547 Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved:** 2019-2020
Department: FDLRS Administration **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	☒ 1.1.1		☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,		☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3		☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4		☐ 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 the proficiency of the educator or leader on the job

☒ Tracking improvements in student learning growth supported by 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 students 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, and 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 in-service 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 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 in-service 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 elaborate feedback to enhance the participant's learning.

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 whether they have successfully completed 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

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

Evaluation Method for Staff Database 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 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 addresses the value of the PD design?

Participants will provide feedback on the professional learning experience's 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 the 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.

1-014-537 Basic Driver Education/Traffic Safety – Driver Education Endorsement

IDENTIFICATION

Primary Purpose: C - Florida Educators Certificate Renewal **Date Modified: April 2023**

Department: Professional Leadership & Learning **Maximum Inservice Points: 60**

DESCRIPTION:

This course aims to develop basic driving/traffic safety skills and competencies, so the instructor will provide appropriate training for the participants.

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 the proficiency of the educator or leader on the job

x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

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

1. 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 describing 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 or 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.

LEARNING PROCEDURES (Methods):

Learning Methods Database Code: A, B, C WHAT

Professional learning methods will primarily be online, including electronic, interactive, and non-interactive methods, as well as face-to-face or virtual knowledge-acquisition workshops. 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

Component delivery may employ a variety of learning designs, such as a knowledge-acquisition workshop and/or online delivery.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Database Code: P, R, S

Implementation Support:

Participants will receive support in learning through course content and interaction with an online course or a face-to-face instructor, who will review 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. Ongoing monitoring of assignments and feedback will be provided, either online or in person.

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 upon satisfactory completion. Feedback will be provided, along with coaching to correct responses or deepen understanding of the content as necessary. Participants will be required to achieve a minimum 80% accuracy on assignments.

In addition, changes in instructional or learning environment practices, changes in observed educator proficiency in implementing targeted state standards or initiatives, changes in FEAPS practices, and changes in observed educator proficiency in practices that occur generally without students' present will be observed by 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, site-based, and district administrators.

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 the 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 the 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.

1-014-538 Advanced Driver Education/Traffic Safety – Driver Education Endorsement

IDENTIFICATION

Primary Purpose: C-Florida Educators Certificate Renewal **Date Approved: April 2023**
Department: Professional Leadership and Learning Maximum Inservice Points: 60

DESCRIPTION:

This course aims to develop knowledge and advanced driving/traffic safety skills and competencies, so the instructor will provide appropriate training for the participants.

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 the proficiency of the educator or leader on the job
x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

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

1. 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 demonstrating knowledge of appropriate execution of these decisions - Identify, Predict, Decide, and Execute (IPDE).
5. Describe and demonstrate understanding of the 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 or 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 demonstrated 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 the 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.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C
WHAT
Professional learning methods will include online, interactive, and non-interactive activities, as well as knowledge-acquisition workshops, which may be 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
Component delivery may employ a variety of learning designs, such as a knowledge-acquisition workshop and/or online delivery.

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database Code: P, R, S
Implementation Support:
Participants will receive support in learning through course content and interaction with an online course or a face-to-face instructor, who will review 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. Ongoing monitoring of assignments and feedback will be provided online.

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 upon satisfactory completion. Feedback will be provided, along with coaching to correct responses or deepen understanding of the content as necessary. Participants will be required to achieve a minimum 80% accuracy on assignments.
In addition, changes in instructional or learning environment practices, changes in observed educator proficiency in implementing targeted state standards or initiatives, changes in FEAPS practices, and changes in observed educator proficiency in practices that occur generally without students' presence will be observed by 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 <u>use</u> the evaluation <u>impact</u> data gathered?
Teacher, site-based, and district administrators.

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 the 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 will be distributed or accessed electronically by the district or other learning provider.

District record-keeping data related to the 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.

1-014-539 Organization and Administration of Driver and Traffic Safety Education – Driver Education Endorsement

IDENTIFICATION

Primary Purpose: C - Florida Educators Certificate Renewal **Date Modified: April 2023**

Department: Professional Leadership & Learning **Maximum Inservice Points: 60**

DESCRIPTION:

This course introduces instructors to the Highway Transportation System and its many teaching strategies to help students develop the knowledge and skills needed for 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.

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 the proficiency of the educator or leader on the job

x Tracking improvements in student learning growth supported by professional learning

SPECIFIC LEARNER OUTCOMES:

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

1. 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 the 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 the need for measures for correcting or minimizing the effects of temporary or permanent physical defects or limitations.

LEARNING PROCEDURES (Methods):
Learning Methods Database Code: A, B, C
WHAT
Professional learning methods will include online, interactive, and non-interactive activities, as well as knowledge-acquisition workshops, which may be 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
Component delivery may employ a variety of learning designs, such as a knowledge-acquisition workshop and/or online delivery.

IMPLEMENTATION/MONITORING PROCEDURES:
Implementation/Monitoring Database Code: P, R, S Implementation
Support:
Participants will receive support in learning through course content and interaction with an online course or a face-to-face instructor, who will review 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. Ongoing monitoring of assignments and feedback will be provided online.

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 upon satisfactory completion. Feedback will be provided, along with coaching to correct responses or deepen understanding of the content as necessary. Participants will be required to achieve a minimum 80% accuracy on assignments.
In addition, changes in instructional or learning environment practices, changes in observed educator proficiency in implementing targeted state standards or initiatives, changes in FEAPS practices, and changes in observed educator proficiency in practices that occur generally without students' presence will be observed by 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 <u>use</u> the evaluation <u>impact</u> data gathered?
Site-based and district administrators.

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 the 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 will be distributed or accessed electronically by the district or other learning provider.

District record-keeping data related to the 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.

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

2026 - 2031

PAEC
Panhandle Area
Educational Consortium

Advancing Schools and Communities for Student Success
Every Student, Every Day!

753 West Boulevard
Chipley, FL 32428
www.paec.org
850-638-6131

ESOL Add-On Endorsement

Provided by

The Panhandle Area Educational Consortium

1. PROGRAM TITLE

Panhandle Area Educational Consortium's Add-On Certification Program English for Speakers of Other Languages (ESOL) Endorsement (2026-2031)

2. PROGRAM RATIONALE AND PURPOSE

Florida continues to experience a significant increase in the enrollment of English Language Learners (ELLs). Legal mandates, primarily the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree and its 2003 Modification, require that these students receive comprehensible instruction from qualified educators. This program is designed to ensure compliance with these mandates, providing a structured pathway for educators to meet the requirements of State Board of Education Rule 6A-4.02451 and Rule 6A-1.0503, which define the qualifications for instructional personnel and the timelines for training completion.

The Panhandle Area Educational Consortium (PAEC) serves 15 small, rural school districts in Northwest Florida. While these districts have historically served fewer ELLs than metropolitan areas, their ELL populations are increasing. This program provides essential professional learning support for educators within these member districts to meet certification requirements through high-quality, flexible delivery models.

The primary objectives of the PAEC ESOL Add-On Endorsement Program are to:

- ensure that English Language Learners are taught by appropriately qualified educators.
- develop the competencies of teachers, guidance counselors, and school administrators to effectively meet the academic, and resiliency needs of ELLs.

- assist educators in obtaining or renewing certification in a timely and efficient manner.
- provide high-quality, flexible professional learning opportunities that respect the time and resources of rural educators.
- incorporate Florida's English Language Development (ELD) Standards with grade-level academic benchmarks.
- ensure teachers can effectively use the World-Class Instructional Design & Assessment (WIDA) proficiency levels (1-6) to differentiate instruction and assessment.
- facilitate family engagement and civic participation among ELL families as part of the educator's competency.
- Train educators to use modern tools to support instructional planning and student feedback within the ESOL context.

This program is developed in accordance with Florida Statutes 1012.55, 1012.56, and 1001.02. It strictly adheres to the Florida Teacher Standards for the ESOL Endorsement, as specified in Rule 6A-4.02451, and addresses the qualification standards set forth in Rule 6A-1.0503. 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-4.02451, F.A.C. ESOL may be added to a standard coverage through the earning of college course credit, a district add-on program using in-service points, or a combination of in-service and coursework. 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 based solely on college coursework. Statutory Authority Reference: Florida Statutes, 1001.02, 1012.55, and 1012.56.

The district certification contact and/or professional development director will evaluate each teacher's current teaching credentials on an individual basis 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, provided the component has not been previously completed. ESOL in-service hours may also be banked for later use.

Admission: Admission remains limited to individuals holding a valid Florida Temporary or Professional Educator′s Certificate.

Completion: Applicants who begin the program with a temporary certificate

must complete the requirements for a professional certificate before the district can provide final verification of program completion.

Mastery Standard: Certification requires competency-level performance on 100% of the required performance indicators. Mastery must be verified for every indicator from MT.1.1 through CU.1.4.

Certification completion requires a distribution of hours between knowledge acquisition and site-based demonstration for each of the five 60-hour components:

- Knowledge Acquisition (45 hours): Hours spent interacting with an instructor or instructional aids to learn pedagogy.
- Site Competency Demonstration (15 hours); Structured activities where the participant applies knowledge in an actual instructional setting.
- Total Program Requirements (300 hours): Must consist of 225 Knowledge hours and 75 Site hours.

3. PROGRAM CONTENT/CURRICULUM

The curriculum framework is organized into five domains updated for the 2026-2031 period. Each domain represents a conceptual area of study defined by specific standards and performance indicators (PIs) that provide clear criteria for mastery.

- Strand 1: Methods of Teaching ESOL (MT)
- Strand 2: Applied Linguistics (AL)
- Strand 3: Testing and Evaluation (TE)
- Strand 4: ESOL Curriculum and Materials Development (CM)
- Strand 5: Communication and Understanding for English Language Learners (CU)

The program is organized around strands, standards, and alphanumeric Performance Indicators (PIs). Participants must demonstrate evidence of mastery for 100% of the required objectives within each domain through artifacts and instructor evaluation.

A. PROFESSIONAL EDUCATION STUDIES

The *2025 Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement* are organized around strands, standards within each strand, and performance indicators for each standard. A strand may be seen as an overarching category of study that identifies a broad conceptual area. Each strand 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 standard. The program incorporates clinical activities essential for developing pedagogical skills, including structured observations, simulations, and the implementation of evidence-based strategies within the educator's clinical setting.

B. **NATIONALLY RECOGNIZED GUIDELINES**

The 2025 Florida Teacher Standards for ESOL Endorsement were developed by Florida educators to align with current research, evidence-based practices, and state-specific accountability measures rather than a single national framework. The standards emphasize WIDA English Language Development standards, data-driven instructional strategies, and legislative requirements.

Competencies

Table 1
Strands and Standards Considered in the Development of PAEC Add-On Endorsement

Strand	Standard
Strand 1: Methods of Teaching ESOL (MT)	MT.1 - ESOL Requirements and Practices MT.2 - English Language Acquisition and Development MT.3 - Standards-Based ESOL and Content Instruction
Strand 2: Applied Linguistics (AL)	AL.1 - Language as a System
Strand 3: Testing and Evaluation (TE)	TE.1 - Key Factors and Considerations in Assessments for ELLs TE.2 - Classroom-Based Assessments for ELLs
Strand 4: ESOL Curriculum and Materials Development (CM)	CM.1 - Planning for Standards-Based Instruction for ELLs CM.2 - Effective Use of Resources and Technologies
Strand 5: Communication and Understanding for ELLs (CU)	CU.1 - Learning of Academic Content and Language for ELLs

4. INSTRUCTIONAL DESIGN AND DELIVERY

Strands, standards, and performance indicators considered for the development of the PAEC ESOL Add-On Endorsement Program are listed below.

1. INSTRUCTIONAL STRANDS

Strand 1: Methods of Teaching ESOL (MT)

Standard 1: ESOL Requirements and Practices
Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.

Performance Indicators

- MT.1.1 Demonstrate knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs.
    - Clarification 1: Instruction includes knowledge of the home language survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to monitor ELLs' academic and linguistic progress; and other procedures of the ESOL program.

Standard 2: English Language Acquisition and Development
Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.

Performance Indicators
- MT.2.1 Demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.
- MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.

Standard 3: Standards-Based ESOL and Content Instruction
Teachers will ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.

Performance Indicators
- MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.
- MT.3.2 Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.
- MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.
- MT.3.4 Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.

Strand 2: Applied Linguistics (AL)

Standard 1: Language as a System
Teachers will demonstrate understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.

Performance Indicators

- AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.
- AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).
- AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose.
    - Clarification 1: Instruction includes modeling how to shift from informal to formal language based on setting, how to address different speakers, and how to adapt communication for assignments and tasks.
- AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.
    - Clarification 1: Instruction includes explaining that the relationship between sounds (phonemes) and written symbols (graphemes) in English may differ from other languages, and sentence structure in English may follow a different order compared to other languages.

Strand 3: Testing and Evaluation (TE)

Standard 1: Key Factors and Considerations in Assessments for ELLs
Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.

Performance Indicators

- TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.
    - Clarification 1: Instructional accommodations include using bilingual dictionaries, glossaries, and other supports.
- TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.
    - Clarification 1: Other learning needs may include, but are not limited to, interventions or specially designed instruction for students with disabilities.

Standard 2: Classroom-Based Assessments for ELLs
Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.

Performance Indicators

- TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.
- TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs′ listening, speaking, reading, and writing in the content areas.

Strand 4: ESOL Curriculum and Materials Development (CM)

Standard 1: Planning for Standards-Based Instruction for EL

Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

- CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.
    - Clarification 1: Instructional approaches include explicit, systematic, differentiated, scaffolded, and tiered instruction.
- CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.

Standard 2: Effective Use of Resources and Technologies

Teachers use technological tools and benchmark-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

- CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs′ language proficiency data.
- CM.2.2 Integrate applicable technological tools into instruction to support ELLs′ development of academic language and content knowledge.

Strand 5: Communication and Understanding for ELLs (CU)

Standard 1: Learning of Academic Content and Language for ELLs

Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.

Performance Indicators

- CU.1.1 Provide instruction and experiences that meet individual student needs.
    - Clarification 1: Instruction includes analyzing folktales, idiomatic expressions (e.g., "raining cats and dogs," "a piece of cake"), or understanding the U.S. customary system alongside the metric system.
- CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.
    - Clarification 1: Instruction includes, but is not limited to, modeling greetings, taking turns, and levels of formality in academic discussions.
- CU.1.3 Collaborate with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and

involvement.
- C.U.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

2. 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 Teachers: Teachers of English, reading, or language arts to ELLs) 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 who select this option will complete each of the five 60-hour professional learning courses listed below. Courses are available from PAEC (online) for a total of 300 credit hours. See Table 2 for appropriate instructional strands and major topics.

ESOL Methods of Teaching ESOL (MT) - Course One
ESOL Applied Linguistics (AL) - Course Two
ESOL Testing and Evaluation (TE) - Course Three
ESOL Curriculum and Materials Development (CM) - Course Four
ESOL Communication and Understanding for ELLs (CU) – Course Five

Course completion requires a distribution of hours between knowledge acquisition and site-based demonstration for each of the five 60-hour components:

- Knowledge Acquisition (45 hours): Hours spent interacting with an instructor or instructional aids to learn pedagogy.
- Site Competency Demonstration (15 hours); Structured activities where the participant applies knowledge in an actual instructional setting.
- Total Program Requirements (300 hours): Must consist of 225 Knowledge hours and 75 Site hours.

Mastery Standard: Course completion requires competency-level performance on 100% of the required performance indicators.

Note: See **Table 2** for appropriate instructional strands and major topics.

***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
Strand 1: Methods of Teaching ESOL (MT)	• Demonstrating knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs. • Demonstrating the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels. • Implementing listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels. • Using evidence-based strategies to support language acquisition and academic achievement.
Strand 2: Applied Linguistics (AL)	• Understanding the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system. • Applying knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing). • Modeling proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose. • Identifying similarities and differences between English and other languages to inform instructional approaches.
Strand 3: Testing and Evaluation (TE)	• Identifying appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs. • Utilizing assessment data to distinguish language proficiency from other learning needs. • Selecting evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas. • Implementing linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.

Strand 4: ESOL Curriculum and Materials Development (CM)	• Planning for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment. • Planning learning tasks to meet the needs of ELLs with interrupted or limited education. • Using benchmarks-aligned materials and other resources based on ELLs' language proficiency data. • Integrating applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.
Strand 5: Communication and Understanding (CU)	• Providing instruction and experiences that meet individual student needs. • Modeling appropriate language and behaviors expected in U.S. school settings and workplaces. • Collaborating with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement. • Incorporating in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

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 is 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 determine whether the college credit will be counted toward the in-service requirement for the ESOL endorsement.

ESOL In-service or Coursework must include the following areas:

- Methods of Teaching ESOL (MT)
- Applied Linguistics (AL)
- Testing and Evaluation (TE)
- ESOL Curriculum and Materials Development (CM)
- Communication and Understanding for English Language Learners (CU)

Course completion requires a distribution of hours between knowledge acquisition and site-based demonstration for each of the five 60-hour components:

- Knowledge Acquisition (45 hours): Hours spent interacting with an instructor or instructional aids to learn pedagogy.
- Site Competency Demonstration (15 hours); Structured activities where the participant applies knowledge in an actual instructional setting.
- Total Program Requirements (300 hours): Must consist of 225 Knowledge hours and 75 Site hours.

Mastery Standard: Course completion requires competency-level performance on 100% of the required performance indicators.

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 in-service 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 in-service meets the performance standards required in order to use the in-service credit toward the ESOL endorsement.

Elements addressed in option C are permissible, provided all performance standards for each of the five strands are met and the total number of ESOL in-service hours is 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.

Course completion requires a distribution of hours between knowledge acquisition and site-based demonstration for each of the five 60-hour components:

- Knowledge Acquisition (45 hours): Hours spent interacting with an instructor or instructional aids to learn pedagogy.
- Site Competency Demonstration (15 hours); Structured activities where the participant applies knowledge in an actual instructional setting.
- Total Program Requirements (300 hours): Must consist of 225 Knowledge hours and 75 Site hours.

Mastery Standard: Course completion requires competency-level performance on 100% of the required performance indicators.

Note: See **Table 2** for appropriate instructional strands and major topics.

ADDITIONAL TRAINING OPTIONS

Category II Teachers

Category II teachers (Subject Area Teachers: Teachers of math, science, history, or computer literacy to ELLs) 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 strands and standards. See the corresponding instructional strands and major topics in **Table 3**.

Note: The recommended PAEC professional learning option for **Category II** teachers is ***ESOL for Categories II & IV*.**

Category III Teachers

Category III teachers (Other Teachers: Teachers of 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 strands and standards. See the corresponding instructional strands and major topics in **Table 3**.

Note: The recommended PAEC online course for **Category III** teachers is ***ESOL for Category III***.

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 the corresponding instructional strands and major topics in **Table 3**.

Note: The recommended PAEC professional learning option for **Category IV** is ***ESOL for Categories II & IV***.

Table 3
Category II, III, and IV Instructional Strands and Major Topics

Instructional Strands	Major Topics
Methods of Teaching (MT)	• Applying knowledge of evidence-based practices and requirements in the field of ESOL. • Applying evidence-based practices to deliver instruction that supports and accelerates English language acquisition. • Ensuring ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.
Applied Linguistics (AL)	• Demonstrating understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.
Testing and Evaluation (TE)	• Informing instruction by assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback. • Using a variety of assessment tools to monitor student progress, achievement, and learning gains.
ESOL Curriculum and Materials Development (CM)	• Planning and delivering lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels. • Using technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.
Communication and Understanding (CU)	• Demonstrating strategies that support ELLs' learning of academic content and language for measurable academic progress.

B. TRAINING COMPONENTS

OPTION A

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Methods of Teaching ESOL (MT) – Course One

Numbers:
PAEC-Provided: 2-700-261

Maximum Points: 60

General Objectives:
Educators will apply evidence-based practices and Florida's educational statutes to deliver instruction that supports and accelerates English language acquisition while ensuring English Language Learners (ELLs) have meaningful access to benchmarks-aligned academic content.

Standard 1: ESOL Requirements and Practices
Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.

Performance Indicators

1. MT.1.1: Demonstrate knowledge of Florida′s educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs.
    - Clarification 1: Instruction includes knowledge of the home language survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to monitor ELLs′ academic and linguistic progress; and other procedures of the ESOL program.

Standard 2: English Language Acquisition and Development
Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.

Performance Indicators

2. MT.2.1: Demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.
3. MT.2.2: Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.

Standard 3: Standards-Based ESOL and Content Instruction
Teachers will ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.

Performance Indicators

4. MT.3.1: Use evidence-based strategies to support language acquisition and academic achievement.
5. MT.3.2: Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.
6. MT.3.3: Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.
7. MT.3.4: Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.

Activities:
The ESOL Methods of Teaching ESOL (MT) course consists of a series of comprehensive assignments designed to ensure educators can apply Florida's statutes and evidence-based practices to support English Language Learners (ELLs). These assignments are organized under three primary standards: ESOL Requirements and Practices (MT.1), English Language Acquisition and Development (MT.2), and Standards-Based ESOL and Content Instruction (MT.3).

Standard MT.1: ESOL Requirements and Practices
These assignments focus on the legal and procedural frameworks of the ESOL program.

Assignment 1: Home Language Survey (HLS) and Eligibility Analysis: Participants review Florida's identification statutes and timelines to analyze HLS "triggers" for screening. They must complete a written eligibility determination summary for mock cases and develop a timeline compliance chart.

Assignment 2: English Language Proficiency (ELP) Interpretation: Educators analyze ELP reports (such as WIDA proficiency levels 1–6) to identify domain-specific strengths and needs. The required artifact is an ELP Interpretation Chart and a written placement justification using statutory language.

Assignment 3: Simulated ELL Committee Review: Participants review a mock student file and participate in a simulated committee review. They must produce a compliant documentation packet, including a decision form, an instructional recommendation summary, and a parent notification draft.

Assignment 4: Instructional Action Plan: Using the ELD Standards, participants draft measurable content and language objectives. The plan must include specific proficiency-level scaffolds and an assessment alignment section.

Assignment 5: Progress Monitoring Toolkit: Educators design a system to track student growth, including a domain-specific rubric, a monitoring calendar, and a data tracking sheet. They also provide a written justification connecting these tools to proficiency descriptors.

Standard MT.2: English Language Acquisition and Development

These assignments focus on applying second-language acquisition (SLA) theories to classroom instruction.

Assignment 1 & 2: Differentiated Lesson Planning: Participants design a lesson plan that includes dual objectives (content and language) and a differentiation matrix. This matrix specifies supports for Emerging, Developing, and Expanding ELLs, such as visuals, sentence frames, and modeling.

Assignment 3: Listening and Speaking Tasks: Based on SLA research (e.g., interaction and output hypotheses), participants design structured academic interaction protocols. This includes a written rationale linking the tasks to SLA theory.

Assignment 4 & 5: Literacy Scaffolding (Reading and Writing): Participants modify a grade-level text for three proficiency levels and develop a writing progression plan using a gradual release framework. Artifacts include annotated text supports and a scaffolded writing task package.

Assignment 6: Instructional Implementation (Site Competency): This is a 5-hour field activity where participants teach the developed lesson, document a 20-minute segment, and collect student work samples from multiple proficiency levels. They must submit a written instructional reflection analyzing student feedback and language growth.

Standard MT.3: Standards-Based ESOL and Content Instruction
These assignments focus on integrating academic rigor with intentional language development.

Assignment 1: Evidence-Based Strategy Plan: Participants select SLA-informed strategies and embed them into a lesson plan, providing a written rationale explaining how each strategy maintains academic rigor while supporting language acquisition.

Assignment 2: Oral Language to Literacy Transfer: Educators design instructional routines that use listening and speaking to support the acquisition of reading and writing. They submit a structured lesson plan template and a rationale for the literacy connection.

Assignment 3: Differentiated Literacy Delivery: Participants modify texts and design writing progression plans, providing an explanation of how these align with proficiency descriptors.

Assignment 4: ELD Standards Alignment Chart: Participants create a chart that explicitly aligns academic benchmarks with corresponding English Language Development (ELD) Standards. This includes the final integration of these standards into a complete lesson plan.

Standard MT.3 Site Demonstration: To conclude the strand, participants implement a standards-based lesson and submit a 750-word instructional analysis. This analysis evaluates student work samples to determine the effectiveness of scaffolds in promoting both content mastery and language development.

Assessment and Evaluation:

Assessment and evaluation for the ESOL Methods of Teaching ESOL (MT) course are structured to

ensure that educators demonstrate 100% mastery of all 2026 performance indicators through a combination of knowledge-based artifacts and site-based competency demonstrations. Each component is evaluated using specific instructor rubrics, and participants must revise their work based on feedback until mastery is achieved.

The assessment types are organized into the following categories based on the 2025 standards:

1. Procedural and Statutory Compliance (Standard MT.1)
These assessments evaluate an educator's ability to apply Florida's educational statutes regarding the identification and placement of English Language Learners (ELLs).

- Written Case Analysis: Participants analyze mock student case files—including Home Language Survey (HLS) responses and academic records—to produce a written eligibility determination summary.
- ELP Interpretation Chart: Educators must interpret English Language Proficiency (ELP) assessment data and provide a written placement justification that aligns with statutory requirements.
- ELL Committee Documentation Packet: Participants complete a simulated committee review and must submit compliant decision forms, instructional recommendation summaries, and parent notification drafts.
- Compliance Assessments: Educators complete objective questions regarding specific sections of the Florida Administrative Code (FAC), such as identification (6A-6.0902) and exit procedures (6A-6.0903).

2. Instructional Planning and Strategy Application (Standard MT.2)
These evaluations focus on the educator's ability to design instruction rooted in second language acquisition (SLA) theory and evidence-based practices.

- Differentiated Lesson Plans: Participants must submit lesson plans that include measurable content and language objectives. These plans must feature a differentiation matrix specifying scaffolds (e.g., sentence frames, graphic organizers) for Emerging, Developing, and Expanding proficiency levels.
- Strategy Maps: Educators create maps linking cognitive principles—such as metacognition and dual coding—to specific classroom practices.
- AI-Enhanced Planning: Participants are evaluated on their ability to use AI prompts to support instructional planning, objective alignment, and the generation of student feedback.

3. Content-Language Integration (Standard MT.3)
These assessments verify the educator's ability to ensure ELLs have meaningful access to grade-level academic content.

- Standards Alignment Chart: Educators must produce a document that explicitly aligns Florida's academic benchmarks with corresponding English Language Development (ELD) Standards.
- Literacy-Connection Rationale: Participants submit structured listening and speaking tasks accompanied by a written explanation describing how these oral activities support the development of reading and writing.
- Scaffolded Task Packages: Evaluations include the submission of modified grade-level texts and writing tasks designed using a gradual release framework.

4. Site-Based Competency Demonstration
As part of the mandatory 15 site hours for this strand, participants must demonstrate the application of knowledge in an actual instructional setting.

- Instructional Implementation Portfolio: Participants teach a developed lesson, document a segment of the instruction (e.g., a 20-minute segment), and collect student work samples representing multiple proficiency levels.
- Written Instructional Analysis: A final 750-word reflective analysis is required. This report must use student performance data to evaluate the effectiveness of the implemented language supports and identify necessary instructional adjustments.

5. Management and Verification of Mastery

- Knowledge Acquisition (45 Hours): Evaluated through pre- and post-tests, completed assignments, and products demonstrating understanding of pedagogy.
- Site Competency Verification (15 Hours): Must be verified by a qualified person designated by the district to ensure the educator can perform the required skills in a real-world classroom context.

Required Evidence:

The evidence required to ensure attainment of competencies focuses on the application of Florida's statutes and evidence-based instructional design.

- Written Case Analysis: A summary of eligibility determinations based on mock Home Language Survey (HLS) cases.
- ELP Interpretation Chart: Accurate identification of proficiency levels and a written placement justification.
- ELL Committee Documentation Packet: Completed decision forms, instructional recommendation summaries, and parent notification drafts from a simulated review.
- Standards-Aligned Instructional Action Plan: Measurable content and language objectives with proficiency-level scaffolds.
- Progress Monitoring Toolkit: A domain-specific rubric, tracking template, and a paragraph justifying alignment to proficiency descriptors.
- Instructional Implementation Review: For the 15-hour site competency component, participants must submit a 20-minute instructional segment, student work samples, and a written instructional reflection.

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Applied Linguistics (AL) – Course Two

Identifier Numbers:
PAEC-Provided: 2-702-262

Maximum Points: 60

General Objectives:
Educators will demonstrate a comprehensive understanding of language as an integrative and communicative system to effectively support the English language acquisition of students at varying proficiency levels.

Specific Objectives:
Standard 1: Language as a System
Teachers will demonstrate understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.

Performance Indicators

1. AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.
2. AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).
3. AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose.
    - Clarification 1: Instruction includes modeling how to shift from informal to formal language based on setting, how to address different speakers, and how to adapt communication for assignments and tasks.
4. AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.
    - Clarification 1: Instruction includes explaining that the relationship between sounds (phonemes) and written symbols (graphemes) in English may differ from other languages, and sentence structure in English may follow a different order compared to other languages.

Activities:
The ESOL Applied Linguistics (AL) course is a 60-hour training component consisting of 45 knowledge acquisition hours and 15 site competency hours. Assignments are designed to ensure educators understand language as an integrative communicative system and can apply this knowledge to support English Language Learners (ELLs).

Completion of this matrix requires 100% mastery of all four performance indicators (AL.1.1–AL.1.4), verified through the following comprehensive assignments and instructional artifacts:
Assignment 1: Analyze the English Language System (AL.1.1)
This assignment focuses on the five major subsystems of the English language: phonology, morphology, syntax, semantics, and pragmatics.

- Description: Participants move from foundational learning—reviewing linguistic terminology and completing analysis templates—to applying these concepts by analyzing authentic spoken and written language transcripts. They must identify specific linguistic features, explain how subsystems interact to create meaning, and identify common learner errors associated with each.
- Required Artifact: Applied Linguistic Analysis Report.
- Verification: The instructor uses a rubric to confirm accurate identification of linguistic components and the integration of sound instructional implications to address learner errors.

Assignment 2: Apply Proficiency-Level Knowledge (AL.1.2)
Participants demonstrate how to support language acquisition across the four domains: listening, speaking, reading, and writing.

- Description: Educators examine proficiency-level descriptors (such as those from WIDA) to understand how language demands vary at different developmental stages. They analyze the cognitive and linguistic demands of each domain and design differentiated instructional supports that align with specific proficiency levels.
- Required Artifact: Four-Domain Proficiency Support Plan.
- Verification: Mastery requires accurate alignment of instructional modifications to proficiency descriptors across all four domains.

Assignment 3: Demonstrate Modeled Language Adjustment (AL.1.3)
This assignment focuses on the educator’s ability to intentionally adjust their own language use based on context, audience, and purpose.

- Description: Participants analyze how teachers modify explanations and directions (register and academic discourse) to make content accessible. They practice rewriting academic explanations for varied audiences to scaffold student comprehension.
- Site Competency Demonstration (5 Hours): Participants produce a written academic model text adjusted for multiple English language proficiency levels (WIDA Levels 1–6).
- Required Artifacts: Revised written model text and a Reflective analysis of language adjustments explaining the rationale for modifications.
- Verification: The rubric confirms clarity of modeled language, appropriate register adjustment, and alignment to learner proficiency levels.

Assignment 4: Conduct Contrastive Analysis (AL.1.4)
Participants identify how a student's home language influences their English language learning.

- Description: Using a structured language comparison template, participants compare English to another language represented in their classroom. They identify phonological, morphological, or syntactic differences and analyze how these may lead to cross-linguistic transfer (either positive or negative).
- Required Artifact: Contrastive Analysis Report including an Instructional Application Reflection with recommendations for classroom practice.
- Verification: Mastery is granted upon accurate linguistic comparison and the proposal of instructionally sound adjustments based on identified differences.

Assessment and Evaluation:
Assessment and evaluation for the ESOL Applied Linguistics (AL) course are designed to ensure that participants demonstrate 100% mastery of all four performance indicators (AL.1.1 through AL.1.4). This competency-based model replaces general point accumulation with a requirement for successful submission and instructor approval of a structured Applied Linguistics Portfolio.

1. Evaluation Standards and Procedures

- Competency Mastery: Participants must demonstrate "competency-level performance" on all required objectives to complete the add-on program.
- Instructor Verification: All assessments are evaluated using specific instructor rubrics that outline expectations for each activity.
- Feedback and Revision: The evaluation process is iterative; after receiving feedback, participants are required to revise their responses as needed until mastery is confirmed by the instructor.
- Knowledge vs. Site Hours: Evaluation is split between 45 Knowledge hours (verified through reports and plans) and 15 Site hours (verified through demonstrated application in an actual instructional setting).

2. Specific Assessment Artifacts
Attainment of competencies is verified through the following mandated instructional artifacts:

Performance Indicator	Required Assessment Artifact(s)	Evidence Required for Mastery
AL.1.1 (Linguistic Systems)	Applied Linguistic Analysis Report	Accurate identification of phonology, morphology, syntax, semantics, and pragmatics; explanation of how these function as an integrated system; and instructional implications for ELL support.
AL.1.2 (Proficiency Levels)	Four-Domain Proficiency Support Plan	Accurate alignment to proficiency descriptors across listening, speaking, reading, and writing; domain-specific modifications; and clear connection to language acquisition theory.

AL.1.3 (Modeled Communication)	Revised Written Model Text and Reflective Analysis	Effective modeling of academic language with appropriate register and audience adjustment for multiple English Language Proficiency (ELP) levels.
AL.1.4 (Contrastive Analysis)	Contrastive Analysis Report and Instructional Reflection	Accurate identification of linguistic similarities and differences between English and another language; identification of potential transfer issues; and instructionally sound adjustments.

3. Verification of Site Competency

As part of the 15-hour site competency requirement, a qualified person designated by the district must verify that the participant can perform the identified skills in a real-world classroom context. For the Applied Linguistics strand, this specifically includes a 5-hour demonstration related to producing and reflecting on adjusted written academic model texts for students at varied proficiency levels.

Required Evidence:

Educators must demonstrate a deep understanding of language as an integrative communicative system.

- Applied Linguistic Analysis Report: An analysis of phonology, morphology, syntax, semantics, and pragmatics within an authentic language sample.
- Four-Domain Proficiency Support Plan: Differentiated instructional supports across listening, speaking, reading, and writing aligned to proficiency descriptors.
- Revised Written Model Text: Written academic samples adjusted for various proficiency levels, accompanied by a reflective analysis of language adjustments.
- Contrastive Analysis Report: A formal report identifying linguistic similarities and differences between English and another language, including an Instructional Application Reflection.

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Testing and Evaluation (TE) – Course Three

Identifier Numbers:
PAEC-Provided: 2-701-263

Maximum Points:

60 General

Objectives:
Educators will demonstrate competency in assessment considerations for English Language Learners (ELLs) by examining how language proficiency influences a student's ability to access and demonstrate knowledge on academic assessments.

Specific Objectives:
Standard 1: ESL/ESOL Research and History
Standard 1: Key Factors and Considerations in Assessments for ELLs
Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.

Performance Indicators

1. TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.
    - Clarification 1: Instructional accommodations include using bilingual dictionaries, glossaries, and other supports.
2. TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.
    - Clarification 1: Other learning needs may include, but are not limited to, interventions or specially designed instruction for students with disabilities.

Standard 2: Classroom-Based Assessments for ELLs
Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.

Performance Indicators

3. TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.
4. TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.

Activities:
The ESOL Testing and Evaluation (TE) course consists of 60 hours of training (45 Knowledge acquisition hours and 15 Site competency hours). The assignments are designed to ensure educators can

identify appropriate accommodations, distinguish language proficiency from other learning needs, and design linguistically responsive assessments across all four language domains.

Completion of the matrix requires competency-level performance on 100% of the required objectives, verified through the following comprehensive assignments and artifacts:

Standard TE.1: Key Factors and Considerations in Assessment for ELLs

These assignments focus on selecting compliant accommodations and interpreting assessment data responsibly.

Assignment 1: Develop an ELL Accommodation Plan (TE.1.1)

- Activities (12 Knowledge Hours): Participants review materials on assessment validity, analyze compliant and non-compliant accommodation scenarios, and align specific supports to proficiency descriptors and assessment types. They use a structured planning template to select and justify supports.
- Required Artifacts: An ELL Accommodation Plan and a written justification explaining the rationale for selected supports while ensuring assessment validity is preserved.

Assignment 2: Conduct an Assessment Data Case Study (TE.1.2)

- Activities (13 Knowledge Hours): Participants examine combined language and academic assessment data to identify patterns in student performance. They practice distinguishing between expected stages of language development and potential indicators of learning difficulties.
- Required Artifacts: A Data Analysis Report that presents an interpretation of assessment data and explains the evidence-based instructional implications of the findings.

Standard TE.2: Classroom-Based Assessment for ELLs

These assignments center on the creation and implementation of domain-specific assessment tools and linguistically scaffolded evaluations.

Assignment 3: Develop a Four-Domain Assessment Toolkit (TE.2.1)

- Activities (10 Knowledge Hours): Participants review exemplar assessment tools for listening, speaking, reading, and writing. They align these tools to both content standards and English language proficiency levels and develop an analytic rubric for one selected language domain with measurable criteria.
- Required Artifacts: A Four-Domain Assessment Toolkit and a Domain-Specific Rubric.

Assignment 4: Design and Implement Linguistically Responsive Assessments (TE.2.2)

- Knowledge Acquisition (10 Hours): Participants review research-based strategies for linguistic scaffolding, such as adjusting directions and response formats. They then design or modify one formative and one summative assessment to include these supports while maintaining academic rigor.
- Site Competency Demonstration (15 Hours): Participants implement one of the modified assessments in their actual instructional setting, collect samples of student responses across a range of proficiency levels, and analyze the results to identify instructional adjustments.
- Required Artifacts: The modified assessment instrument (formative or summative), student response samples, and a written assessment analysis reflection (~500 words) documenting data-driven decision-making.

Assessment and Evaluation:

The assessment and evaluation for the ESOL Testing and Evaluation (TE) course are structured to ensure that educators demonstrate 100% mastery of all four performance indicators (TE.1.1 through TE.2.2). This competency-based model requires participants to submit specific instructional artifacts that are evaluated by an instructor using specific rubrics. Participants must revise their responses as needed based on instructor feedback until competency-level performance is verified.

1. Mandatory Portfolios and Artifacts
Evidence of competency is documented through the submission of two major structured portfolios:

- Assessment Analysis Portfolio (Standard TE.1): This portfolio focuses on the factors influencing assessment for English Language Learners (ELLs).
    - ELL Accommodation Plan (TE.1.1): Participants must submit a plan that matches appropriate accommodations to specific proficiency levels and assessment types. Evaluation requires a written justification explaining how these supports preserve assessment validity and comply with policy.
    - Data Analysis Report (TE.1.2): Based on a case study, this report requires participants to accurately interpret combined language and academic data. The evaluation confirms that the participant can distinguish between language acquisition patterns and potential learning difficulties while providing evidence-based instructional recommendations.
- ELL Classroom Assessment Portfolio (Standard TE.2): This portfolio focuses on the design and implementation of assessments in the classroom.
    - Four-Domain Assessment Toolkit (TE.2.1): This artifact includes evidence-based tools for assessing listening, speaking, reading, and writing. It must include at least one analytic rubric with clear, measurable criteria aligned to both content standards and proficiency levels.
    - Linguistically Responsive Assessments (TE.2.2): Participants submit one modified formative assessment and one modified summative assessment. These are evaluated on the appropriate embedding of linguistic supports—such as adjusted directions and visual aids—while maintaining academic rigor and validity.

2. Site-Based Competency Evaluation
A critical component of the evaluation process is the 15-hour site competency demonstration.

- Implementation Evidence: Participants must implement a modified assessment in an actual

instructional setting and collect student response samples representing a range of proficiency levels.
- Written Assessment Analysis Reflection: Educators submit a ~500-word reflection analyzing the results of the implemented assessment to identify necessary instructional adjustments and document data-driven decision-making.
- Qualified Verification: A qualified person designated by the district must verify that the participant successfully performed these skills in the classroom context.

Required Evidence:

Evidence required to ensure attainment of competencies for this course focuses on identifying appropriate accommodations and distinguishing language proficiency from other learning needs.

- ELL Accommodation Plan: Accommodations matched to proficiency levels with a written justification.
- Data Analysis Report: An interpretation of combined language and academic data based on a case study.
- Four-Domain Assessment Toolkit: Selection of evidence-based tools for all four domains, including at least one analytic rubric with measurable criteria.
- Modified Assessment Portfolio: One modified formative and one modified summative assessment, student response samples, and a written assessment analysis reflection documenting data-driven adjustments.

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Curriculum and Materials Development (CM) – Course 4

Identifier Numbers:
PAEC-Provided: 2-703-264

Maximum Points:

60 General

Objectives:
Educators will demonstrate competency in designing and delivering standards-based instruction that integrates academic content learning with intentional language development.

Specific Objectives:
Standard 1: Planning for Standards-Based Instruction for ELLs
Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

1. CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.
    - Clarification 1: Instructional approaches include explicit, systematic, differentiated, scaffolded, and tiered instruction.
2. CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.

Standard 2: Effective Use of Resources and Technologies
Teachers use technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

3. CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs′ language proficiency data.
4. CM.2.2 Integrate applicable technological tools into instruction to support ELLs′ development of academic language and content knowledge.

Activities:
The ESOL Curriculum and Materials Development (CM) course is a 60-hour program designed to help educators integrate academic content with intentional language development. The assignments are organized into two major projects: the Standards-Based Instructional Planning Project and the Materials and Technology Integration Project.

Completion of the matrix requires 100% mastery of all performance indicators, verified through the following comprehensive assignments and instructional artifacts:

Project 1: Standards-Based Instructional Planning (Standard CM.1)

This project focuses on designing lessons that meet the needs of ELLs at varying proficiency levels, including those with limited formal schooling.

Assignment 1: Standards-Aligned Lesson Sequence (CM.1.1): Participants develop their ability to integrate Florida's academic benchmarks with English Language Development (ELD) Standards.

- Activities (10 Knowledge Hours): Educators identify language demands (vocabulary, functions, and discourse) within academic standards and draft measurable content and language objectives. They then design a multi-step lesson sequence incorporating these objectives, scaffolded tasks, and formative assessment opportunities.
- Required Artifacts: Standards alignment chart, lesson sequence draft, and content and language objectives.

Assignment 2: Differentiated Tasks for Interrupted Education (CM.1.2): This assignment focuses on learners with gaps in prior schooling or background knowledge.

- Activities (8 Knowledge Hours): Participants analyze the characteristics of students with interrupted or limited formal education to identify instructional barriers. They then design tasks incorporating foundational literacy, vocabulary pre-teaching, and visual scaffolds.
- Required Artifacts: Differentiated instructional task plan and instructional support template.

Project 2: Materials and Technology Integration (Standard CM.2)
This project requires participants to evaluate, select, and adapt both print and digital resources based on student proficiency data.

Assignment 3: Evaluate and Adapt Instructional Resources (CM.2.1): Participants learn to ensure materials are linguistically accessible and designed to reflect students' backgrounds and experiences.

- Activities (9 Knowledge Hours): Educators evaluate sample materials using a structured rubric and analyze English language proficiency data to select appropriate resources for multiple levels. Finally, they adapt materials by adding vocabulary scaffolds and graphic organizers.
- Required Artifacts: Resource evaluation report and an adapted instructional materials package.

Assignment 4: Technology-Integrated Instruction (CM.2.2): This assignment centers on using digital tools to enhance language acquisition across all four domains.

- Activities (8 Knowledge Hours): Participants review digital tools and language platforms that support listening, speaking, reading, and writing. They then revise their existing lesson sequence to purposefully integrate these tools as digital scaffolds.
- Required Artifacts: Technology-integrated lesson plan and a digital resource integration plan.

Assessment and Evaluation:
Assessment and evaluation for the ESOL Curriculum and Materials Development (CM) course are designed to ensure that educators demonstrate 100% mastery of all performance indicators through the submission of structured instructional artifacts. This 60-hour training component is split into 45 Knowledge hours and 15 Site hours, with evaluation focused on the practical application of curriculum design for English Language Learners (ELLs).

Evaluation Framework and Mastery Standards

Participants are not graded on a traditional scale but must achieve competency-level performance on every required objective.

- Instructor Verification: All submitted artifacts are evaluated using specific instructor rubrics aligned to the 2025 Florida Teacher Standards for ESOL Endorsement.
- Iterative Feedback: If an assignment is found to be insufficient, the instructor provides feedback, and the participant must revise and resubmit the work until mastery is demonstrated.
- Site Competency Verification: The 15 hours of site-based demonstration must be verified by a qualified person designated by the district to ensure the participant can implement these curriculum strategies in an actual instructional setting.

Assessment of Standard CM.1: Standards-Based Planning

Evidence for this standard is compiled into a Standards-Based Instructional Planning Portfolio.

- CM.1.1 (Integrated Lesson Sequence): Participants are evaluated on their ability to align grade-level academic benchmarks with Florida's English Language Development (ELD) Standards. The assessment requires a completed lesson sequence that includes measurable dual objectives (content and language) and clearly defined scaffolding—such as sentence frames and graphic organizers—to support varying proficiency levels.
- CM.1.2 (Interrupted/Limited Education): Educators must submit a differentiated instructional task plan. This evaluation specifically looks for the participant's ability to address gaps in literacy and background knowledge through foundational literacy supports, visual scaffolds, and vocabulary pre-teaching.

Assessment of Standard CM.2: Resources and Technology

Evidence for this standard is documented in an Instructional Materials and Technology Integration Portfolio.

- CM.2.1 (Resource Evaluation and Adaptation): Participants submit a Resource Evaluation Report and an Adapted Instructional Materials Package. Evaluation criteria include the accurate use of student language proficiency data to select resources and the effective modification of those materials to include language scaffolds while maintaining grade-level rigor.
- CM.2.2 (Technology Integration): Assessment involves a technology-integrated lesson plan and an implementation reflection. Participants must demonstrate that digital tools are not just "add-ons" but are used purposefully to support listening, speaking, reading, and writing development. Mastery requires a reflection that explains how these tools enhanced both language acquisition and student engagement.

Required Evidence:
Evidence required to ensure attainment of competencies for this course centers on planning standards-based instruction and integrating technology.

- Standards-Based Instructional Planning Portfolio: This includes a standards alignment chart, a multi-step lesson sequence draft, and measurable dual objectives.
- Differentiated Instructional Task Plan: Specific learning activities designed to meet the needs of ELLs with interrupted or limited formal education.
- Resource Evaluation Report: An evaluation of instructional materials for linguistic accessibility and standards alignment.
- Technology-Integrated Instructional Plan: A plan and implementation reflection showing how digital tools support scaffolded instruction and language acquisition

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Communication and Understanding for English Language Learners (CU) – Course Five

Identifier Numbers:
PAEC-Provided: 2-705-265

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: Learning of Academic Content and Language for ELLs
Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.

Performance Indicators

1. CU.1.1 Provide instruction and experiences that meet individual student needs.
    - Clarification 1: Instruction includes analyzing folktales, idiomatic expressions (e.g., "raining cats and dogs," "a piece of cake"), or understanding the U.S. customary system alongside the metric system.
2. CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.
    - Clarification 1: Instruction includes, but is not limited to, modeling greetings, taking turns, and levels of formality in academic discussions.
3. CU.1.3 Collaborate with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement.
4. C.U.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

Activities:
The ESOL Communication and Understanding for English Language Learners (CU) course is a 60-hour training component focused on designing instructional practices that support academic content learning alongside meaningful language development. This strand, which replaces a previous course, requires participants to complete four primary assignments to demonstrate 100% mastery of the 2026 performance indicators.

The following is a description of the assignments used in the CU matrix:

Assignment 1: Design Differentiated Instruction (CU.1.1)

This assignment develops the educator's ability to design instruction that responds to the specific linguistic and academic needs of ELLs.

- Knowledge Acquisition Activities: Participants review research-based differentiation approaches, including flexible grouping and scaffolded questioning. They then analyze sample student language proficiency profiles to identify instructional implications for both academic and language learning.
- Application: Educators design differentiated instructional tasks that incorporate appropriate supports for multilevel classrooms.
- Required Artifacts: A differentiated instructional plan and a student language profile analysis.

Assignment 2: Develop Academic Communication and Discourse Routines (CU.1.2)

Participants focus on creating instructional routines that model and support effective academic communication practices.

- Knowledge Acquisition Activities: Participants review academic language structures and classroom discourse norms. They analyze instructional models that demonstrate how teachers explicitly model expectations for turn-taking, clarification strategies, and appropriate language use in academic contexts.
- Application: Educators design structured classroom activities that provide students with opportunities to practice formal and informal language use and collaborative discussion.
- Required Artifacts: An academic language routine plan and a communication protocol template.

Assignment 3: Design a Family Engagement Communication Plan (CU.1.3)

This assignment centers on building effective partnerships with the families of ELLs to support student success.

- Knowledge Acquisition Activities: Participants review engagement principles and analyze examples of multilingual school-family communication materials.
- Application: Educators design a comprehensive communication plan that clearly explains academic expectations, English Language Development (ELD) Standards, parental rights, and specific opportunities for family involvement.
- Required Artifacts: A family communication plan and a parent informational resource.

Assignment 4: Design Civic Engagement Instruction (CU.1.4)

This assignment focuses on integrating civic learning with academic language development.

- Knowledge Acquisition Activities: Participants review resources that connect civic education concepts with language instruction and analyze grade-level standards related to civic participation to identify key vocabulary and language demands.

- Application: Educators design a lesson component that integrates civic concepts and vocabulary with structured discussion opportunities and scaffolded instructional tasks.
- Required Artifacts: A civic engagement lesson component and a vocabulary and discussion activity plan.

Assessment and Evaluation:

Assessment and evaluation for the ESOL Communication and Understanding for English Language Learners (CU) course are designed to ensure that participants demonstrate 100% mastery of the required 2026 performance indicators. This 60-hour component is divided into 45 Knowledge acquisition hours and 15 Site competency hours.

Evaluation Standards and Procedures

- Competency-Based Mastery: Participants are assessed through the submission of specific instructional artifacts rather than a traditional grading scale; completion requires "competency-level performance" on every required objective.
- Iterative Feedback Loop: All artifacts are evaluated by an instructor using specific rubrics aligned to the 2026 standards. If a participant's work is insufficient, they are required to revise and resubmit their responses based on feedback until mastery is achieved.
- Verification of Evidence: Documentation of mastery, including rubric scores and artifacts, is maintained for official review.

Required Assessment Artifacts by Performance Indicator

Evidence of attainment for the CU strand is compiled through the following mandated products:

- Individual Student Needs (CU.1.1): Participants must submit a differentiated instructional plan and a student language profile analysis. Evaluation requires evidence of instructional strategies differentiated across proficiency levels, language objectives aligned to proficiency descriptors, and the use of flexible grouping and scaffolded questioning.
- Modeling Language and Behaviors (CU.1.2): Educators submit an academic language routine plan and a communication protocol template. Mastery is demonstrated through explicit modeling of academic language structures, discourse routines, and structured opportunities for student communication aligned with lesson objectives.
- Family and Community Engagement (CU.1.3): This assessment requires a family communication and engagement plan and a parent informational resource. Evidence must include clear explanations of academic benchmarks and English Language Development (ELD) expectations, as well as parental rights and opportunities for involvement.

- Civic Engagement (CU.1.4): Participants submit a civic engagement lesson component and a vocabulary and discussion activity plan. Evaluation focuses on the integration of civic concepts and vocabulary with structured discussion tasks and appropriate language scaffolding.

Knowledge vs. Site-Based Evaluation

- Knowledge Acquisition (45 Hours): Evaluated through the analysis of research, student profiles, and multilingual communication models, as well as the initial design of the instructional plans mentioned above.
- Site Competency (15 Hours): Verification of these hours requires the participant to demonstrate that they can effectively implement these communication and engagement strategies in an actual instructional setting. A qualified person designated by the district must verify that the participant has successfully performed these skills in the classroom.

Required Evidence:

Evidence required to ensure attainment of competencies for this course focuses on meeting individual needs and fostering family/community engagement.

- Differentiated Instructional Plan: Strategies and objectives aligned to student language profile analyses.
- Academic Language Routine Plan: A plan and communication protocol template demonstrating explicit modeling of academic discourse.
- Family Communication and Engagement Plan: Informational resources for parents explaining academic expectations, rights, and involvement opportunities.
- Civic Engagement Lesson Component: A lesson plan and discussion activity plan integrating civic concepts with language development supports.

ADDITIONAL TRAINING OPTIONS

Component Title: ESOL for Category III

Identifier Numbers:
PAEC-Provided: 2-705-266

Maximum Points: 18

This 18-hour extremely condensed course meets the requirements for Category III teachers (All Other Areas) and covers the essentials of all five 2025 strands.

General Objective:
The purpose of this course is to provide Category III personnel with foundational knowledge of the 2025 ESOL standards, focusing on awareness of student backgrounds and experiences, basic second language acquisition principles, and instructional strategies to assist ELLs in support-area classrooms.

Specific Objectives:
1. MT/Legal: Identify the legal triggers of the Home Language Survey and the basic stages of language acquisition.
2. AL/CU: Interpret student behavior in relation to students' backgrounds and experiences and understand cross-linguistic influence.
3. TE: Explore issues affecting the validity of classroom assessments and identify basic accommodations.
4. CM/MT: Adapt instruction and assessments to be comprehensible to ELLs without reducing rigor.

Learner Activities:
Participants complete a series of condensed online modules through a professional learning portal:
- Scenario Analysis: Reviewing short videos or cases of ELLs in various "other" subject areas (e.g., PE, Art, Music) to identify statutory considerations or misinterpretations of student behavior.
- Strategy Matching: Matching evidence-based scaffolding strategies (visuals, modeling) to specific student proficiency levels (WIDA 1–6).
- Resource Review: Evaluating one instructional resource for linguistic accessibility using a simplified rubric.

Assessment, Evaluation, and Evidence of Attainment:
Evaluation is based on the completion of an ESOL Foundational Awareness Portfolio.
- Types of Assessment:
  - Module Comprehension Checks: Objective questions on legal requirements and SLA principles.
  - Adapted Task Product: A single lesson plan or activity from the participant's subject area, modified to include at least two specific scaffolds for an ELL.
- Evidence Required:
  - Completed Student Language Profile Analysis for a hypothetical student.
  - Reflective Narrative: A 300-word statement on how the participant will facilitate ELL

adjustment to their specific classroom environment.

- Post-test: Demonstrating at least 80% mastery of course objectives.

ADDITIONAL TRAINING OPTIONS

Component Title: ESOL for Category II & IV

Identifier Numbers:

PAEC-Provided: 2-702-267

Maximum Points: 60

This 60-hour Master Inservice Plan (MIP) component is designed for Content-Area Teachers (Category II), School-based Administrators (Category IV), and Guidance Counselors (Category IV). It integrates the 2025 standards across all five core strands: Methods (MT), Applied Linguistics (AL), Testing (TE), Curriculum (CM), and Communication (CU).

General Objective:
The purpose of this component is to provide non-ESOL primary instructional and administrative personnel with a comprehensive understanding of the 2026 Florida Teacher Standards for ESOL Endorsement. Participants will develop the skills to ensure legal compliance, apply linguistic principles, and implement standards-based instruction and assessments for English Language Learners (ELLs) within their specific professional roles.

Specific Objectives:

1. MT/Legal: Demonstrate knowledge of Florida's educational statutes regarding identification (Home Language Survey), eligibility, and ELL Committee responsibilities.
2. AL: Analyze the English language as an integrative communicative system (phonology, morphology, syntax, semantics, and pragmatics) to support acquisition.
3. TE: Identify appropriate assessment accommodations and distinguish language proficiency from other learning needs using data analysis.
4. CM: Plan benchmarks-aligned instruction that integrates Florida's English Language Development (ELD) Standards with academic content.
5. CU: Design instructional practices and family engagement plans that meet individual student needs and promote civic engagement.

Learner Activities:
Activities are designed to provide products demonstrating competency across all strands:

- Linguistic & Data Analysis: Participants analyze a mock student case file, interpreting English Language Proficiency (ELP) data and identifying linguistic features of the student's home language versus English.
- Integrated Planning: Participants draft a Week-at-a-Glance lesson plan that embeds dual objectives (content and language), scaffolded supports (sentence frames, graphic organizers), and integrated technology tools.
- Stakeholder Simulation: Participants complete a Simulated ELL Committee Documentation Packet, including a decision form and a parent notification draft explaining academic expectations and parental rights.

Field Clinical Activities:
The 15 site hours require participants to apply knowledge in an actual instructional or administrative setting:

- Instructional Application: Teachers implement a differentiated lesson and collect student work samples across varying proficiency levels.
- Administrative/Counseling Application: Leaders evaluate a school-site ESOL process or conduct a student/family outreach activity, documenting the impact on the educational setting.

Assessment, Evaluation, and Evidence of Attainment:
The instructor certifies mastery based on the successful submission of a Comprehensive ESOL Leadership & Instructional Portfolio.

- Evidence Required:
    - Data Analysis Report: Distinguishing language needs from learning disabilities.
    - Standards-Aligned Lesson Sequence: Integrating ELD Standards and academic benchmarks.
    - Family Communication Plan: Detailing ESOL supports and parental rights.
    - Post-test: Achieving at least 80% accuracy on foundational statutory and linguistic knowledge.

C. Matrix

The ESOL Add-On Endorsement matrix is a visual presentation of the components, showing how the competencies are addressed and the methods used to demonstrate them. **Table 4** 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 4
District Add-On Program Florida ESOL Endorsement Matrix

ESOL: Methods of Teaching English to Speakers of Other Languages (MT) - Course One (60 hours) **Strand**: Methods of Teaching ESOL (MT) **Standard**: MT.1: ESOL Requirements and Practices **Performance Indicator**: MT.1.1 Demonstrate knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs.		
Strand: Methods of Teaching ESOL (MT)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
MT.1: Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.	To demonstrate knowledge of Florida's educational statutes and ESOL requirements, participants will review the Home Language Survey process, English Language Proficiency (ELP) assessment procedures, and ELL Committee responsibilities. Participants will analyze a mock student case file that includes Home Language Survey responses, ELP data, and academic records to determine eligibility for ESOL services and appropriate instructional supports. Participants will participate in a simulated ELL Committee meeting and develop a standards-aligned instructional action plan that incorporates Florida's English Language Development (ELD)	Participants will be assessed through a written case analysis, completion of ELL Committee documentation, and development of a compliant instructional plan. Evaluation will be based on the accuracy of identification procedures, alignment of instruction to ELD Standards, appropriate use of proficiency data, and progress monitoring tools. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. **Objective 1 Assessment:** Participants submit a written eligibility determination summary based on mock HLS cases. **Evidence Required:**

	Standards, differentiation strategies, and progress monitoring procedures. To demonstrate knowledge of Florida's educational statutes and ESOL requirements, participants will... 1. Identify Florida statutory requirements to analyze Home Language Survey results. 2. Interpret English Language Proficiency (ELP) assessment data to determine instructional placement. 3. Participate in a simulated ELL Committee review using compliant documentation. 4. Develop an instructional action plan aligned to English Language Development (ELD) Standards. 5. Design a compliant progress monitoring system aligned to proficiency descriptors. 6. Apply AI prompts to support instructional planning. This multi-part assessment framework evaluates educators' understanding of Florida ESOL statutes and their ability to apply legal requirements in real classroom contexts. It ensures mastery of both foundational knowledge and practical implementation. **Objective Component – Statute Knowledge** Educators complete multiple-choice questions covering key sections of the Florida Administrative Code (FAC): • 6A-6.0902 – ELL Identification • 6A-6.0903 – Exit Procedures • 6A-1.09432 – Assessment Accommodations	• Accurate identification of statutory triggers • Correct procedural sequencing • Accurate timeline documentation Mastery requires accuracy in statutory application. **Objective 2 Assessment:** Participants complete an ELP Interpretation Chart and submit a written placement justification. **Evidence Required:** • Accurate identification of proficiency levels • Correct interpretation of domain scores • Instructional recommendations aligned to proficiency descriptors Mastery requires accurate interpretation and a defensible placement rationale. **Objective 3 Assessment:** Participants complete a simulated ELL Committee documentation packet based on a mock student file. **Evidence Required:** • Completed ELL Committee decision form • Instructional recommendation summary • Parent notification draft Mastery requires accurate, compliant documentation aligned to statutory requirements. **Objective 4 Assessment:** Participants submit a standards-aligned instructional action plan. **Evidence Required:** • Measurable content and language objectives • Accurate citation of ELD Standards • Differentiation aligned to proficiency levels • Assessment alignment Mastery requires clear alignment between objectives, standards, and instructional supports. **Objective 5Assessment:**

	• 6A-6.09021 – Annual Proficiency Assessment **Reflective Component – Policy Interpretation** Short-answer prompts guide educators to: 1. Explain the implementation of identification procedures 2. Describe documentation of accommodations 3. Reflect on strategies for monitoring ELL progress **Application Component – Scenario-Based Practice** Educators engage in real-world case analysis involving: 1. Enrollment challenges 2. Testing accommodations 3. Exit decisions Tasks include: 1. Identifying relevant statutes 2. Outlining compliance actions 3. Designing practical solutions (e.g., compliance checklists, progress monitoring plans, instructional action plans aligned to English Language Development (ELD) Standards) **Resources:** MT.1: ESOL Requirements and Practices https://www.fldoe.org/academics/eng-language-learners/rules-legislation.stml • Rule 6A-6.0902, F.A.C., Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners • 6A-6.0903 Requirements for Exiting English Language Learners from the English for Speakers of Other Languages	Participants submit a progress monitoring toolkit including a rubric, tracking template, and written alignment explanation. **Evidence Required:** • Monitoring criteria aligned to proficiency descriptors • Clear documentation procedures • Measurable indicators of language growth Mastery requires monitoring tools that are both proficiency-aligned and statutorily compliant.

	Program. • 6A-1.09432 Assessment of English Language Learners. • 6A-6.09021 Annual English Language Proficiency Assessment for English Language Learners (ELLs). • September 2003 Modification to the Consent Decree • Rule 6A-4.02451, F.A.C., Florida Teacher Standards for ESOL Endorsement • Rule 6A-6.0908, F.A.C., Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL)	
Performance Indicator	**Description of Assignment(s)**	
MT.1.1 Demonstrate knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs. Clarification 1: Instruction includes knowledge of the home language survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to	These assignments develop participants' understanding of Florida's statutory requirements for identifying, placing, and monitoring English Language Learners (ELLs) and their ability to apply those requirements to instructional decision-making. The sequence progresses from understanding legal identification procedures, to interpreting language proficiency data, to applying compliant documentation practices, and finally to designing instruction and progress monitoring systems aligned to English Language Development (ELD) Standards. Participants first examine Florida's ESOL statutory requirements and procedures for identifying English Language Learners through the Home Language Survey (HLS). By analyzing sample cases and completing eligibility determination forms, participants learn to apply legal guidelines and timelines for identification and documentation. Next, participants interpret English Language Proficiency (ELP) assessment data to determine instructional placement. Through analysis of proficiency reports and reflection on placement decisions, participants develop the ability to connect language proficiency data to appropriate instructional supports. Participants then analyze ELL Committee procedures and complete a simulated committee review using compliant documentation. This activity builds understanding of the collaborative decision-making process used to monitor ELL progress and determine instructional recommendations. Following identification and placement activities, participants design an instructional action plan aligned to Florida's English Language Development (ELD) Standards. This step emphasizes the integration of	

monitor ELLs′ academic and linguistic progress; and other procedures of the ESOL program.	language objectives, proficiency-level scaffolds, and assessment strategies to support English language development within academic instruction. Finally, participants design a progress monitoring system aligned to proficiency descriptors and required monitoring procedures. This activity ensures participants understand how to document student progress and adjust instruction based on language development data. Together, these assignments build participants′ ability to apply statutory procedures, interpret assessment data, plan standards-based instruction, and implement compliant monitoring systems. The scope and sequence move from legal compliance and data interpretation to instructional planning and progress monitoring, ensuring that participants develop both the procedural knowledge and instructional skills necessary to support English Language Learners effectively. **Assignment 1: Apply Florida statutory requirements to analyze Home Language Survey results** **Knowledge Acquisition Activities (5 Hours)** • **Statutory Overview (1.5 Hours)** Participants view materials covering: o Florida ESOL identification statutes o Required timelines o HLS triggers for further screening o Documentation requirements • **Guided Statute Matching (1.5 Hours)** Participants match statutory excerpts to ESOL program procedures: o Required procedural steps o Mandatory timelines o Responsible personnel • **Home Language Survey Case Analysis (2 Hours)** Participants analyze a sample HLS case to: o Complete an eligibility determination form o Report next-step identification o Compose a timeline compliance chart **Artifacts Submitted** • Matching Activity: Florida ESOL identification statutes • Completed HLS case analysis forms **Instructor Verification** Instructor evaluates using a rubric to verify:

	• Accurate statutory application • Correct procedural sequencing **Assignment 2: Interpret English Language Proficiency (ELP) assessment data to determine instructional placement.** **Knowledge Acquisition Activities (4 Hours)** 1. **Modeling of ELP Interpretation (1 Hour)** Participants view an example of how to read composite and domain scores and connect to proficiency descriptors. 2. **ELP Score Analysis Practice (2 Hours)** Participants analyze ELP reports (see WIDA ELP Proficiency Levels 1-6), identifying: o Overall proficiency level o Domain strengths/needs o Instructional implications 3. **Placement Justification Reflection (1 Hour)** Participants submit a written explanation justifying placement decisions using statutory and proficiency language. **Artifacts Submitted** • Completed ELP Interpretation Charts • Placement justification reflection **Instructor Verification** Rubric confirms: • Accurate proficiency identification • Correct instructional alignment • Compliance with statutory requirements **Assignment 3: Participate in a simulated ELL Committee review using compliant documentation.** **Knowledge Acquisition (3 Hours)** 4. **Analysis of ELL Committee Review (1 Hour)** o Required committee members o Documentation requirements o Monitoring procedures 5. **Documentation Analysis Activity (1 Hour)** Participants review:

	○ One compliant example ○ One non-compliant example Identify documentation errors using a structured checklist. 6. **Case File Review (1 Hour)** Participants review a complete mock student file (HLS, ELP, academic data). **Site Competency Demonstration (2 Hours)** 4. **Independent Committee Documentation Simulation** Participants independently complete: ○ ELL Committee decision form ○ Instructional recommendation summary ○ Parent communication template **Artifacts Submitted** • Completed ELL Committee documentation • Written instructional recommendation • Parent notification draft **Instructor Verification** Instructor rubric verifies: • Accurate procedural documentation • Alignment with student data • Compliance with statutory requirements **Assignment 4: Develop an instructional action plan aligned to English Language Development (ELD) Standards.** **Knowledge Acquisition Activities (4 Hours)** 1. **ELD Standards Review (1.5 Hours)** Participants analyze ELD Standards and proficiency descriptors. 2. **Dual Objective Writing Lab (1.5 Hours)** Participants independently draft: ○ Content objective ○ Language objective aligned to ELD standard 3. **Instructor Feedback Revision Cycle (1 Hour)** Participants submit draft objectives. Instructor provides written feedback.

	Participants revise and resubmit. **Artifacts Submitted** • Finalized instructional action plan including: o Content objective o Language objective o Proficiency-level scaffolds o Assessment alignment **Instructor Verification** Rubric confirms: • Accurate ELD citation • Measurable objectives • Appropriate differentiation • Alignment between objectives and assessments **Assignment 5: Design a compliant progress monitoring system aligned to proficiency descriptors.** **Knowledge Acquisition Activities (3 Hours)** 1. **Monitoring Requirements Module (1 Hour)** Participants analyze: o Required monitoring frequency o Documentation procedures o Alignment to proficiency descriptors 2. **Progress Monitoring Tool Design (1.5 Hours)** Participants design: o Domain-specific rubric o Monitoring calendar o Data tracking sheet 3. **Alignment Justification (0.5 Hour)** Participants submit a short explanation connecting the monitoring tool to specific proficiency descriptors. **Site Competency Demonstration (1 Hour)** Participants complete a mock data-entry scenario using sample student data and demonstrate how the monitoring tool would document growth.

	Artifacts Submitted • Monitoring toolkit • Completed mock data-entry example • Alignment justification paragraph **Instructor Verification** Rubric verifies: • Alignment to proficiency level descriptors • Measurable criteria • Compliance with monitoring expectations

Strand: Methods of Teaching ESOL (MT)
Standard: MT.2: English Language Acquisition and Development
Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.
Performance Indicator:
MT.2.1 Demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.
MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.

Strand: Methods of Teaching ESOL (MT)

Standard	Description of Assignment(s)	Description of Assessment(s)
MT.2: English Language Acquisition and Development Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.	To demonstrate evidence-based practices in English language acquisition, participants will design a standards-aligned lesson sequence that integrates Florida's ELD Standards with grade-level academic benchmarks. The lesson plan will include clearly defined content and language objectives, differentiated scaffolds for varying English proficiency levels, structured listening and speaking activities, guided reading supports, and scaffolded writing tasks. Participants will implement the lesson in a classroom or simulated setting and collect student work samples for analysis. Participants will: 1. Design a standards-aligned lesson plan including measurable content and language objectives.	Participants must demonstrate mastery of MT.2.1 and MT.2.2 through submission of structured instructional artifacts and documented implementation evidence. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. **MT.2.1: Assessment** Participants complete multiple-choice questions covering: 8. Stages of second language

	2. Differentiate instructional supports for Emerging, Developing, and Expanding ELLs. 3. Integrate listening, speaking, reading, and writing activities aligned to second language acquisition theory. 4. Design scaffolded supports appropriate to proficiency levels (e.g., academic vocabulary, sentence frames, and graphic organizers). 5. Create strategy maps linking cognitive principles (e.g., spaced repetition, metacognition) to classroom practices. 6. Implement the lesson and analyze student language development data. 7. Apply AI prompts to support instructional planning and student feedback. **Resources**: MT.2: English Language Acquisition and Development • Differentiation resources • Multi-level planning resources • Integrated skills planning resources • Scaffolded support strategies • Cognitive principles strategies • Literacy Instruction Practice Profiles https://www.fldoe.org/academics/standards/just-read-fl/lit-instruct-pp.stml • Lesson planning templates • Student analysis and feedback strategies • AI prompt templates for lesson planning, alignment of instructional objectives to standards, multi-level lesson planning, differentiation, and student feedback • NCELA – Implementing Evidence-Based Instructional Practices for English Learners Implementing Evidence-based Instructional Practices for English Learners: Using Research to Guide	acquisition 9. Evidence-based strategies (e.g., retrieval practice, scaffolding, dual coding) 10. Integration of listening, speaking, reading, and writing activities Participants submit a differentiated lesson plan that includes: • Measurable content objective • Measurable language objective aligned to ELD Standards • Evidence-based instructional strategies • Differentiation for Emerging, Developing, and Expanding ELLs • Formative assessment aligned to language objective **Evidence Required** • Explicit integration of second language acquisition principles • Proficiency-aligned scaffolds • Alignment between objectives, instruction, and assessment Mastery requires demonstration of accurate alignment and appropriate differentiation across proficiency levels. **MT.2.2: Assessment** Participants submit an instructional implementation portfolio including: • A Week-at-a-Glance lesson plan integrating all four language domains

	Practice (NCELA, 2025)	• Differentiation of instruction for Emerging, Developing, and Expanding ELLs • Embed evidence-based strategies, academic vocabulary, sentence frames, and formative assessments • Adapt activities for a sample ELL profile using WIDA Can Do Descriptors • Written instructional reflection analyzing language development and student feedback **Evidence Required** • Integration of all four language domains • Structured academic language practice • Appropriate scaffolding aligned to proficiency descriptors Mastery requires documented implementation and analysis demonstrating effective use of evidence-based language acquisition strategies. **Overall Competency Demonstration Requirement** Participants must successfully demonstrate acquisition of all MT.2 competencies through artifact submission and instructor evaluation.
Performance Indicator	**Description of Assignment(s)**	
MT.2.1 Demonstrate the	These assignments develop participants′ ability to design standards-aligned instruction that supports	

use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.	English language development through differentiated, evidence-based teaching strategies. The sequence progresses from understanding principles of second language acquisition and objective-based lesson design to differentiating instructional supports across English Language Proficiency levels, and finally to connecting cognitive science principles with practical classroom strategies that enhance language learning.
	Participants first review resources explaining key principles of second language acquisition and the dual-objective planning framework used in ESOL instruction. Through analysis of an annotated exemplar lesson and guided objective-writing activities, participants learn to design lesson plans that include measurable content and language objectives aligned to English Language Development (ELD) Standards. Participants then revise their lesson plans to incorporate differentiated instructional supports for learners at the Emerging, Developing, and Expanding proficiency levels. This step emphasizes the use of modeling, guided practice, visual supports, vocabulary development, sentence frames, and graphic organizers to ensure that instruction remains accessible while maintaining academic rigor.
	Finally, participants complete a **Strategy Mapping activity** in which they connect cognitive science principles—such as spaced repetition and metacognition—to classroom practices that support language learning. This activity reinforces the relationship between research on learning and practical instructional strategies that promote comprehension, participation, and language development.
	Together, these assignments ensure that participants develop both the conceptual understanding of language acquisition and the practical skills needed to design differentiated instruction for multilingual learners. The scope and sequence moves from instructional planning and objective development to proficiency-based differentiation and research-informed instructional strategies, enabling educators to design lessons that effectively support language development and academic achievement for English Language Learners.
	
	Assignment 1: Design a standards-aligned lesson plan including measurable content and language objectives.
	Knowledge Acquisition (4 Hours)
	• Participants view resources to identify:
	  ○ Principles of second language acquisition
	  ○ Content vs. language objectives
	  ○ Dual-objective planning framework
	• Participants complete an embedded comprehension check.
	• Participants analyze an annotated exemplar ESOL lesson plan.
	• Participants complete a structured objective-writing template.
	Artifact Submitted

	• Draft lesson plan including:
	  o Content objective
	  o Language objective aligned to ELD Standards
	  o Evidence-based instructional strategies
	Instructor Verification
	Rubric confirms:
	• Measurable objectives
	• Alignment to proficiency descriptors
	• Use of evidence-based strategies
	
	Assignment 2: Differentiate instructional supports for three proficiency levels (Emerging, Developing, and Expanding ELLs)
	Knowledge Acquisition (3 Hours)
	• Resources on differentiation aligned to proficiency descriptors.
	• Participants complete a proficiency-level analysis activity using sample student profiles.
	• Participants revise a lesson plan to include differentiated supports for three ELL proficiency levels:
	  o Emerging
	  o Developing
	  o Expanding
	Artifact Submitted
	• Differentiation matrix embedded within the lesson plan.
	Instructor Verification
	Rubric confirms:
	• Clear differentiation by proficiency
	• Appropriate scaffolds (visuals, sentence frames, modeling, guided practice)
	• Alignment to language demands

MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at	These assignments develop participants' ability to design and implement evidence-based instructional strategies that support English language development across listening, speaking, reading, and writing. The sequence progresses from understanding second language acquisition (SLA) principles, to designing domain-specific instructional supports, and finally to implementing and analyzing instruction using student language development data. Participants first explore key concepts from second language acquisition research, including the interaction hypothesis, output hypothesis, and academic discourse routines. Using these principles, participants design

varying English proficiency levels.	structured listening and speaking tasks that promote meaningful academic interaction and provide opportunities for students to practice language production. Participants then examine evidence-based approaches to reading instruction, including the role of word recognition, reading comprehension, and the Simple View of Reading. Using these concepts, participants adapt grade-level texts to include scaffolded supports that maintain academic rigor while improving linguistic accessibility for learners at different proficiency levels. Next, participants develop scaffolded writing tasks using strategies such as gradual release of responsibility, sentence frames, and paragraph organizers. These activities support students in progressing from guided language production to more independent writing aligned to academic expectations. The final assignment focuses on **instructional implementation and analysis**. Participants teach the developed lesson in their classroom or a simulated instructional setting, document a segment of instruction, and collect student work samples representing different proficiency levels. Participants then analyze student performance and language development using a structured reflection process. This sequence ensures participants develop both the **theoretical understanding of SLA principles and the practical skills required to design, implement, and evaluate instruction across all four language domains**. The progression from research-informed instructional design to classroom implementation and reflection supports teachers in developing effective practices that promote language development and academic achievement for English Language Learners. **Assignment 3: Integrate structured listening and speaking tasks aligned to SLA research. Knowledge Acquisition (3 Hours)** • Participants identify key aspects of SLA research to support structured listening and speaking instruction (e.g., through a matching activity): o Interaction hypothesis o Output hypothesis o Academic discourse routines o Key cognitive concepts (e.g., Affective Filter, Brain-Based Learning, The Forgetting Curve, Contrastive Analysis) o Principles of Effective Instruction • Participants design: o Structured listening task using an activity template. o Structured speaking protocol using an activity template. • Participants provide a written rationale linking tasks to SLA theory.

	Artifact Submitted • Listening and speaking task plans with a written rationale. **Instructor Verification** Rubric confirms: • Structured academic language practice • Clear connection to SLA principles • Alignment to lesson objectives **Assignment 4: Design scaffolded reading supports appropriate to proficiency levels.** **Knowledge Acquisition (2.5 Hours)** • Participants review resources modeling structured reading instruction. • Participants identify key aspects of SLA research to support structured reading instruction (e.g., through a matching activity). o Reading comprehension o Word recognition o The Simple View of Reading o Principles of Effective Reading Instruction • Participants modify a grade-level text for three proficiency levels. **Artifact Submitted** • Scaffolded reading materials (annotated text and supports) **Instructor Verification** Rubric confirms: • Appropriate linguistic scaffolding • Maintenance of grade-level rigor • Alignment to proficiency descriptors **Assignment 5: Develop scaffolded writing tasks using evidence-based supports.** **Knowledge Acquisition (2.5 Hours)** • Participants analyze resources on: o Gradual release / guided instruction o Sentence frames o Paragraph organizers

	• Participants design:
	  ○ Writing prompt
	  ○ Scaffolded writing supports for gradual release / guided instruction
	Artifact Submitted
	• Scaffolded writing task package
	Instructor Verification
	Rubric confirms:
	• Structured progression from supported to independent writing
	• Alignment to proficiency levels
	• Clear modeling and guided practice
	
	Assignment 6: Implement the lesson and analyze student language development data.
	Site Competency Demonstration (5 Hours)
	Participants independently:
	1. Teach the developed lesson in their classroom or simulated setting.
	2. Document a 20-minute instructional segment.
	3. Collect at least three student work samples representing varying proficiency levels.
	4. Analyze student performance using a structured reflection template.
	Artifacts Submitted
	• Lesson implementation review document
	• Student work samples
	• Formative assessment data
	• Written instructional reflection
	
	Instructor Verification
	Instructor evaluates:
	• Fidelity of implementation
	• Evidence of listening, speaking, reading, and writing integration
	• Appropriate differentiation
	• Evidence of language growth
	Mastery requires demonstration of competency across all required MT.2 indicators.

Strand: Methods of Teaching ESOL (MT) **Standard**: MT.3: Standards-Based ESOL and Content Instruction Teachers will ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying	

English proficiency levels.
Performance Indicator:
MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.
MT.3.2 Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.
MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.
MT.3.4 Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.

Strand: Methods of Teaching ESOL (MT)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
MT.3: Standards-Based ESOL and Content Instruction Teachers will ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.	To demonstrate standards-based ESOL instruction, candidates will develop a unit plan aligned to grade-level academic standards and Florida's ELD Standards. The unit will include integrated content and language objectives, academic vocabulary development, scaffolded reading and writing instruction, differentiated strategies for multilevel classrooms, and formative assessment tools to monitor progress. Participants will: 1. Align academic benchmarks with corresponding English Language Development (ELD) Standards (see WIDA ACCESS). 2. Design standards-based instructional objectives integrating content and language demands. 3. Select and apply evidence-based strategies that maintain grade-level rigor while supporting language development. 4. Develop scaffolded academic tasks that promote both content mastery and language growth. 5. Analyze student work to determine the effectiveness of language supports. 6. Apply AI prompts to support instructional planning	Participants must demonstrate mastery of MT.3.1–MT.3.4 through submission of a structured Standards-Based ESOL Instruction Portfolio. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. **MT.3.1 Assessment** Participants submit a lesson plan section identifying and integrating evidence-based instructional strategies with a written rationale explaining how each strategy supports both academic rigor and language development. **Evidence Required** • Explicit connection to second language acquisition principles • Clear integration within the lesson structure • Alignment between strategy and learning objectives

	and learner feedback. **Resources**: MT.3: Standards-Based ESOL and Content Instruction • Academic benchmarks with corresponding English Language Development (ELD) Standards (see WIDA ACCESS) • Instructional objectives examples • Differentiation resources • Multi-level planning resources • Integrated skills planning resources • Scaffolded support strategies • Evidence-based cognitive principles • Literacy Instruction Practice Profiles https://www.fldoe.org/academics/standards/just-read-fl/lit-instruct-pp.stml • Lesson planning templates • Student analysis and feedback strategies • AI prompt templates for lesson planning, alignment of instructional objectives to standards, multi-level lesson planning, differentiation, and student feedback	**MT.3.2 Assessment** Participants submit structured listening and speaking task designs differentiated for three proficiency levels, along with a written explanation describing how oral language activities support literacy development. **Evidence Required** • Proficiency-aligned oral language supports • Clear progression from oral rehearsal to literacy tasks • Alignment to lesson objectives **MT.3.3 Assessment** Participants submit scaffolded reading materials and a scaffolded writing task aligned to proficiency descriptors. **Evidence Required** • Appropriate linguistic scaffolding • Maintenance of grade-level content expectations • Clear alignment to proficiency-level needs **MT.3.4 Assessment** Participants submit an academic and ELD standards alignment chart and measurable content and language objectives embedded within the final lesson plan. **Evidence Required** • Accurate citation of ELD Standards • Explicit alignment between content and language objectives • Measurable outcomes

		Site Competency Demonstration (Application Across MT.3.1–MT.3.4) Participants implement the developed lesson, collect student work samples representing multiple proficiency levels, and submit a written instructional analysis evaluating both academic achievement and language growth. **Evidence Required** • Evidence of content mastery • Evidence of language development • Reflection identifying instructional adjustments **Overall Competency Requirement** Participants must demonstrate competency across all MT.3 performance indicators through successful artifact submission and instructor evaluation.
Performance Indicator	**Description of Assignment(s)**	
MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.	This assignment develops participants′ ability to apply second language acquisition (SLA) research to instructional planning that supports both language development and academic achievement. The sequence progresses from understanding research-based instructional strategies, to analyzing their instructional impact, to integrating them into lesson design. Participants first review instructional resources describing evidence-based strategies informed by second language acquisition research. This step builds foundational understanding of how instructional practices can support both language learning and access to academic content. Participants then complete a structured strategy analysis template in which they examine selected strategies and identify how each supports specific language and academic outcomes. This activity helps participants connect theoretical principles of language acquisition with practical instructional decisions. Finally, participants embed selected strategies within a lesson plan and provide a written rationale explaining how the strategies support language development and academic learning. This progression ensures participants develop both the conceptual understanding of SLA-informed instruction and the	

	practical ability to apply these strategies within standards-based lesson planning. Submitted artifacts—the evidence-based strategy plan and written rationale—provide evidence that participants can identify and apply research-based strategies that promote language acquisition and academic success for English Language Learners. Instructor verification through a rubric confirms alignment between selected strategies, lesson objectives, and intended language outcomes. **Assignment 1 (Knowledge Acquisition – 4 Hours)** • View resources on SLA-informed instructional strategies to support language acquisition and academic achievement. • Complete strategy analysis template linking strategy to language and academic outcomes. • Embed selected strategies in a lesson plan. • Submit a written rationale. **Artifact** • Evidence-based strategy plan • Written rationale
MT.3.2 Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.	This assignment develops participants′ ability to design instruction that uses oral language development to support literacy growth for English Language Learners. The sequence progresses from understanding research on oral language development and literacy transfer, to analyzing instructional models, to applying strategies within a structured lesson plan. Participants first review resources describing how listening and speaking development support reading and writing acquisition. This step builds foundational understanding of the relationship between oral language practice, vocabulary development, and literacy outcomes for multilingual learners. Participants then analyze exemplar listening and speaking routines that demonstrate how structured oral interaction supports comprehension, academic vocabulary development, and preparation for reading and writing tasks. Finally, participants apply these principles by completing a structured lesson plan template that incorporates strategies for listening and speaking across varying English proficiency levels. Participants also submit a written explanation describing how the designed oral language activities support literacy development. This progression ensures participants develop both the **conceptual understanding of the relationship between oral language and literacy development and the practical skills needed to design instruction that integrates these domains**. Submitted artifacts—the structured lesson plan template, proficiency-level differentiation chart, and literacy-connection rationale—provide evidence that participants can design instruction that supports listening, speaking, reading, and writing development for English Language Learners. Instructor verification through a rubric confirms alignment between oral language strategies, proficiency-level differentiation, and literacy learning outcomes.

	Assignment 2 (Knowledge Acquisition – 4 Hours) • View resources on oral language development and literacy transfer • Analyze exemplar listening/speaking routines • Complete a structured lesson plan template incorporating strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English • Submit a written explanation connecting oral practice to reading/writing outcomes **Artifact** • Structured lesson plan template • Proficiency-level differentiation chart • Written literacy-connection rationale
MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.	This assignment develops participants′ ability to design and implement scaffolded reading and writing instruction that supports English Language Learners across varying proficiency levels. The sequence progresses from understanding instructional supports for literacy development, to designing scaffolded reading and writing tasks, to implementing instruction and analyzing student learning outcomes. Participants first review resources describing evidence-based strategies for scaffolding reading and writing instruction. Using a structured template, participants modify grade-level texts to include linguistic supports such as vocabulary scaffolds, visual cues, and comprehension supports that improve accessibility while maintaining academic rigor. Participants then design a scaffolded writing progression plan using a gradual release framework that moves students from guided practice to more independent language production. Participants also provide a written explanation describing how the designed reading and writing supports align with proficiency descriptors and language development goals. In the site competency component, participants implement the developed standards-based lesson and collect student work samples representing different proficiency levels. Participants analyze these samples to evaluate the effectiveness of the instructional scaffolds in supporting both language development and content understanding. Using a structured instructional analysis template, participants identify strengths, gaps, and next instructional steps based on student performance data. This progression ensures participants develop both the **instructional design skills needed to scaffold literacy instruction and the analytical skills required to evaluate and refine language supports based on student evidence**. Submitted artifacts—including scaffolded reading materials, the scaffolded writing task package, student work samples, and a written instructional analysis—provide evidence that participants can design, implement, and evaluate literacy instruction that supports language development and academic achievement for English Language Learners. Instructor verification through a rubric confirms appropriate linguistic scaffolding, alignment to proficiency levels, and evidence-based

	instructional adjustments. **Assignment 3 (Knowledge Acquisition – 4 Hours)** • View resources on scaffolded reading and writing supports. • Complete text-modification template. • Design writing progression plan (gradual release). • Submit proficiency-alignment explanation. **Artifact** • Scaffolded reading materials • Scaffolded writing task package • Proficiency-aligned support explanation Participants will analyze samples of student work to evaluate the effectiveness of implemented language supports, using evidence from student responses to determine whether scaffolds are promoting both content understanding and language development. Through this analysis, they will identify strengths, gaps, and next instructional steps, ensuring that language supports are purposeful, responsive, and aligned to proficiency goals. Participants will: 1. Implement the developed standards-based lesson. 2. Collect at least three student work samples representing varying proficiency levels. 3. Analyze evidence of both language development and content mastery. 4. Identify instructional adjustments based on data. **Site Demonstration (4 Hours)** • Lesson implementation • Student work collection • Completion of structured instructional analysis template (750 words) **Artifacts** • Student work samples • Formative assessment data • Written instructional analysis
MT.3.4 Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic	This assignment develops participants' ability to align academic instruction with Florida's English Language Development (ELD) Standards to support integrated language and content learning. The sequence progresses from understanding the structure and purpose of the ELD Standards, to aligning academic benchmarks with language development goals, to revising lesson objectives to reflect integrated instructional planning.

content with language objectives.	Participants first review resources explaining the organization and application of the ELD Standards and how they support English Language Learners′ academic language development. Participants then complete a structured standards-alignment template to identify connections between academic benchmarks and relevant ELD Standards. Finally, participants revise their lesson objectives based on instructor feedback to ensure that both **content and language objectives are clearly defined and aligned with standards-based instruction**. This progression helps participants develop the ability to intentionally integrate language development within academic lessons. Submitted artifacts—the academic and ELD alignment chart, dual content and language objectives, and standards-integrated lesson plan—provide evidence that participants can align academic benchmarks with ELD Standards and design instruction that supports both language acquisition and academic achievement. Instructor verification through a rubric confirms accurate standards alignment and the integration of measurable content and language objectives. **Assignment 4 (Knowledge Acquisition – 2 Hours)** • View resources on ELD Standards. • Complete standards-alignment template. • Revise lesson objectives based on instructor feedback. **Artifact** • Academic and ELD alignment chart • Dual content and language objectives • Standards-integrated lesson plan

ESOL: Applied Linguistics (AL) - Course Two (60 hours)

Strand: Applied Linguistics (AL)
Standard: AL.1: Language as a System
Teachers will demonstrate understanding that language is a system to support ELLs′ acquisition of English at varying proficiency levels.
Performance Indicators:
AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.

AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).
AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose.
AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.

Strand: Applied Linguistics (AL)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
AL.1: Language as a System Teachers will demonstrate understanding that language is a system to support ELLs′ acquisition of English at varying proficiency levels.	To demonstrate an understanding of language as an integrative communicative system, participants will analyze the five major components of English (phonology, morphology, syntax, semantics, and pragmatics) and examine how these elements interact to support effective communication. Participants will apply knowledge of English language proficiency levels across the four language domains of listening, speaking, reading, and writing, considering how learners develop and use language in varied academic contexts. Participants will also model both oral and written communication that is appropriately adjusted for audience and purpose, demonstrating an awareness of register, clarity, and communicative intent. In addition, they will conduct a contrastive analysis between English and another language in order to identify potential areas of transfer or difficulty, using these insights to inform thoughtful and responsive instructional decisions. To demonstrate understanding of language as an integrative communicative system, participants will: 1. Analyze the five components of English (phonology, morphology, syntax,	Participants must demonstrate mastery of AL.1.1–AL.1.4 through submission of a structured **Applied Linguistics Portfolio**. All assessments are evaluated using instructor rubrics outlining expectations for each activity. After receiving feedback, participants will revise their responses as needed. **AL.1.1 Assessment** Participants submit an **Applied Linguistic Analysis Report** analyzing phonology, morphology, syntax, semantics, and pragmatics within an authentic language sample. **Evidence Required:** • Accurate identification of linguistic components • Explanation of how components function as an integrated system • Instructional implications for ELL support Mastery requires accurate linguistic analysis and integrative explanation. **AL.1.2 Assessment** Participants submit a **Four-Domain Proficiency Support Plan** demonstrating differentiated instructional supports across listening, speaking,

	semantics, pragmatics). 2. Apply proficiency-level knowledge across the four language domains (listening, speaking, reading, and writing). 3. Model oral and written communication adjusted for audience and purpose. 4. Conduct contrastive analysis between English and another language to inform instructional decisions.	reading, and writing. **Evidence Required:** • Alignment to proficiency descriptors • Domain-specific instructional modifications • Clear connection to language acquisition theory Mastery requires accurate proficiency alignment across all four domains. **AL.1.3 Assessment** Participants submit: • Written academic language samples adjusted for proficiency levels • Reflective analysis of language adjustment **Evidence Required:** • Appropriate register and audience adjustment • Clear modeling of academic language • Reflection demonstrating intentional language modification Mastery requires effective modeling of proficient oral and written communication. **AL.1.4 Assessment** Participants submit a **Contrastive Analysis Report** and an **Instructional Application Reflection** demonstrating how cross-linguistic knowledge informs instruction. **Evidence Required:** • Accurate identification of linguistic similarities and differences • Identification of potential transfer issues • Instructionally sound adjustments Mastery requires accurate contrastive analysis and application to instructional practice.

		Overall Competency Requirement Participants must demonstrate competency across all AL.1 performance indicators through successful artifact submission and instructor evaluation.
Performance Indicators	**Description of Assignment(s)**	
AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.	Assignment 1 is structured to help participants develop a deep and practical understanding of the English language as an integrated communicative system. Participants explore the five major components of English—phonology, morphology, syntax, semantics, and pragmatics—and examine how these subsystems work together to create meaning in authentic communication. The sequence begins with foundational learning activities in which participants review instructional materials and complete guided linguistic analysis templates to build familiarity with key terminology and concepts. As their understanding develops, participants apply these concepts by analyzing authentic spoken and written language samples, identifying linguistic features and explaining how they interact within communication. Through these activities, participants also identify common learner errors associated with each linguistic subsystem and consider how linguistic knowledge can inform instructional decisions for English learners. The assignments culminate in an Applied Linguistic Analysis Report in which participants synthesize their learning by analyzing language data and connecting their findings to instructional implications. This progression—from foundational knowledge to applied analysis—ensures that participants move beyond theoretical understanding to practical insight, strengthening their ability to recognize language patterns, anticipate learner challenges, and design instruction that supports both language development and academic learning. **Assignment 1: Analyze the English language system** Participants will: • Identify phonological, morphological, syntactic, semantic, and pragmatic features in authentic language samples. • Explain how these components interact within communication. • Identify common learner errors related to each subsystem. **Knowledge Acquisition Activities (12 Hours)**	

	Participants: • Review instructional materials on each linguistic subsystem. • Complete guided linguistic analysis templates. • Analyze authentic language transcripts. • Complete terminology comprehension checks. **Artifacts Submitted** • Applied Linguistic Analysis Report **Instructor Verification** Rubric confirms: • Accurate identification of linguistic components • An integrative explanation of how these components interact within communication • Appropriate instructional implications to address common learner errors **Resources:** • The Five Language Domains: https://relay.libguides.com/science-of-teaching-reading-resource-guide/five-language-domains
AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).	Assignment 2 is structured to help participants develop a practical understanding of how English language proficiency develops across the four language domains: listening, speaking, reading, and writing. Participants begin by examining proficiency-level descriptors and exploring how language demands vary depending on a learner′s stage of language development. Through guided review of language development resources, participants build awareness of how expectations for comprehension, expression, and academic language increase as learners move from emerging to more advanced levels of proficiency. As their understanding grows, participants analyze the linguistic and cognitive demands present within each language domain and complete a domain-analysis template to identify how instruction can be adjusted to support learners at different proficiency levels. These activities help participants recognize that effective instruction requires intentional adjustments to the complexity of language, task expectations, and available supports. Participants then apply this knowledge by designing differentiated instructional supports that align with specific proficiency descriptors and address the unique demands of listening, speaking, reading, and writing. The assignment culminates in the development of a **Four-Domain Proficiency Support Plan**, in which participants demonstrate their ability to align instructional supports to proficiency-level expectations and domain-specific language demands. Through this process, participants translate their understanding of language development into concrete instructional strategies that make rigorous

	academic content accessible to English learners. This progression—from understanding proficiency descriptors to designing domain-specific supports—ensures that participants can thoughtfully adjust instruction to meet learners where they are while supporting continued language growth. **Assignment 2: Apply proficiency-level knowledge across listening, speaking, reading, and writing** Participants will: • Analyze proficiency descriptors across four domains. • Modify instructional language demands according to proficiency levels. • Design domain-specific supports aligned to descriptors. **Knowledge Acquisition Activities (10 Hours)** Participants: • Review proficiency-level language development materials. • Complete domain-analysis template. • Design differentiated instructional supports. **Artifacts Submitted** • Four-Domain Proficiency Support Plan **Instructor Verification** Rubric confirms: • Alignment to proficiency descriptors • Appropriate domain differentiation • Clear instructional application **Resources** • WIDA ELD Standards Framework (2020) https://wida.wisc.edu/resources/wida-english-language-development-standards-framework-2020-edition • Language acquisition: An Overview: https://www.colorincolorado.org/article/language-acquisition-overview
AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and	Assignment 3 is structured to help participants develop the ability to intentionally adjust language for learners at different levels of English proficiency. Participants begin by examining how register, audience, and purpose influence language use in instructional settings. Through the review of materials on pragmatic language and academic register, participants explore how teachers modify explanations, directions, and modeled language to make academic content accessible

purpose.	while maintaining rigor. As their understanding develops, participants analyze examples of teacher language modification and examine how vocabulary, sentence structure, and discourse patterns are adjusted to support learners at different proficiency levels. They then apply these insights by rewriting academic explanations for varied audiences, practicing how to simplify or expand language while preserving the core academic meaning. These activities help participants recognize how purposeful language modeling can scaffold comprehension and support students′ development of academic English. To demonstrate their learning in practice, participants complete a site competency demonstration in which they produce a written model text that is intentionally adjusted for multiple English language proficiency levels, drawing on the WIDA ELP Proficiency Levels 1–6 as a reference. This task requires participants to consider how linguistic complexity, vocabulary, and sentence structure should change to meet learners′ language development needs. The assignment culminates in the submission of a **revised written model text** accompanied by a **reflective analysis of language adjustments**. In this reflection, participants explain how and why they modified language across proficiency levels and how these adjustments support comprehension and language development. Instructor verification confirms that the submitted work demonstrates appropriate register adjustment, clarity of modeled language, and alignment to learner proficiency levels, ensuring that participants can effectively model academic language in ways that support English learners′ progress. **Assignment 3: Demonstrate modeled language adjustment** Participants will: • Revise instructional explanations for multiple proficiency levels. • Produce written academic language samples adjusted for the audience. **Knowledge Acquisition Activities (8 Hours)** Participants: • Review materials on register and pragmatic language use. • Analyze examples of teacher language modification. • Rewrite academic explanations for varied audiences. **Site Competency Demonstration (5 Hours)** Participants: • Submit written model text adjusted for multiple ELP proficiency levels (see WIDA ELP Proficiency Levels 1-6). **Artifacts Submitted** • Revised written model text

	• Reflective analysis of language adjustments **Instructor Verification** Rubric confirms: • Appropriate register adjustment • Clarity of modeled language • Alignment to learner proficiency levels
AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.	Assignment 4 is structured to help participants understand how differences between English and students′ home languages can influence language learning and classroom instruction. Participants begin by reviewing materials on contrastive analysis and cross-linguistic influence to build awareness of how phonological, morphological, and syntactic patterns vary across languages. These foundational activities help participants recognize how prior language knowledge can support language learning through positive transfer or contribute to predictable areas of difficulty. As their understanding develops, participants apply these concepts by completing a structured language comparison template that guides them in examining English alongside another language represented in their instructional setting. Through this analysis, participants identify key linguistic differences—such as variations in sound systems, word formation, or sentence structure—and consider how these differences may influence learners′ pronunciation, grammar usage, and comprehension. Participants extend this analysis through research-supported linguistic comparison, drawing on credible resources to deepen their understanding of the selected language and its relationship to English. This process encourages participants to move beyond surface-level observations and develop a more informed understanding of how language structures shape learner performance. The assignment culminates in a **Contrastive Analysis Report**, in which participants synthesize their findings and propose instructional adjustments that address potential transfer issues. These recommendations focus on practical instructional responses that support English learners while building on the linguistic knowledge students already possess. Instructor verification confirms that the report demonstrates accurate linguistic comparison, identifies likely areas of cross-linguistic influence, and provides instructionally sound recommendations that can inform classroom practice. **Assignment 4: Conduct contrastive analysis** Participants will: • Compare English to one other language represented in their instructional setting. • Identify phonological, syntactic or morphological differences. • Propose instructional adjustments based on identified differences. **Knowledge Acquisition Activities (10 Hours)** Participants:

	• Review materials on contrastive analysis and cross-linguistic influence. • Complete structured language comparison template. • Conduct research-supported linguistic comparison. **Artifacts Submitted** • Contrastive Analysis Report **Instructor Verification** Rubric confirms: • Accurate linguistic comparison • Identification of likely transfer issues • Instructionally sound recommendations **Resources** • Contrastive Analysis Resources: https://www.thereadingleague.org/wp-content/uploads/2025/02/TRL-Contrastive-Analysis-Resources.pdf • World Language Library: https://bilinguistics.com/language/

ESOL: Testing and Evaluation (TE) - Course 3 (60 hours)

Strand: Testing and Evaluation (TE)
Standard: TE.1: Key Factors and Considerations in Assessment for ELLs
Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.
Performance Indicators:
TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.
TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.

Strand: Testing and Evaluation (TE)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**

TE.1: Key Factors and Considerations in Assessment for ELLs Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.	To demonstrate competency in assessment considerations for English language learners, participants will examine how language proficiency influences students' ability to access and demonstrate knowledge on academic assessments. They will identify appropriate assessment accommodations that align with students' English language proficiency levels, ensuring that supports provide access to assessment tasks while maintaining academic expectations. Participants will also analyze assessment data and student work to determine whether performance patterns are related to language development or to other academic or learning needs. Based on this analysis, they will develop a structured accommodation and monitoring plan that outlines appropriate supports and describes how student progress will be tracked over time to inform instructional decisions and promote continued language growth. To demonstrate competency in assessment considerations for ELLs, participants will… 1. Identify appropriate accommodations aligned to proficiency levels. 2. Analyze assessment data to distinguish language proficiency from other learning needs. 3. Develop an accommodation and monitoring plan.	Participants must demonstrate mastery of TE.1.1 and TE.1.2 through submission of a structured **Assessment Analysis Portfolio**. All artifacts are evaluated using instructor rubrics aligned to the 2025 ESOL Competencies. After receiving feedback, participants will revise their responses as needed. **TE.1.1 Assessment** **Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.** Participants submit an **ELL Accommodation Plan** aligned to proficiency levels and assessment type. **Evidence Required:** ● Appropriate accommodations matched to proficiency descriptors ● Alignment between accommodation and assessment purpose ● Preservation of assessment validity ● Written justification of accommodation decisions Mastery requires accurate selection of accommodations that support ELL access without altering assessment constructs. **TE.1.2 Assessment** **Use assessment data to distinguish language proficiency from other learning needs.** Participants submit a **Data Analysis Report** based on a structured case study. **Evidence Required:** ● Accurate interpretation of language and academic assessment data

		● Clear distinction between language acquisition patterns and potential learning difficulties ● Evidence-based instructional recommendations Mastery requires accurate analysis and defensible instructional conclusions.

Performance Indicators	Description of Assignment(s)
TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.	The course assignments are structured to help participants develop the knowledge and practical skills necessary to design appropriate and compliant assessment accommodations for English language learners. Participants begin by building a foundational understanding through the review of instructional materials that address assessment validity, the purpose of accommodations, and the importance of maintaining the integrity of academic assessments while providing meaningful access for multilingual learners. As participants deepen their understanding, they analyze examples of both compliant and non-compliant accommodation scenarios. These activities help participants recognize how accommodations can either support or unintentionally compromise the validity of an assessment. Through guided analysis, participants examine how accommodations must be carefully aligned to students' English language proficiency levels and to the type of assessment being administered. Participants then apply this knowledge by completing a structured accommodation planning template that requires them to select and justify appropriate supports based on proficiency descriptors and assessment demands. The assignment culminates in the development of an **ELL Accommodation Plan**, accompanied by a written justification explaining the rationale for the selected accommodations. In this artifact, participants demonstrate their

	ability to align accommodations with language proficiency levels while ensuring that assessment validity and policy requirements are preserved. Instructor verification confirms that the submitted plan reflects appropriate alignment to proficiency levels, maintains the integrity of the assessment, and complies with established assessment policies. The **scope and sequence** of this assignment is intentionally designed to move from conceptual understanding to applied decision-making. Participants first develop awareness of the principles that guide appropriate accommodations before analyzing real scenarios and ultimately designing their own accommodation plans. This progression ensures that participants not only understand accommodation policies but can also apply them thoughtfully and responsibly in authentic instructional and assessment contexts. **Assignment 1: Develop an ELL Accommodation Plan** ***Knowledge Acquisition (12 Hours)*** Participants will: ● Review instructional materials on assessment accommodations and validity. ● Analyze compliant and non-compliant accommodation scenarios. ● Align accommodations to proficiency descriptors and assessment type. ● Complete structured accommodation planning template. ***Artifacts Submitted*** ● ELL Accommodation Plan ● Written justification ***Instructor Verification*** Rubric confirms: ● Alignment to proficiency level ● Preservation of assessment validity ● Compliance with assessment policy
TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.	The course assignments are structured to help participants develop the ability to interpret assessment data for English language learners in a way that accurately reflects both language development and academic learning. Participants begin by examining how language proficiency interacts with academic performance and reviewing guidance on interpreting multiple sources of assessment information. These foundational activities help participants recognize that assessment results must be analyzed carefully to determine whether performance patterns are related to language development, content knowledge, or other learning factors. As their understanding develops, participants analyze combined language and academic assessment data through guided activities that focus on identifying patterns within student performance. They examine how language proficiency levels may influence comprehension, response patterns, and overall academic outcomes. Through this

process, participants practice distinguishing between expected stages of language development and potential indicators of learning difficulties that may require additional support or investigation.
Participants then apply their analysis by recommending appropriate instructional next steps that respond to the patterns identified in the data. These recommendations emphasize evidence-based instructional adjustments that support language development while maintaining access to rigorous academic content.
The assignment culminates in the submission of a **Data Analysis Report**, in which participants present their interpretation of the assessment data and explain the instructional implications of their findings. Instructor verification confirms that the report demonstrates accurate interpretation of assessment data, clearly distinguishes between language proficiency and other learning needs, and provides evidence-based instructional recommendations.
The **scope and sequence** of this assignment is designed to move participants from understanding the relationship between language development and assessment performance to applying that understanding in authentic data analysis. By first building conceptual awareness and then engaging in structured analysis tasks, participants develop the ability to interpret assessment results responsibly and to use data to guide effective instructional decisions for English language learners.

Assignment 2: Conduct an Assessment Data Case Study

Knowledge Acquisition (13 Hours)

Participants will:

- Analyze combined language and academic assessment data.
- Identify patterns of language development vs. potential learning difficulties.
- Recommend instructional next steps.
- Submit a written analysis.

Artifacts Submitted

- Data Analysis Report

Instructor Verification

Rubric confirms:

- Accurate interpretation of assessment data
- Clear distinction between language proficiency and other needs
- Evidence-based instructional recommendations

Resources

- IRIS Center – *Addressing the Needs of English Language Learners* https://iris.peabody.vanderbilt.edu/module/ell/

Strand: Testing and Evaluation (TE)

Standard: TE.2: Classroom-Based Assessment for ELLs
Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.
Performance Indicators:
TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.
TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.

Strand: Testing and Evaluation (TE)

Standard	Description of Assignment(s)	Description of Assessment(s)
TE.2: Classroom-Based Assessment for ELLs Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.	To demonstrate competency in classroom-based assessment for English language learners, participants will select evidence-based tools that effectively assess student performance across the four language domains of listening, speaking, reading, and writing. They will design domain-specific rubrics that clearly define expectations for language use and academic performance, ensuring that assessment criteria reflect both content understanding and language development. Participants will also develop linguistically responsive formative and summative assessments that are accessible to learners at varying levels of English proficiency while maintaining appropriate academic rigor. Finally, participants will implement one modified assessment in their instructional setting and analyze the resulting student performance data to evaluate the effectiveness of the assessment design and identify implications for future instruction. To demonstrate competency in classroom-based assessment, participants will: 1. Select evidence-based tools for assessing the four language domains.	Participants must demonstrate mastery of TE.2.1 and TE.2.2 through submission of a structured **ELL Classroom Assessment Portfolio**. All artifacts are evaluated using instructor rubrics aligned to the 2025 ESOL Competencies. After receiving feedback, participants will revise their responses as needed. **TE.2.1 Assessment** Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas. Participants submit a **Four-Domain Assessment Toolkit,** including domain-specific assessment tools and at least one analytic rubric. **Evidence Required:** ● Evidence-based tool selection ● Alignment to content standards ● Alignment to proficiency levels ● Clear, measurable rubric criteria Mastery requires appropriate selection and alignment of assessment tools across all four language domains. **TE.2.2 Assessment**

	2. Develop domain-specific rubrics. 3. Design linguistically responsive formative and summative assessments. 4. Implement one modified assessment and analyze student results.	Implement linguistic strategies for formative and summative assessments to support ELLs' language development. Participants submit: ● Modified formative assessment ● Modified summative assessment ● Student response samples ● Written assessment analysis reflection **Evidence Required:** ● Appropriate linguistic supports embedded within assessments ● Maintenance of academic rigor ● Evidence of language-informed instructional adjustments ● Reflection demonstrating data-driven decision making Mastery requires documented implementation and analysis demonstrating effective integration of linguistic supports in assessment practice. **Overall Competency Requirement** Participants must demonstrate competency across all TE.1 and TE.2 performance indicators through successful artifact submission and instructor evaluation. Completion requires competency-level performance on 100% of required objectives.
Performance Indicators	**Description of Assignment(s)**	
TE.2.1 Select evidence-based tools and techniques to assess listening,	The course assignments are structured to help participants design classroom assessments that effectively measure English language learners' development across the four language domains: listening, speaking, reading, and writing. Participants begin by reviewing exemplar assessment tools that demonstrate how language performance can be measured in each domain while maintaining alignment to academic content standards. Through these foundational	

speaking, reading, and writing in the content areas.	activities, participants develop an understanding of how effective assessment tools capture both language development and content understanding. As their understanding deepens, participants analyze how assessment tasks must be aligned not only to content standards but also to students' language proficiency levels. They examine how linguistic demands vary across tasks and how assessments can be structured to provide meaningful evidence of learning for students at different stages of English language development. Participants then apply this knowledge by selecting and organizing appropriate assessment tools for each language domain and aligning them with specific instructional objectives. Participants further extend their work by developing an **analytic rubric** for one selected language domain. This task requires them to define clear and measurable criteria that describe levels of student performance, ensuring that expectations for language use and academic content are transparent and consistent. The assignment culminates in the submission of a **Four-Domain Assessment Toolkit**, which includes the selected assessment tools and the domain-specific rubric. Instructor verification confirms that the toolkit demonstrates evidence-based tool selection, alignment to both content standards and language proficiency expectations, and the integration of clear, measurable assessment criteria. The **scope and sequence** of this assignment is intentionally designed to move from analysis to application. Participants first examine strong examples of domain-specific assessments before aligning those tools to instructional standards and proficiency expectations. They then apply their understanding by constructing their own assessment toolkit and rubric. This progression ensures that participants not only understand the principles of effective language assessment but can also design practical tools that support meaningful evaluation of English learners' language and academic development. **Assignment 3: Develop a Four-Domain Assessment Toolkit** ***Knowledge Acquisition (10 Hours)*** Participants will: ● Review exemplar assessment tools across listening, speaking, reading, and writing. ● Align tools to content standards and proficiency levels. ● Develop an analytic rubric for one selected domain. ***Artifacts Submitted*** ● Four-Domain Assessment Toolkit ● Domain-Specific Rubric ***Instructor Verification*** Rubric confirms: ● Evidence-based tool selection ● Alignment to content and proficiency

	● Clear measurable criteria **Resources** ● Preparing the Way: Teaching English Learners in the P-12 Classroom (2025) (5th Edition) ● CEEDAR Center – *Evidence-Based Practices for English Learners* https://ceedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf ● WIDA – *RtI² for English Language Learners* https://wida.wisc.edu/sites/default/files/resource/RtI2-for-ELLs.pdf ● Edutopia – *10 Strategies to Support English Language Learners* https://www.edutopia.org/article/10-strategies-support-english-language-learners-across-all-subjects
TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.	The course assignments are structured to help participants design and implement assessments that are both academically rigorous and linguistically responsive to the needs of English language learners. Participants begin by reviewing research-based strategies for incorporating linguistic scaffolding into assessment tasks. These activities focus on how teachers can adjust language demands, directions, and response formats in ways that support comprehension without lowering academic expectations. As their understanding develops, participants apply these principles by designing or modifying one formative and one summative assessment to include appropriate linguistic supports. In doing so, they consider how vocabulary, sentence complexity, visual supports, and task structure can be adapted to align with learners' English language proficiency levels while still measuring the intended academic outcomes. Participants then submit the modified assessment instruments to demonstrate their ability to design assessments that are accessible and instructionally meaningful. To extend learning from design to classroom practice, participants complete a **site competency demonstration** in which they implement one of the modified assessments in their instructional setting. During this process, they collect samples of student responses representing a range of English language proficiency levels. Participants then analyze these responses using a structured reflection template to determine how effectively the assessment supported students' ability to demonstrate their knowledge and language use. Based on this analysis, they identify instructional adjustments and consider how assessment design can inform future teaching decisions. The assignment culminates in the submission of a set of artifacts that includes the **modified formative assessment**, **modified summative assessment**, **student response samples**, and a **written assessment analysis reflection** of approximately 500 words. Instructor verification confirms that the assessments incorporate appropriate linguistic supports while maintaining the rigor and validity of the academic task. The **scope and sequence** of this assignment intentionally move from conceptual understanding to instructional design and then to classroom implementation. Participants first learn how linguistic scaffolding can be applied to assessments, then practice designing responsive assessment tools, and finally implement and analyze those tools in a real instructional context. This progression ensures that participants develop not only theoretical knowledge but also the

	practical skills necessary to create and evaluate assessments that accurately measure the learning of English language learners. **Assignment 4: Design and Implement Linguistically Responsive Assessments** ***Knowledge Acquisition (10 Hours)*** Participants will: ● Review linguistic scaffolding strategies for assessments. ● Design or modify one formative and one summative assessment to include appropriate supports. ● Submit assessment instruments. ***Site Competency Demonstration (15 Hours)*** Participants will: ● Implement one modified assessment. ● Collect student responses representing varying proficiency levels. ● Analyze results using a structured reflection template. ● Identify instructional adjustments. ***Artifacts Submitted*** ● Modified assessment (formative or summative) ● Student response samples ● Written assessment analysis reflection ***Instructor Verification*** Rubric confirms: ● Appropriate linguistic supports ● Maintenance of assessment rigor ● Data-informed instructional decisions **Resources** ● Video assessments for ELS in the classroom: Assessment for ELLs in the Classroom | Colorín Colorado

ESOL Curriculum and Materials Development (CM) – Course Four (60 hours)

Strand: ESOL Curriculum and Materials Development (CM)
Standard: CM.1: Planning for Standards-Based Instruction for ELLs

Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.

Performance Indicators:

CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.

CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.

Strand: ESOL Curriculum and Materials Development (CM)

Standard	Description of Assignment(s)	Description of Assessment(s)
CM.1: Planning for Standards-Based Instruction for ELLs Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.	**Assignment(s):** To demonstrate competency in curriculum planning for English Language Learners (ELLs), participants will complete a **Standards-Based Instructional Planning Project** that focuses on designing instruction that integrates academic content learning with intentional language development. Through this project, participants will apply Florida's academic benchmarks and English Language Development (ELD) Standards to create a comprehensive lesson sequence that supports ELLs at varying proficiency levels. Participants will develop measurable content and language objectives, incorporate differentiated instructional strategies and scaffolding supports, integrate formative assessments and progress monitoring tools, and design responsive instructional adjustments based on student performance data. The instructional plan will reflect a **student-centered learning environment** that values responsive teaching practices, activates students' prior knowledge, and addresses the needs of multilingual learners in multilevel classrooms.	**Assessment(s):** Participants will be assessed through the submission of the completed lesson sequence, standards alignment chart, differentiation plan, and formative assessment tools. Evaluation will be based on alignment to academic benchmarks and ELD Standards, clarity of content and language objectives, appropriate scaffolding across proficiency levels, integration of assessment within instruction of strategies to promote measurable academic progress. After receiving feedback, participants will revise their responses as needed. Rubric scores and instructional artifacts will be maintained for documentation and review. **Standard: CM.1** Planning for Standards-Based Instruction for ELLs Participants must demonstrate mastery of CM.1.1 and CM.1.2 through submission of a structured **Standards-Based Instructional Planning Portfolio**. All artifacts are evaluated using instructor rubrics aligned to the 2025 Florida Teacher Standards for ESOL Endorsement.

	To demonstrate competency in curriculum planning for ELLs, participants will… 1. Align grade-level academic benchmarks with Florida's English Language Development (ELD) Standards to support integrated content and language instruction. 2. Develop measurable content objectives and language objectives that clearly define expected academic and linguistic outcomes. 3. Design a comprehensive lesson sequence that integrates standards-aligned content instruction with structured opportunities for English language development. 4. Differentiate instructional strategies to address the needs of ELLs at varying English proficiency levels. 5. Incorporate instructional scaffolding strategies such as modeling, sentence frames, graphic organizers, visual supports, and structured academic interaction. 6. Integrate formative assessments and progress monitoring tools to evaluate student understanding and language development. 7. Design instructional responses, including re-teaching strategies and supports based on student performance data. 8. Develop a student-centered learning environment that incorporates responsive teaching practices, students' prior knowledge, and differentiation strategies appropriate for multilevel classrooms.	**CM.1.1 Assessment** **Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.** Participants submit a **standards-aligned lesson sequence** that integrates academic benchmarks with Florida's English Language Development (ELD) Standards. **Evidence Required** ● Alignment between academic benchmarks and ELD Standards ● Measurable content and language objectives ● Differentiated instructional strategies for varying proficiency levels ● Incorporation of scaffolded language supports, such as modeling, sentence frames, graphic organizers, and structured interaction ● Integration of formative assessment within the lesson sequence Mastery requires clear alignment between standards, objectives, instructional strategies, and assessments that support both language development and academic achievement. **CM.1.2 Assessment** **Plan learning tasks to meet the needs of ELLs with interrupted or limited education.** Participants submit a **differentiated instructional task plan** demonstrating how learning activities will address gaps in literacy, background knowledge, and academic skills. **Evidence Required**

		• Instructional tasks adapted for learners with interrupted or limited formal education • Use of foundational literacy supports and vocabulary development strategies • Integration of visual scaffolds, guided practice, and structured language supports • Alignment of instructional supports to English proficiency levels Mastery requires demonstration of instructional planning that addresses the linguistic and academic needs of students with varied educational backgrounds.
		Overall Competency Requirement Participants must demonstrate competency across all **CM.1 performance indicators** through successful artifact submission and instructor evaluation.
Performance Indicators	**Description of Assignment(s)**	
CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.	Assignment 1 develops participants' ability to design standards-aligned instruction that integrates academic benchmarks with Florida's English Language Development (ELD) Standards. The sequence of activities progresses from understanding the relationship between academic standards and language demands, to developing measurable objectives, to designing an integrated lesson sequence that supports both language development and academic learning. Participants first review instructional resources explaining how academic benchmarks and ELD Standards work together to support English Language Learners. Using a structured template, participants analyze academic standards to identify embedded language demands, including vocabulary, language functions, and discourse expectations.	

	Participants then draft measurable content and language objectives aligned to both academic benchmarks and ELD Standards. This step emphasizes the importance of clearly defining both academic and linguistic outcomes for instruction. Finally, participants design a multi-step lesson sequence that integrates explicit language objectives, scaffolded instructional tasks, structured academic interaction, and formative assessment opportunities. Instructor feedback on draft lesson sequences allows participants to refine their instructional plans prior to final submission. This progression ensures participants develop both the analytical skills required to interpret standards and the practical skills needed to design integrated instruction for multilingual learners. Submitted artifacts—including the standards alignment chart, lesson sequence draft, and content and language objectives—provide evidence that participants can align academic benchmarks with ELD Standards and develop student-centered instruction that supports both language development and academic achievement. Instructor verification through a rubric confirms alignment of standards, clarity of measurable objectives, and effective instructional design. **Assignment 1: Develop a standards-aligned lesson sequence integrating academic benchmarks and ELD Standards.** ***Knowledge Acquisition Activities (10 Hours)*** ● Participants review instructional materials explaining the relationship between academic benchmarks and Florida's English Language Development (ELD) Standards. Participants complete a structured template identifying language demands embedded within academic standards. ● Participants draft measurable content and language objectives aligned to both academic benchmarks and ELD Standards using a guided objective-writing template that supports identification of language functions, vocabulary expectations, and proficiency-level considerations. ● Participants design a multi-step lesson sequence that incorporates explicit language objectives, scaffolded learning tasks, structured academic interaction, and formative assessment opportunities that support both language development and academic learning. Instructor provides written feedback on draft lesson sequences, and participants revise their instructional plans prior to final submission. ***Artifacts Submitted***

	● Standards alignment chart ● Lesson sequence draft ● Content and language objectives ***Instructor Verification*** Instructor rubric verifies: ● Alignment between benchmarks and ELD Standards ● Clarity of measurable objectives ● Evidence of student-centered instructional design
CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.	Assignment 2 develops participants' ability to design instructional tasks that address the needs of English Language Learners with interrupted or limited formal education. The sequence of activities progresses from understanding the characteristics of learners with limited educational backgrounds, to identifying instructional barriers, to designing intentional instructional supports that promote language and literacy development. Participants first review instructional resources describing the educational characteristics and instructional needs of students with interrupted or limited formal education. This step builds foundational understanding of how gaps in prior schooling, literacy development, and background knowledge may affect students' ability to access academic instruction. Participants then complete a structured analysis activity to identify potential barriers to language and literacy development and determine instructional strategies that address these barriers. This analysis reinforces the importance of planning instruction that responds to students' prior educational experiences and current language proficiency levels. Finally, participants design differentiated instructional tasks that incorporate foundational literacy development, vocabulary pre-teaching, visual scaffolds, and guided practice strategies. Participants revise their existing lesson sequence to include intentional supports that facilitate comprehension and participation for learners with limited academic background. This progression ensures that participants develop both the analytical skills required to identify instructional barriers and the practical skills needed to design responsive instruction for all levels of learners. Submitted

	artifacts—the differentiated instructional task plan and instructional support template—provide evidence that participants can implement appropriate scaffolding strategies and align instruction to students' literacy and language needs. Instructor verification through a rubric confirms that instructional planning reflects effective differentiation and appropriate supports aligned to proficiency levels. **Assignment 2: Design differentiated instructional tasks addressing gaps in literacy and background knowledge.** ***Knowledge Acquisition Activities (8 Hours)*** ● Participants review instructional resources describing the educational characteristics and instructional needs of students with interrupted or limited formal education. ● Participants complete a structured analysis activity, identifying potential barriers to language and literacy development and identifying instructional strategies that address those barriers. ● Participants design instructional tasks that incorporate foundational literacy development, vocabulary pre-teaching, visual scaffolds, and guided practice strategies that support learners with limited academic background. ● Participants revise their lesson sequence to incorporate appropriate supports for students with interrupted or limited education. ***Artifacts Submitted*** ● Differentiated instructional task plan ● Instructional support template ***Instructor Verification*** Rubric confirms: ● Appropriate scaffolding strategies ● Alignment to literacy and language needs ● Differentiation aligned to proficiency levels **Resources** ● WIDA Collaboration: Working Together to Serve Multilingual Learners bulletin
Strand: ESOL Curriculum and Materials Development (CM) **Standard**: CM.2: Teachers use technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels. **Performance Indicators**: CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data. CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.	

Strand: ESOL Curriculum and Materials Development (CM)		
Standard	**Description of Assignment(s)**	**Description of Assessment(s)**
CM.2: Effective Use of Resources and Technologies Teachers use technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.	To demonstrate effective use of instructional resources and technologies for English Language Learners, participants will complete a **Materials and Technology Integration Project**. Participants will evaluate instructional materials for learner appropriateness, linguistic accessibility, and alignment with academic benchmarks and Florida's English Language Development (ELD) Standards. Using English Language Proficiency data, participants will analyze student language needs to determine appropriate instructional resources for varying proficiency levels. Participants will then select and adapt instructional materials—including print resources, digital tools, multimedia content, and language development software—to support instruction across listening, speaking, reading, and writing. The instructional design will demonstrate how selected materials and technologies enhance language acquisition while maintaining alignment with academic learning goals. Participants will also develop a technology-integrated instructional plan that illustrates how digital tools support scaffolded instruction and student engagement. The final project will include a written justification explaining how selected materials and technologies align with student proficiency data, instructional objectives, and standards-based learning outcomes.	Participants will be assessed through submission of a resource evaluation report, adapted instructional materials, and a lesson plan demonstrating integration of selected technologies. Evaluation will focus on alignment to standards, appropriateness for proficiency levels, differentiation strategies, and effective integration of technological tools to support language development and academic achievement. Rubric scores and project artifacts will be retained for review. **Standard: CM.2** **Effective Use of Resources and Technologies** Participants must demonstrate mastery of **CM.2.1 and CM.2.2** through submission of a structured **Instructional Materials and Technology Integration Portfolio**. All artifacts are evaluated using instructor rubrics aligned to the **2025 ESOL Competencies**. **CM.2.1 Assessment** **Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.** Participants submit a **Resource Evaluation Report and Adapted Instructional Materials Package** demonstrating selection and modification of instructional resources aligned to standards and proficiency levels.

	Participants will: 1. Evaluate instructional materials for learner appropriateness, linguistic accessibility, and alignment with academic benchmarks and Florida's English Language Development (ELD) Standards. 2. Analyze student English Language Proficiency data to determine appropriate instructional resources for varying proficiency levels. 3. Select instructional materials, including print resources, digital tools, multimedia content, and language development software, that support instruction across listening, speaking, reading, and writing. 4. Adapt selected instructional materials to improve linguistic accessibility and support language development for English Language Learners. 5. Design instruction that integrates technology tools to enhance language acquisition and academic content learning. 6. Justify instructional material and technology selections based on student language proficiency data and instructional objectives.	**Evidence Required** ● Evaluation of instructional materials for linguistic accessibility and standards alignment ● Selection of resources based on English proficiency data ● Adaptation of materials to include language scaffolds and supports ● Documentation of differentiation across proficiency levels Mastery requires accurate alignment between instructional resources, academic benchmarks, and language development needs. **CM.2.2 Assessment** **Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.** Participants submit a **technology-integrated lesson plan and implementation reflection** demonstrating how digital tools support language acquisition and content learning. **Evidence Required** ● Integration of technology tools supporting listening, speaking, reading, and writing ● Alignment of technology use with lesson objectives and ELD Standards ● Evidence of scaffolded instruction supported by digital resources ● Reflection describing how technology supports language development and student engagement Mastery requires demonstration that technology integration enhances both language acquisition and academic learning.

		Overall Competency Requirement Participants must demonstrate competency across all **CM.2 performance indicators** through successful artifact submission and instructor evaluation.
Performance Indicators	**Description of Assignment(s)**	
CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.	Assignment 3 develops participants' ability to evaluate, select, and adapt instructional materials to support both academic learning and English language development for ELLs. The sequence follows a logical progression from analysis, to data-informed selection, to instructional adaptation. Participants first evaluate sample instructional materials using a structured rubric addressing linguistic accessibility, alignment to academic benchmarks and Florida's English Language Development (ELD) Standards, and relevance to students' backgrounds and experiences. This step builds participants' ability to identify characteristics of effective, standards-aligned materials and recognize potential barriers for ELLs. Participants then analyze English language proficiency data to select instructional resources appropriate for different proficiency levels. This step emphasizes the importance of using student language data to guide instructional decisions. Finally, participants adapt selected materials by incorporating scaffolding supports such as vocabulary strategies, graphic organizers, and language supports to maintain grade-level rigor while improving accessibility. This sequence ensures participants develop both the analytical skills to evaluate materials and the practical skills to adapt them to support ELLs' language development and academic achievement. Submitted artifacts provide evidence that participants can align materials to standards, differentiate instruction based on proficiency levels, and incorporate effective scaffolding strategies. **Assignment 3: Evaluate and adapt instructional resources aligned to proficiency data.** ***Knowledge Acquisition Activities (9 Hours)***	

	● Participants review sample instructional materials and evaluate them using a structured rubric addressing linguistic accessibility, standards alignment, and relevance to students' backgrounds and experiences. ● Participants analyze English proficiency data and select instructional resources appropriate for multiple proficiency levels. ● Participants adapt selected instructional materials by incorporating vocabulary scaffolds, graphic organizers, and language supports that facilitate comprehension and participation. ***Artifacts Submitted*** ● Resource evaluation report ● Adapted instructional materials ***Instructor Verification*** Rubric confirms: ● Alignment to academic benchmarks and ELD Standards ● Appropriateness for proficiency levels ● Effective scaffolding supports

CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.	Assignment 4 develops participants' ability to integrate technology tools that support both language development and academic learning for ELLs. The sequence progresses from understanding effective technology use, to instructional planning, to intentional integration within a lesson. Participants first review instructional resources that model how digital tools, multimedia supports, and language development platforms can enhance listening, speaking, reading, and writing instruction. This step builds awareness of how technology can support scaffolded instruction and increase student engagement. Participants then revise their lesson sequence to incorporate digital tools that support language development across the four language domains. This ensures that technology integration is aligned to instructional objectives rather than used as an add-on. Finally, participants develop a technology integration plan explaining how selected tools support scaffolded instruction, language acquisition, and measurable learning outcomes aligned to academic benchmarks and ELD Standards. This sequence ensures participants learn to **select and apply technology purposefully to support language development and content learning**. Submitted artifacts demonstrate alignment between technology tools and instructional objectives and provide evidence of effective integration of digital scaffolds within standards-based instruction. **Assignment 4: Design and implement technology-integrated instruction.** ***Knowledge Acquisition Activities (8 Hours)*** ● Participants review instructional resources demonstrating effective use of technology tools that support language development and academic learning. ● Participants revise their lesson sequence to incorporate digital tools that support listening, speaking, reading, and writing instruction. ● Participants develop a technology integration plan explaining how selected tools support scaffolded instruction and language acquisition.

	Artifacts Submitted ● Technology-integrated lesson plan ● Digital resource integration plan ***Instructor Verification*** Rubric confirms: ● Alignment between technology and learning objectives ● Effective support of language development ● Appropriate integration of digital scaffolds **Resources** ● Common Sense Education – *How to Use Technology to Support ELLs* https://www.commonsense.org/education/articles/how-to-use-technology-to-support-ells-in-your-classroom ● Teaching Academic Content and Literacy to English Learners IES/WWC Practice Guide (2020)

ESOL: Communication and Understanding for English Language Learners (ELLs) (CU) - Course Five (60 hours)

Strand: Communication and Understanding for English Language Learners (ELLs) (CU)
Standard: CU.1: Learning of Academic Content and Language for ELLs.
Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.
Performance Indicators:
CU.1.1 Provide instruction and experiences that meet individual student needs.
CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.
CU.1.3 Collaborate with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement.
CU.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

Strand: Communication and Understanding for English Language Learners (ELLs) (CU)

Standard	Description of Assignment(s)	Description of Assessment(s)
CU.1: Learning of Academic Content and Language for ELLs. Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.	To demonstrate competency in communication and understanding for English Language Learners, participants will design instructional practices that support both academic content learning and meaningful language development. Through a structured instructional planning process, participants will apply Florida's academic benchmarks and English Language Development (ELD) Standards to create learning experiences that promote communication, engagement, and access to instruction for all students. The activities emphasize differentiated instruction, academic language development, family engagement, and civic participation to ensure that ELLs are supported not only in their academic growth but	Participants will be assessed through the submission of the completed lesson or mini-unit plan, standards alignment documentation, differentiation plan and family engagement artifact. Evaluation will focus on alignment to academic benchmarks and ELD Standards, appropriateness of scaffolds across proficiency levels, integration of academic language supports and the application of strategies that promote measurable academic progress. After receiving feedback, participants will revise their responses as needed. Rubric scores and instructional artifacts will be maintained for documentation and review. **CU.1.1 Assessment**

	also in their ability to communicate effectively and participate fully in school and community contexts. Participants will: 1. Align academic benchmarks with Florida's English Language Development (ELD) Standards to support integrated language and content instruction. 2. Design differentiated instructional strategies that address individual student needs using English Language Proficiency data. 3. Model appropriate academic language and communication practices expected in U.S. classrooms and workplaces. 4. Develop instructional routines that promote meaningful academic interaction across listening, speaking, reading and writing. 5. Design instructional experiences that build on students' background knowledge and lived experiences. 6. Develop a family engagement plan that communicates academic expectations, parental rights and opportunities for involvement. 7. Integrate civic knowledge and responsibilities into instruction while supporting academic language development.	**Provide instruction and experiences that meet individual student needs.** Participants submit a **differentiated instructional plan** aligned to English Language Proficiency data. **Evidence Required** ● Instructional strategies differentiated across proficiency levels ● Alignment of language objectives to proficiency descriptors ● Use of flexible grouping, scaffolded questioning, and intentional instructional supports Mastery requires demonstration of instructional planning that responds to individual linguistic and academic needs. **CU.1.2 Assessment** **Model appropriate language and behaviors expected in U.S. school settings and workplaces.** Participants submit an **academic language routine plan** demonstrating how instructional activities model academic communication practices. **Evidence Required** ● Explicit modeling of academic language structures and discourse routines ● Structured opportunities for student communication and interaction ● Alignment between communication practices and lesson objectives Mastery requires clear integration of modeled communication practices that support academic language development.

		CU.1.3 Assessment **Collaborate with families, schools, and larger communities to engage ELL families in supporting their children's education.** Participants submit a **family communication and engagement plan** including informational resources explaining academic expectations and ESOL supports. **Evidence Required** ● Clear explanation of academic benchmarks and ELD expectations ● Recognition of parental rights and opportunities for family engagement ● Strategies supporting collaboration between families, schools, and communities Mastery requires communication materials that support family understanding and participation in students' education.
		CU.1.4 Assessment **Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.** Participants submit a **civic engagement lesson component** aligned to academic standards and ELD objectives. **Evidence Required** ● Integration of civic concepts and vocabulary ● Structured discussion or interaction tasks supporting civic understanding ● Alignment between civic learning objectives and language development supports

		Mastery requires instructional planning that integrates civic concepts while supporting academic language development.
Performance Indicators	**Description of Assignment(s)**	
CU.1.1 Provide instruction and experiences that meet individual student needs.	Assignment 1 develops participants' ability to design differentiated instruction that responds to the linguistic and academic needs of English Language Learners. The sequence of activities moves from understanding differentiation strategies, to analyzing student language proficiency data, to applying this knowledge in instructional design. Participants first review instructional resources describing research-based approaches for differentiating instruction for multilingual learners. This step builds foundational understanding of how instructional strategies such as flexible grouping, scaffolded questioning, and proficiency-aligned language supports promote access to academic content. Participants then analyze sample student language proficiency profiles to identify the linguistic demands of instruction and determine appropriate instructional supports. This step reinforces the importance of using **English Language Proficiency data to guide instructional decision-making**. Finally, participants apply their learning by designing differentiated instructional tasks that incorporate supports for multilevel classrooms. This progression ensures that participants develop both the **analytical skills needed to interpret student language data and the practical skills required to design responsive instruction**. Submitted artifacts (the differentiated instructional plan and student language profile analysis) provide evidence that participants can align instructional strategies to proficiency descriptors and implement differentiation practices that support access to learning for all students. Instructor verification through a rubric confirms that instructional planning reflects appropriate differentiation and responsiveness to individual student needs. **Assignment 1: Design differentiated instruction aligned to proficiency data.**	

	Knowledge Acquisition Activities (12 Hours) ● Participants review instructional resources describing strategies for differentiating instruction for English Language Learners. ● Participants analyze sample student language proficiency profiles and identify instructional implications for academic and language instruction. ● Participants design differentiated instructional tasks incorporating flexible grouping, scaffolded questioning and proficiency-aligned language supports. ***Artifacts Submitted*** ● Differentiated instructional plan ● Student language profile analysis ***Instructor Verification*** Rubric confirms: ● Alignment to proficiency descriptors ● Appropriate differentiation strategies ● Responsiveness to individual student needs **Resources** ● Cambly Tutors. (n.d.) How to Teach Idioms to ELL Students | Cambly Tutor Tips. YouTube. [7:55] ● Linkedin. (2025). How can ESL teachers help students master idiomatic expressions in English? ● LitByLearning. (2025). How can we teach idioms meaning effectively in our ELL classrooms? ● Communication and Understanding for ELLs https://esolinhighered.org/strands/communications/ ● Can Descriptors https://wida.wisc.edu/teach/can-do/descriptors
CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.	Assignment 2 develops participants' ability to design instructional routines that model and support effective academic communication for English Language Learners. The sequence of activities progresses from understanding academic language expectations, to analyzing instructional models, to designing structured communication routines that can be implemented in classroom instruction. Participants first review instructional resources describing academic language structures, classroom discourse norms, and collaborative communication practices. This step builds foundational understanding of how academic communication supports language development and participation in classroom learning. Participants then analyze examples of instructional routines that demonstrate how teachers explicitly model communication expectations, including turn-taking, clarification strategies, and appropriate language use in academic contexts. This analysis helps participants recognize effective practices that support student interaction and language development.

	Finally, participants design structured classroom activities that provide opportunities for students to practice formal and informal language use, collaborative discussion, and academic discourse routines. This progression ensures that participants develop both the conceptual understanding of academic language practices and the practical ability to design structured communication opportunities for learners. Submitted artifacts (the academic language routine plan and communication protocol template) provide evidence that participants can design instructional routines that explicitly model academic communication and create structured opportunities for language practice. Instructor verification through a rubric confirms that the routines support academic language development and align with instructional objectives. **Assignment 2: Develop academic communication and discourse routines.** ***Knowledge Acquisition Activities (10 Hours)*** ● Participants review resources describing academic language structures and classroom discourse practices. ● Participants analyze examples of instructional routines that model communication expectations. ● Participants design structured classroom activities that support formal and informal language use, clarification strategies, collaborative communication and turn-taking. ***Artifacts Submitted*** ● Academic language routine plan ● Communication protocol template ***Instructor Verification*** Rubric confirms: ● Explicit modeling of academic language ● Opportunities for structured communication practice ● Alignment to academic learning objectives **Resources** ● Classroom management for ELLs: https://www.continentalpress.com/blog/classroom-management-ells/#:~:text=Be%20consistent.,or%20provide%20assistance%20too%20quickly. ● Effective Classroom Management for ESL Teachers: Practical Tips and Procedures: https://www.eslteachersjob.com/blog/effective-classroom-management-for-esl-teachers-practical-tips-and-procedures/
CU.1.3 Collaborate with families, schools, and larger	Assignment 3 develops participants' ability to design effective communication strategies that engage families of English Language Learners in supporting their children's academic and language development.

communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement.	The sequence of activities progresses from understanding family engagement principles to analyzing effective communication models, to designing practical communication resources for families. Participants first review research and resources describing effective family engagement practices and the role of schools in building partnerships with multilingual families. This step builds foundational understanding of how communication with families supports student learning and encourages meaningful parental involvement. Participants then analyze examples of multilingual school-family communication materials to identify strategies that make academic expectations, English Language Development standards, and school supports accessible to families. Finally, participants apply this understanding by designing a family communication plan that explains academic expectations, ELD standards, parental rights, and opportunities for involvement. This progression ensures participants develop both the conceptual understanding of family engagement practices and the practical ability to design communication tools that support collaboration between families and schools. Submitted artifacts (the family communication plan and parent informational resource) provide evidence that participants can develop clear, accessible communication materials that support family engagement and promote student success. Instructor verification through a rubric confirms that the materials clearly communicate academic expectations, include opportunities for family involvement, and align with academic and language development goals. **Assignment 3: Design a family engagement communication plan.** ***Knowledge Acquisition Activities (11 Hours)*** ● Participants review research and resources describing effective family engagement practices. ● Participants analyze examples of multilingual school-family communication materials. ● Participants design a communication plan that explains academic expectations, ELD standards and opportunities for family involvement. ***Artifacts Submitted*** ● Family communication plan ● Parent informational resource ***Instructor Verification*** Rubric confirms: ● Clear communication with families ● Recognition of parental rights and involvement opportunities ● Alignment to academic and language development expectations **Resources**

	● Back-to-School Tips: 8 Tips for Partnering with ELL Families: https://www.colorincolorado.org/article/back-school-tips-8-tips-partnering-ell-families ● Community Schools: A Strategy for Success: https://www.colorincolorado.org/community-schools
CU.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.	Assignment 4 develops participants' ability to design instruction that integrates civic learning with academic language development for English Language Learners. The sequence of activities progresses from understanding the connection between civic education and language development, to analyzing relevant standards, to designing instruction that supports both civic understanding and academic communication. Participants first review instructional resources that illustrate how civic education concepts can be integrated into language development and content instruction. This step builds a foundational understanding of how civic topics can provide meaningful contexts for academic language use and student engagement. Participants then analyze grade-level standards related to civic participation to identify key concepts, vocabulary, and language demands associated with civic learning. Finally, participants design a lesson component that incorporates civic vocabulary, structured discussion opportunities, and scaffolded instructional tasks. This progression ensures participants develop both the conceptual understanding of civic education goals and the practical ability to design language-supported instruction that promotes civic awareness and academic language growth. Submitted artifacts (the civic engagement lesson component and vocabulary and discussion activity plan) provide evidence that participants can integrate civic content with language development strategies. Instructor verification through a rubric confirms that the lesson aligns with civic standards and ELD Standards, provides structured opportunities for academic discussion, and incorporates appropriate language scaffolding. **Assignment 4: Design civic engagement instruction supporting language development.** ***Knowledge Acquisition Activities (12 Hours)*** ● Participants review instructional resources connecting civic education and language development. ● Participants analyze grade-level standards related to civic participation. ● Participants design a lesson component incorporating civic vocabulary, structured discussion and scaffolded tasks supporting civic understanding and academic language development. ***Artifacts Submitted*** ● Civic engagement lesson component ● Vocabulary and discussion activity plan ***Instructor Verification***

	Rubric confirms: ● Alignment to civic standards and ELD Standards ● Structured opportunities for academic discussion ● Appropriate language scaffolding **Resources** ● FLDOE Civics Literacy Excellence https://civicsliteracy.org/home

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.

The responsibilities of the instructor:

1. Artifact-Based Evaluation: Instructors are now the "gatekeepers" for specific mandated instructional artifacts. They must be qualified to evaluate complex products such as the *Applied Linguistic Analysis Report*, the *ELL Accommodation Plan*, and *Contrastive Analysis Reports*.
2. Use of Specific Rubrics: The program requires instructors to use specific instructor rubrics for every assignment to ensure objective alignment with the performance indicators.
3. 100% Mastery Verification: Instructors must certify that participants have achieved competency-level performance on 100% of the required objectives. This is an update from previous programs that may have utilized an 80% mastery threshold.
4. Feedback and Revision Cycle: Instructors must manage a "Meaningful Dialogue" process where faulty or insufficient responses are returned for elaboration or revision until mastery is demonstrated.
5. Verification of "Site" vs. "Knowledge" Hours: The instructor's role in management must now account for the 45 Knowledge / 15 Site hour split required for each 60-hour strand.

5. 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) in-service points by successfully completing the prescribed set of in-service 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 4.**

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 instructional artificats 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 an 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 add-on program requirements for the approved option, as determined by appropriate district personnel, including demonstrating knowledge of each competency required for the endorsement (see **Table 4**).

Participants must provide evidence of attainment through a variety of methods. This evidence is primarily documented through mandated instructional artifacts including:

- Portfolios: Comprehensive collections of work, such as the *Applied Linguistics Portfolio* or the *Standards-Based Instructional Planning Portfolio*.
- Specific Products: Required artifacts like the *Applied Linguistic Analysis Report*, *ELL Accommodation Plan*, and *Family Communication and Engagement Plan*.
- Performance Observations: Site competency must be verified by a qualified person designated by the district to ensure the participant can perform the skills in a real-world context.

C. COMPETENCY VERIFICATION

In rare instances, a district may allow participants to verify competencies in lieu of

completing 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, 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.
- Well-Defined Implementation Policies and Procedures - written documents designed to ensure fair and consistent application of the competency verification system.

6. PROGRAM EVALUATION

The Program Evaluation for the ESOL Add-on Certification is a multi-layered process designed to measure the impact of training on both educators and student achievement.

To align with the new standards and matrices, the evaluation plan must now address the following four core areas:

1. Effect of Inservice Training in the Educational Setting
   Evaluation must determine the "carry-over effects" of the training—specifically how the acquired skills translate into classroom practice.
   - Data Sources: Educators must use summative and formative data from standardized student achievement measures, district achievement tests, progress monitoring, and portfolios of student work to assess the impact of their professional learning.
   - 2025 Update (Site Competency): With the new requirement of 75 total site-based hours, evaluation must now include the formal verification of site competency demonstrations by a qualified person. For example, in the Testing and Evaluation strand, participants must submit a written assessment analysis reflection that evaluates how their modified assessments actually impacted student performance in a real-world setting.
2. Effectiveness in Competency Acquisition
   This section evaluates whether the program effectively allowed participants to master the required ESOL standards.
   - Participant Feedback: Program effectiveness is partially determined by the Professional Learning Design Survey, which participants must complete before receiving credit.
   - 2025 Update (The 100% Rule): Evaluation procedures must be updated to reflect that "competency-level performance" is now required for 100% of the required performance indicators (MT.1.1 through CU.1.4). Mastery is no longer verified through simple tests but through the successful evaluation of 13 mandated instructional artifacts (e.g., Contrastive Analysis Reports, Four-Domain Proficiency Support Plans) using specific instructor rubrics.
3. Efficiency of Management, Operation, and Delivery
   The district must ensure the program is run efficiently and meets the needs of its participants.
   - Advisory Review: Efficiency is tracked through permanent agenda items in Professional Learning Advisory Council meetings, where curriculum coordinators and directors review programmatic adjustments and enrollment data.
   - 2025 Update (Dual-Category Tracking): Evaluation of operations must now include tracking the mandated 45 Knowledge / 15 Site hour split for every 60-hour component to ensure compliance with the 2026 Hour Verification Summary Chart.
4. Annual and Summative Review Processes
   The program evaluation is a continuous cycle used for program improvement and state compliance.
   - Annual Review: An annual determination of program performance and carry-over effects is required to refine professional learning goals for the following year.
   - Summative Five-Year Review: To maintain continued program approval beyond 2031, the district must provide a summative review to the Florida Department of Education. This report must include:
     - The total number of program graduates.

  - A synthesis of five years of program evaluations.
  - Documentation showing the program reflects the most current edition of state-adopted competencies.
- Cost-Effectiveness: The evaluation plan must describe how the district determines if the program is cost-effective.

7. 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 that professional learning opportunities related to ESOL are included in the District's Professional Learning System and for overseeing program compliance with State Standards for the 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 from their district's professional development director before pursuing the Add-On Program. 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 listed below to provide programmatic guidance and track educator participation.

Participants will submit the Panhandle Area Educational Consortium Online Application Form.

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 tracks educators' 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, a 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 REQUIREMENTS FOR INSERVICE POINTS

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 content in the electronic portfolio must be reviewed and approved by the course facilitator before course credit is granted. For face-to-face workshops,

attendance is mandatory unless the instructor excuses the absence for a serious or extreme emergency. Excused absences and missed assignments must be satisfied through a "make-up" schedule approved by the instructor(s).

For PAEC-provided ESOL online courses, 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 (COLLEGE OR INSERVICE)

Professional development records for each participant are maintained as 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 the completed components and 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 requirements, 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 Panhandle Area Educational Consortium Online Application Form (if PAEC-provided online courses are used).
- Official university transcript for all completed university courses as specified in Options B and C, if applicable.

8. 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 (MT) – Course One (60 hours)
- ESOL Applied Linguistics (AL) – Course Two (60 hours)
- ESOL Testing and Evaluation – Course Three (60 hours)
- ESOL Curriculum and Materials Development – Course Four (60 hours)
- ESOL Communication and Understanding for ELLs – Course Five (60 hours)
- ESOL for Category II and IV (60 hours)
- ESOL for Category III (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

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	If paying by credit card, please fax a copy of this form to: Attention: PDC 850-638-6109

PAEC Panhandle Area Educational Consortium

Advancing Schools and Communities for Student Success
Every Student, Every Day!

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	*ESOL Methods of Teaching (MT) – Course One*					
Applied Linguistics	*ESOL Applied Linguistics (AL) – Course Two*					
Testing and Evaluation	*ESOL Testing and Evaluation (TE) – Course Three*					
Curriculum Materials and Development	*ESOL Curriculum Materials and Development (CM) – Course Four*					
Communication and Understanding for ELLs	*ESOL Communication and Understanding for ELLs (CU) – Course Five*					
			TOTAL In-service Points Completed			

Required Total Components: 5 **Required Total In-service Points: 300**

NOTE: Indicate acceptable transfer credit from an institution of higher education and in-service participation by placing course/component name and number, in-service 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 PAEC Online Application Form

_____ 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 the 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

2-106-511 Nature and Needs of Students Who Are Gifted

IDENTIFICATION

Primary Purpose: C - Florida Educators Certificate Renewal **Date Modified:**
Department: Professional Leadership & Learning **Maximum Inservice Points: 60**

Course Description: *Nature and Needs of Students Who Are Gifted* is a 60-hour course that includes participation in instructional activities, research, and extended learning outside 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 levels. Major events affecting gifted education are described, along with major policies and procedures governing its delivery. Cognitive, social, and emotional characteristics common to gifted individuals are identified, along with strategies to meet the academic needs of different categories of gifted students.

There is flexibility in the course pace, depending on participants' specific needs 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 participants' needs and experiences.

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 in responding 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 aligns with the 2013 Teacher Preparation Standards in Gifted and Talented Education, 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, there 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 at least 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 professional developer's satisfaction, everyone will also complete one or more evaluation methods after implementing 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
Students: A, D, F, Z
FEAP: A.2.a, A.2.b, A.2.c, A.2.d, A.2.e, A.2.f

2-106-512 Education of Special Populations of Gifted Students

IDENTIFICATION

Primary Purpose: C - Florida Educators Certificate Renewal **Date Modified:**
Department: Professional Leadership & Learning **Maximum Inservice Points: 60**

Course Description: The *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, including questions of equity and excellence; prejudice and stereotyping of special populations; and the lack of awareness, understanding, and recognition, manifested in discriminatory practices at the national, state, and local levels. It examines policies and procedures for screening, identifying, and making appropriate curriculum modifications for these diverse gifted students, and concludes with guidance on evaluating effective practices and exemplary programs for special populations of gifted students.

Competency 4.0

Participants will receive an overview of the challenges and issues faced by gifted student populations 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, including questions of equity and excellence; prejudice and stereotyping of special populations; and the lack of awareness, understanding, and recognition manifested in discriminatory practices at the national, state, and local levels. They will examine policies and procedures to screen for, identify, and make appropriate modifications to the 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 diversely 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, there 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 include underachievement, physical disabilities, behavioral and emotional disorders, and learning disabilities
- Community issues that examine economic and educational disadvantages; diverse family structures and pressures; the young, gifted, highly gifted, and precocious; and gender differences

Topics developed in the 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
- Socioeconomics
- Twice-Exceptional Students
- Family Structures & Pressures
- Young & Highly Gifted
- Evaluation of Effective Programs for Special Populations

Within these 12 topics, there 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 on the education of gifted students from a global perspective.
- 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 the 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: Socioeconomics

- Identify and describe low socio-economic status populations.
- Examine the nature of giftedness as masked by socioeconomics.
- Identify inhibiting socio-economic factors.
- Identify key research on the 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 the 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 the 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 at least 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 professional developer's satisfaction, everyone will also complete one or more evaluation methods after implementing 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.2.a, A.2.b, A.2.c, A.2.d, A.2.e, A.2.f

2-106-540 Curriculum and Instructional Strategies for Teaching Gifted Students

IDENTIFICATION

Primary Purpose: C - Florida Educators Certificate Renewal **Date Modified:**
Department: Professional Leadership & Learning **Maximum 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, there 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 the 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 at least 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 professional developer's satisfaction, everyone will also complete one or more evaluation methods after implementing 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.2.a, A.2.b, A.2.c, A.2.d, A.2.e, A.2.f

2-106-542 Guidance and Counseling for Gifted Students

IDENTIFICATION

Primary Purpose: C - Florida Educators Certificate Renewal **Date Modified:**
Department: Professional Leadership & Learning **Maximum Inservice Points: 60**

Course Description: *Guidance and Counseling for the Gifted* is a 60-hour course that includes participation in instructional activities, research, and extended learning outside the classroom. This course provides an overview of theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand the holistic developmental characteristics of gifted children, identify risk factors for gifted students, and support their social skills, career exploration, and leadership development.

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 aligns with the 2013 Teacher Preparation Standards in Gifted and Talented Education, 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, there 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 thorough 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 websites 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. of two or more standard deviations above the norm is different.
- Understand that any grouping of traits for profoundly gifted individuals is merely for the 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 homeschooling 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 as not to misdiagnose common characteristics of gifted individuals as pathology.
- Realizing 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 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 parents, teachers, 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 the additional needs and demands of their children.
- Realize that parents of gifted children may experience isolation from other parents due to others' lack of understanding, societal expectations and myths, jealousy, competition, and lack of acceptance that gifted children have special needs.
- Understand the significance of 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 skills and leadership development in students?
- How can advocates positively affect others' understanding and acceptance of gifted children's needs?
- What is different about parenting a gifted child?

Delivery Methods
Both facilitators 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 at least 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 professional developer's satisfaction, each individual will also complete one or more evaluation methods after implementing 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, A.2.b, A.2.c, A.2.d, A.2.e, A.2.f

2-106-543 Theory and Development of Creativity

IDENTIFICATION

Primary Purpose: C - Florida Educators Certificate Renewal **Date Modified:**
Department: Professional Leadership & Learning **Maximum Inservice Points: 60**

Course Description: *Theory and Development of Creativity* is a 60-hour course that includes participation in instructional activities, research, and extended learning outside the classroom. There is flexibility in the course pace, depending on participants' specific needs 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 participants' needs and experiences. Participants will develop an awareness of valuing creativity, clarify its nature, understand its elements, examine cultural conceptions of creativity, and assess it. 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, clarify its nature, understand its elements, assess it, and consider cultural conceptions of it. 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 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 there 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 creative strategies to real problems and challenges.

Professional Learning Delivery, Implementation, and Evaluation:

To earn credit, participants must complete at least 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 professional developer's satisfaction, each individual will also complete one or more evaluation methods following the 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.2.a, A.2.b, A.2.c, A.2.d, A.2.e, A.2.f

1-013-501 Competency One: Foundation of Reading Instruction

IDENTIFICATION

Primary Purpose: C - Florida Educators Certificate Renewal
Department: Professional Leadership & Learning

Date Modified:
Maximum Inservice Points:

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 ***Foundations of Reading Instruction***			
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**.	**Required Course Reading(s):** **Sample:** Read chapter 3 of xxx by xxx. **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. **Formative Assessment at Indicator Level: Sample:** Teacher candidates will write a summary paragraph explaining the differences between social and academic language.	**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.

Sample Competency 2 *Application of Evidence-based Instructional Practices*			
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**.	**Required Course Reading(s):** **Sample:** Read chapter 3 of xxx by xxx. **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. **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.	**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: • 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

			• 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 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.

Sample Competency 1 ***Foundations of Reading Instruction***			
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

		https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/pdf/CoachingMemo_508.pdf **Sample:** View the video Reading Rockets: Elkonin Sound Boxes (small group) https://youtu.be/Pzg5jRy1PwE **Curriculum Study Assignment at Indicator Level: Sample:** Teacher candidates will participate in mock evidence-based phonemic awareness activities using Elkonin boxes. **Formative Assessment at Indicator Level Sample:** The teacher candidate will write a paragraph summarizing how evidence-based and multisensory practices develop students' phonemic awareness.	reading. The essay will include information about: • 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

			how they affect phonemic awareness • Evidence-based practices for teaching phonemic awareness to English learners • The role of phonological awareness informal and formal assessment

Sample Competency 2 ***Application of Evidence-based Instructional Practices***			
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.	**2.B.3** Provide opportunities using **evidence-based** and **multisensory practices** for students to develop **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: https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/pdf/CoachingMemo_508.pdf **Sample:** View the video Reading Rockets: Elkonin Sound Boxes (small group) https://youtu.be/Pzg5jRy1PwE	**Sample:** The teacher candidate will create a phonological awareness unit that includes: • Explicit, systematic and sequential evidence-based instructional practices for phonemic awareness • Multisensory activities • Addresses how variations in phonology across dialects affect the development of

		Curriculum Study Assignment at Indicator Level: Sample: Conduct research to find another example of a multisensory approach to teaching phonemic awareness. **Formative Assessment at Indicator Level Sample:** The teacher candidate will write a lesson plan that teaches the multisensory approach from their research.	phonemic awareness and written and oral language • 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

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 ***Foundations of Reading Instruction***			
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**.	**Required Course Reading(s):):** Pages 9-11 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade **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. **Formative Assessment at Indicator Level:** Teachers complete Activity 4 on page 4 of the Foundational Skills to Support Reading for	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

		Understanding in Kindergarten Through 3rd 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**.	**Required Course Reading(s):** Pages 7-8 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade **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. **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	
	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 3rd Grade (Part 3 of Recommendation 1) on teaching academic	

		vocabulary in the context of other reading activities. **Curriculum Study Assignment at Indicator Level:** Teachers discuss how writing can be used to develop academic vocabulary and oral language **Formative Assessment at Indicator Level:** Teachers work in small groups to brainstorm writing experiences to enhance oral language	
	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**.	**Required Course Reading(s):** Pages 9-11 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade **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. **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.	

	1.A.5 Understand the importance of providing and documenting extended discussion in discerning **text** meaning and interpretation.	**Required Course Reading(s):** Pages 21-25 of the Improving Adolescent Literacy: Effective Classroom and Intervention Practices **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. **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.	
	1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect **oral language** development.	**Required Course Reading(s):** International Dyslexia Association Fact Sheet – Oral Language Impairments and Dyslexia **Curriculum Study Assignment at Indicator Level:** Teachers will discuss the fact sheet with a partner. **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.	
	1.A.7 Recognize the importance of English learners' home languages and their significance in learning to read English.	**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)	

		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 ***Foundations of Reading Instruction***			
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 3rd Grade practice	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating

	awareness (**phonemes**) and that they develop independently from one another.	guide regarding the development of awareness of the segments of sounds in speech and how they link to letters (Recommendation 2). **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. **Formative Assessment at Indicator Level:** Teachers share out a summary of their discussion in whole group.	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
	1.B.2 Understand the role and importance of **phonemic awareness** in the development of **phonic decoding** skills that lead to independent reading capacity.	**Required Course Reading(s):** Pages 16-18 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide **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 **Formative Assessment at Indicator Level:** Teachers 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.	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).	**Required Course Reading(s):** Pages 16-18 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide **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	

		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. **Formative Assessment at Indicator Level:** Notes from the video reflection guides.3.0	
	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).	**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. **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. **Formative Assessment at Indicator Level:** Teachers will include instructional strategies in their lesson plans for addressing phonology with English learners.	
	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).	**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. **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.	

		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.	
	1.B.6 Understand that **evidence-based phonics** instruction improves **phonemic awareness** and results in enhanced **encoding** and **decoding** skills.	**Required Course Reading(s):** Reading Rockets – Phonics Instruction: The Value of a Multi-sensory approach **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. **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.	
	1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia** and how they affect **phonemic awareness**.	**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.B.8 Understand **evidence-based** practices for teaching **phonemic awareness** to English learners.	**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.	
	1.B.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.	**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 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.	

Competency 1 *Foundations of Reading Instruction* Performance Indicator C: Phonics			
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 3rd 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

	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 3rd 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	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.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 3rd 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.	
		Formative Assessment at Indicator Level: Teachers create a summary describing how they incorporate word-analysis strategies, including structural analysis and morphology into their instruction.	

	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**).	**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. **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. **Formative Assessment at Indicator Level:** Completed video viewing guides.	
	1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect **phonics** development.	**Required Course Reading(s):** Defining and Understanding Dyslexia: Past, Present, and Future by Snowling, Hulme, and Nation. 2020 **Curriculum Study Assignment at Indicator Level:** Defining and Understanding Dyslexia: Past, Present, and Future by Snowling, Hulme, and Nation. 2020 **Formative Assessment at Indicator Level:** Summaries developed in small groups	
	1.C.6 Understand an English learner's home language as a foundation and strength to support the development of **phonics** in English.	**Required Course Reading(s):** "Unlocking the Research on English Learners" by Claude Goldenberg, Education Digest 2014 **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. **Formative Assessment at Indicator Level:** Teachers summarize their discussion and share out in whole group.	

	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.	**Required Course Reading(s):** Pages 11-15 of the Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades which addresses recommendation 1. **Curriculum Study Assignment at Indicator Level:** Teachers review Table 3 on page 13 – Recommended Target Areas for Early Screening ad Progress Monitoring. Teachers discuss each type of assessment and share the ones they use and how the use the data. **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.	

Competency 1 ***Foundations of Reading Instruction***			
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**

Form PLCT 2024 incorporated in Rule 6A-5.071, F.A.C. (January 2024)

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**.	**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. **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 and The Fix-It Game and complete the video viewing guides for both videos. **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	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 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.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**.	**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. **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. **Formative Assessment at Indicator Level: :** In small groups, teachers share plans to implement an activity to enhance fluency and share with the whole group.	

Form PLCT-2024 incorporated in Rule 6A-5.071, F.A.C. (January 2024)

	1.D.3 Understand how **automaticity** in word-level skills and oral reading **fluency** in connected **text** impact reading **comprehension**.	**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. **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. **Formative Assessment at Indicator Level:** In small groups, teachers share plans to implement an activity to enhance fluency and share with the whole group.	
	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**.	**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/	

		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. **Formative Assessment at Indicator Level:** Paraphrases of text and charts	
	1.D.5 Understand that reading **fluency** and reading endurance requires daily practice with support and **corrective feedback** to increase **accuracy**, **rate** and **prosody**.	**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. **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	

Form PLCT 2024 incorporated in Rule 6A-5.071, F.A.C. (January 2024)

		to Support Reading for Understanding in Kindergarten Through 3rd 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 *Foundations of Reading Instruction*			
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 3rd 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.	Recommendation 1 – Explicit vocabulary instruction. **Curriculum Study Assignment at Indicator Level:** Teachers discuss contextual analysis and how to use morphology to help students become independent vocabulary learners. **Formative Assessment at Indicator Level:** Using a Greek or Latin root, develop a web template for students to fill in words using that root	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.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.).	**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. **Curriculum Study Assignment at Indicator Level: :** Discuss in small groups specific examples of vocabulary instruction reflected in the studies. **Formative Assessment at Indicator Level:** Summary of small group discussion	
	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**.	**Required Course Reading(s):** Pages 11-12 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. **Curriculum Study Assignment at Indicator Level:** Teachers discuss strategies they have used to integrate vocabulary instruction	

		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 3rd 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 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. **Curriculum Study Assignment at Indicator Level:** Teachers discuss readings **Formative Assessment at Indicator Level:** Teachers create a plan for use in classroom	

	1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia,** and how they affect **vocabulary** development.	**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 **Curriculum Study Assignment at Indicator Level:** Teachers discuss reading. **Formative Assessment at Indicator Level:** Teachers create a list of assessment to use.	
	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**).	**Required Course Reading(s):** Pages 13-30 of the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. **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. **Formative Assessment at Indicator Level:** Teachers create a plan to teach vocabulary 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.	**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. **Curriculum Study Assignment at Indicator Level:** Teachers will discuss vocabulary assessments they have used in their classroom **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.	

Competency 1

Foundations of Reading Instruction

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.	**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

		Comprehension); Pages 21-25 in the Adolescent Literacy Practice Guide addressing Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation **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 **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.	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.
	1.F.2 Understand **evidence-based comprehension** practices (e.g., student question generation, summarizing, extended **text** discussion).	**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. **Curriculum Study Assignment at Indicator Level:** Teachers discuss in small groups how they activate prior knowledge, encourage	

		inference making, and teach summarizing in their classroom. They also discuss how they use the gradual release model. **Formative Assessment at Indicator Level:** Teachers summarize their discussion for the whole group**.**	
	1.F.3 Understand the varying demands of **text** on readers' **comprehension**, including the demands of domain-specific **texts**.	**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. **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. **Formative Assessment at Indicator Level:** Small groups discuss the examples in the chart and develop additional examples on chart paper. Small group share out.	
	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.**	**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	

		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. **Formative Assessment at Indicator Level:** Teacher-developed lists of sources of print and digital texts for a variety of purposes	
	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.	**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 **Curriculum Study Assignment at Indicator Level:** Teachers discuss how they consider reader characteristics when planning instruction in reading. **Formative Assessment at Indicator Level:** Teachers brainstorm how to better consider reader characteristics when they plan for instruction and share out.	
	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**.	**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. **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. **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	
	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**.	**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. **Curriculum Study Assignment at Indicator Level:** In small groups, teachers review Table 7, which is a description of NAEP categories of comprehension and discuss. **Formative Assessment at Indicator Level:** Teachers summarize their small group discussion in the whole group	
	1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and **digital texts** and for a	**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	

	variety of purposes, utilizing a variety of methods (i.e., **active reading**).	Adolescent Literacy: Effective Classroom and Intervention Practices practice guide on selecting texts purposefully to support comprehension development **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. . **Formative Assessment at Indicator Level:** Teacher-developed lists of sources of print and digital texts for a variety of purposes.	
	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**.	**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. **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. **Formative Assessment at Indicator Level:** Small groups summarize their discussion for the whole group.	
	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 3rd Grade practice	

	those with characteristics of reading difficulties and **dyslexia**, based on their strengths and needs.	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. **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.	
	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**.	**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, **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. **Formative Assessment at Indicator Level:** Teachers summarize how they consider 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.	**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. **Curriculum Study Assignment at Indicator Level:** In small groups, teachers discuss the data they use to make decisions and how they analyze that data. **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	

Competency 1

Foundations of Reading Instruction

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.	**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 **Curriculum Study Assignment at Indicator Level:** Teachers discuss in small groups how learning to read in their home language can assist instruction in English **Formative Assessment at Indicator Level:** . Teachers summarize their small group discussions with 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.

	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).	**Required Course Reading(s):):** Pages 12-13 of the Improving Reading Comprehension in Kindergarten Through 3rd Grade **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 **Formative Assessment at Indicator Level:** Notes from discussion	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 during the last session of the course.
	1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.	**Required Course Reading(s):** Recent lesson plans from participants **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 **Formative Assessment at Indicator Level:** Lesson plans that demonstrate integration of reading components	
	1.G.4 Understand how **oral language** and an information intensive environment impact reading and writing development.	**Required Course Reading(s):):** Pages 30-38 of the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide **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. **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	
	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.	**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 guide. View Choosing the Right Text – a Doing What Works interview with Dr. Nell Duke **Curriculum Study Assignment at Indicator Level:** Teachers discuss the article and the video in small groups **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	

	1.G.6 Understand the relationships among **decoding**, automatic word recognition, **fluency** and **comprehension**.	**Required Course Reading(s):** "Fostering Literacy Development in English Language Learners" by Karen Ford at the Colorin Colorado! **Curriculum Study Assignment at Indicator Level:** Teachers discuss the article in small groups and make connections to students whose native language is English **Formative Assessment at Indicator Level:** Teachers choose one article from the "resources to read" and summarize for members of their small group.	
	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**.	**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 3rd Grade (foundational reading skills practice guide PLC) (The Fix-It Game) **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 **Formative Assessment at Indicator Level:** Completed video viewing guides	

	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.	**Required Course Reading(s):** "Dyslexia in the Classroom – What Every Teacher Needs to Know" from the International Dyslexia Association **Curriculum Study Assignment at Indicator Level: :** Teachers identify three salient points from the article **Formative Assessment at Indicator Level:** Teachers share out the salient points from the article	
	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.	**Required Course Reading(s):** K-3 Teacher Guides for Supporting Family Involvement in Foundational Reading Skills by the Institute of Education Sciences **Curriculum Study Assignment at Indicator Level:** Teachers review the teacher guides and discuss how they might use them to promote family involvement in literacy **Formative Assessment at Indicator Level:** Teachers choose an activity that they will 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.	**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 **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. **Formative Assessment at Indicator Level:** Notes from discussion	
	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.	**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 **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. **Formative Assessment at Indicator Level:** Notes from discussion	

0-013-007 Competency Two: Application of Evidence-based Instruction Practices

IDENTIFICATION

Primary Purpose: C - Florida Educators Certificate Renewal
Department: Professional Leadership & Learning

Date Modified:
Maximum Inservice Points: 60

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 ***Applications of Evidence-based Instructional Practices***			
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.	**Required Course Reading(s):** Pages 9-11 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. **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. **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	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**.	**Required Course Reading(s):):** Pages 7-8 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. **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. **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**.**	
	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).	**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. **Curriculum Study Assignment at Indicator Level:** Teachers will discuss how word building	

		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. **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.	
	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**.	**Required Course Reading(s):** International Dyslexia Association Fact Sheet – Oral Language Impairments and Dyslexia **Curriculum Study Assignment at Indicator Level:** Teachers will discuss the fact sheet and how this informs differentiation **Formative Assessment at Indicator Level:** Teachers will create a plan that includes differentiation for all students	
	2.A.5 Provide and document opportunities for extended discussion in discerning **text** meaning and interpretation.	**Required Course Reading(s):** Pages 21-25 of the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide. **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. **Formative Assessment at Indicator Level:** Teachers will conduct an extended text	

		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.	**Required Course Reading(s):** Massachusetts Department of Education document Literacy Block: Oral Language – Evidence-Based Early Learning **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. **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	
	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.	**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. **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 **Formative Assessment at Indicator Level:** Teachers conduct the activity they develop in their classrooms.	

	2.A.8 Administer and document appropriate **oral language informal** and **formal assessments** to inform instruction determined by individual student strengths and needs.	**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 **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. **Formative Assessment at Indicator Level:** Teachers use assessment data in their classrooms to develop small groups and to inform instruction.	
Competency 2 ***Application of Evidence-based Instructional Practices***			
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.	**2.B.1** Apply **explicit**, **systematic** and **sequential evidence-based** practices in **phonological awareness** and **phonemic awareness**.	**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. **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	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

		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	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.

		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.	
	2.B.2 Apply **evidence-based phonemic awareness** instruction for the development of **phonic decoding** skills that lead to independent reading capacity.	**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. **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	

		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 **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.	
	2.B.3 Provide opportunities using **evidence-based** and **multisensory practices** for students to develop **phonemic awareness** (e.g., **Elkonin boxes** or magnetic letters).	**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,	

		student engagement, and teacher feedback. Teachers discuss their notes following the video. **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 **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.	
	2.B.4 Apply knowledge of how variations in **phonology** across dialects and speech patterns affect the development of **phonemic awareness**.	**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 phonology with English learners.	

	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).	**Required Course Reading(s):):** Teachers read pages 4 and 5 of the 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.	
	2.B.6 Provide **evidence-based phonics** instruction to improve **phonemic awareness** and enhance **encoding** and **decoding** skills.	**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 **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. **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.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**.	**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.	
	2.B.8 Apply **evidence-based** practices for teaching **phonemic awareness** to English learners.	**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.	

	2.B.9 Administer and document appropriate **phonological awareness informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.	**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 **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. **Formative Assessment at Indicator Level:** Teachers discuss the assessments that are used in their classroom and how they use the data to make decisions.	
Competency 2 ***Application of Evidence-based Instructional Practices***			
Performance Indicator C: Phonics			
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.C.1** Apply **explicit**, **systematic** and **sequential evidence-based** instruction in single- and **multisyllabic word reading**, including **orthographic mapping** for regular and irregular words.	**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 **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. **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.	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
	2.C.2 Apply **evidence-based** instruction in **grapheme**-**phoneme** patterns in spelling and written expression.	**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. **Curriculum Study Assignment at Indicator Level:** 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 **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 3rd 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 3rd 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	

		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.	
	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.	**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:** Teachers discuss the recommendations and how-to steps. **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..	
	2.C.6 Apply an English learner's home language as a foundation and strength to support the development of **phonics** in English.	**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.	

		Curriculum Study Assignment at Indicator Level: Teachers discuss how learning to read in their home language can assist instruction in English. **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.	
	2.C.7 Administer and document appropriate **phonics informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.	**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 ad Progress Monitoring. **Curriculum Study Assignment at Indicator Level:** Teachers discuss each type of assessment and share the ones they use and how the use the data. **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.	
Competency 2 ***Application of Evidence-based Instructional Practices***			
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.	**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**).	**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. **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. **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	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**.	**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. **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. **Formative Assessment at Indicator Level:** Teachers document what they do in the classroom to teach students to adjust their reading rate.	
	2.D.3 Apply **evidence-based** practices to develop **automaticity** in word-level skills and oral reading **fluency** in connected **text**.	**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. **Curriculum Study Assignment at Indicator Level:** Teachers choose to implement one or more of them, including activities that use oral	

		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 3rd 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 3rd 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 discuss how they schedule daily opportunities for students to practice reading with support and corrective feedback. **Formative Assessment at Indicator Level:** Teachers create a schedule that reflects daily opportunities for their students to practice reading with support and corrective feedback.	
	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.	**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. **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. **Formative Assessment at Indicator Level:** Teachers conduct an activity with a student with reading difficulties and write a reflection.	
	2.D.7 Administer and document **fluency informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.	**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	

		practice guide. Teachers review Table 3 on page 13 **Curriculum Study Assignment at Indicator Level:** Teachers discuss the reading and the Table. **Formative Assessment at Indicator Level:** Teachers review fluency data from their classrooms in small groups and discuss how the data should drive instruction.	
Competency 2 ***Application of Evidence-based Instructional Practices***			
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.	**2.E.1** Apply **evidence-based** instruction in **receptive** and **expressive vocabulary** to enhance reading **comprehension**.	**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. **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	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

		used in their classrooms. They also discuss challenges they face in teaching vocabulary. **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.	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.
	2.E.2 Incorporate **evidence-based vocabulary** instruction in **morphology** (e.g., Greek and Latin roots and **affixes**) and **contextual analysis**.	**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. **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? **Formative Assessment at Indicator Level:** Teachers incorporate instruction in morphology into their instruction and write a reflection documenting how they are doing so.	

	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.).	**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. **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. **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.	
	2.E.4 Provide **explicit** instruction in basic and sophisticated **vocabulary**, high-frequency **multiple meaning words** and **domain-specific vocabulary**.	**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. **Curriculum Study Assignment at Indicator Level:** Teachers discuss the reading **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	
	2.E.5 Apply **evidence-based** reading and writing practices to enhance **vocabulary**.	**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. **Curriculum Study Assignment at Indicator Level:** Teachers discuss the reading and how writing can be used to enhance vocabulary **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.	
	2.E.6 Provide a classroom learning environment that supports wide	**Required Course Reading(s):** Teachers read page 11-12 in the Foundational Skills to Support	

	reading of print and **digital texts**, both informational and literary, to enhance **vocabulary**.	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. **Curriculum Study Assignment at Indicator Level:** Teachers discuss the reading and their own classroom environment. They describe how their learning environment supports vocabulary development. **Formative Assessment at Indicator Level:** Teachers take photos of reading areas, classroom libraries etc. that they will share with other participants.	
	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.	**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 **Curriculum Study Assignment at Indicator Level:** Teachers discuss the reading. **Formative Assessment at Indicator Level:** Teachers create a lesson using one or more of the vocabulary strategies noted in the article.	

	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**).	**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). **Curriculum Study Assignment at Indicator Level:** In small groups, teachers discuss the reading and the activities that are presented in the practice guide **Formative Assessment at Indicator Level:** Teachers choose an activity to implement in their classroom and share with the whole group in an upcoming session.	
	2.E.9 Administer and document appropriate **vocabulary informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.	**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. **Curriculum Study Assignment at Indicator Level:** Teachers discuss how they assess vocabulary learning in their classrooms. **Formative Assessment at Indicator Level:** Teachers review data from vocabulary assessments in their classroom and plan for upcoming instruction based on the data.	
Competency 2			

Application of Evidence-based Instructional Practices			
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**.	**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. **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. **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.	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	

		extended discussion of text meaning and interpretation. **Curriculum Study Assignment at Indicator Level:** Teachers discuss the text. **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.	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.F.3 Apply appropriate instructional practices to improve **comprehension** in domain-specific **texts** as determined by the student's strengths and needs.	**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. **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. **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	

		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**.	**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. **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. **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.	
	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	

	complexity and purpose for reading to impact **comprehension** and student engagement.	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. **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. **Formative Assessment at Indicator Level:** Teachers write a reflection sharing how they intentionally incorporate these practices in their classroom**.**	
	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**.	**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 **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 **Formative Assessment at Indicator Level:** Teachers develop a schedule to ensure students have opportunities to read connected text every day with corrective feedback.	
	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**.	**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. **Curriculum Study Assignment at Indicator Level:** Discuss the reading above. **Formative Assessment at Indicator Level:** Teachers summarize the reading and explain orally how they establish cognitive targets in their classrooms	
	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**).	**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. **Curriculum Study Assignment at Indicator Level:** Teachers discuss the reading.	

		Formative Assessment at Indicator Level: Teachers develop and share lists of sources of digital texts and discuss how they select texts for instruction.	
	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**.	**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 **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. **Formative Assessment at Indicator Level:** Teachers model comprehension strategies for	

		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.	**Required Course Reading(s):** Teachers review pages 20-67(Recommendation 3) in the Providing Reading Interventions for Students in Grades 4-9. **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. **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.	
	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**.	**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. **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. **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.	
	2.F.12 Administer and document appropriate **comprehension informal** and **formal assessments** to inform instruction determined by individual student strengths and needs.	**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. **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. **Formative Assessment at Indicator Level:** Teachers also review the assessments available in their district and discuss how they use the data to drive instruction.	
Competency 2			

Application of Evidence-based Instructional Practices			
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.	**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. **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. **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.	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
	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).	**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	

		learners. **Curriculum Study Assignment at Indicator Level:** Teachers discuss the reading in small group. **Formative Assessment at Indicator Level**: Teachers share artifacts and plans that demonstrate the integration of one of the evidence-based practices in their reading.	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.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.	**Required Course Reading(s):** https://www.weareteachers.com/scarboroughs-rope/ **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. **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.	
	2.G.4 Use **oral language** and an information intensive environment to impact reading and writing development.	**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	

		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. **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. **Formative Assessment at Indicator Level:** Teachers share artifacts and lesson plans that demonstrate an information intense environment designed to impact reading and writing development.	
	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.	**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. **Curriculum Study Assignment at Indicator Level:** 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 **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 3rd 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 3rd grade practice guide and pages 17-22 of the Improving Reading Comprehension in Kindergarten Through 3rd 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.	**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. **Curriculum Study Assignment at Indicator Level:** Teachers discuss examples of evidence-based practices they find in the practice guide integrating the components of reading. **Formative Assessment at Indicator Level:** Teachers select an evidence-based practice to implement in their classroom and write a reflection.	
	2.G.9 Engage and support caregivers and families in **evidence-based** language and reading development activities for their children and adolescents.	**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 **Curriculum Study Assignment at Indicator Level: :** Teachers select a video from the teacher-guide and explore the activity depicted in the video	

		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.	
	2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.	**Required Course Reading(s):** Teachers read the article How to Share Data with Families from ASCD. **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 **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.	
	2.G.11 Triangulate documented data from appropriate **informal** and **formal reading assessments** to inform instruction to address individual student strengths and needs.	**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. **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.	

		Formative Assessment at Indicator Level: Teachers collect data with assessments used in their classrooms, triangulate that data, and use it to drive instruction	

0-013-008 Competency Three: Foundations and Applications of Assessments

IDENTIFICATION

Primary Purpose: C - Florida Educators Certificate Renewal
Department: Professional Leadership & Learning

Date Modified:
Maximum Inservice Points:

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 ***Foundations and Applications of Assessments***			
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.	**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. **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 **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	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

		pairs they will practice administration of a variety of assessments and use the student data packets to discuss and plan in a supported setting. **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.	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
	3.2 Administer **formative** and **summative assessments**, including **screening**, **progress monitoring**, **diagnostic** and **outcome measures** and understand their purposes and functions.	**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 **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. **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.	

	3.3 Administer various **informal reading assessments** across each component of reading development and understand their purposes and functions.	**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. **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. **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.	instruction based on learner needs, and (4) future plans for monitoring progress
	3.4 Understand the purposes of various **formal reading assessments** administered by school-based educators, including the differences between **norm-referenced** and **criterion-referenced**	**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-ofOlsuI4U; **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	

	assessments and how to interpret data reports.	Reading and Writing. https://sedl.org/reading/rad/database.html , this provides a data base of assessments and purpose **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. **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.	
	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**.	**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-ofOlsuI4U; IES/WWC Using Student Achievement Data to Support Instructional Decision Making; **Curriculum Study Assignment at Indicator Level:** Instructor will guide participants through reading and interpreting reliability, validity and standard error of measurement on given measures. **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.	
	3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both	**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	

	quantitative and qualitative reading assessments, including for use in **triangulating data** and planning instruction.	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 **Curriculum Study Assignment at Indicator Level:** Participants will engage in the interpretation of quantitative and qualitative reading assessments and discuss implications for instructional planning. **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.	
	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**.	**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	

		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. **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.	
	3.8 Understand how reading disabilities, including **dyslexia**, vary in presentation and degree and know when to refer a student for additional assessment.	**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. **Curriculum Study Assignment at Indicator Level:** Teachers discuss article and fact sheet **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.	
	3.9 Know how to read and interpret standardized reading **diagnostic** test results administered by psychologists, speech-language professionals and educational evaluators.	**Required Course Reading(s):** How to Interpret standardized scores: https://nces.ed.gov/nationsreportcard/reading/interpret_results.aspx; **Curriculum Study Assignment at Indicator Level:** Participants will engage in analysis of case study activities and discuss interpretation of thew 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. **Formative Assessment at Indicator Level: Using the case study scenario, they will w**rite 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.	
	3.10 Understand how to document and use data within a **systematic**	**Required Course Reading(s)** IES/WWC: Assisting Students Struggling with Reading: Response to intervention and Multi-Tier Intervention in Primary	

	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**.	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.	
	3.11 Analyze data to identify trends that indicate adequate progress in student reading development.	**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.	

	3.12 Identify appropriate assessments and **accommodations** for **progress monitoring** all students.	**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; 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.	
	3.13 Identify, select and administer language-appropriate assessments in reading to students who are English learners.	**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	

		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.	**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 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. **Formative Assessment at Indicator Level:** Participants will consider this information when assessing English Learners.	
	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.	**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; 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 **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. **Formative Assessment at Indicator Level:** Participants will discuss the impact these requirements may have on the reliability and validity as well	

		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.	**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/ **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. **Formative Assessment at Indicator Level:** Teachers will reference these resources in culminating project.	

0-013-009 Competency Four: Foundations and Applications of Differentiated Instructions

IDENTIFICATION

Primary Purpose: C - Florida Educators Certificate Renewal
Department: Professional Leadership & Learning

Date Modified:
Maximum Inservice Points:

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 ***Foundations and Applications of Differentiated Instruction***			
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	**4.1 Differentiate evidence-based** reading instruction in **oral language**, **phonological awareness**, **phonics**, **fluency**, **vocabulary** and **comprehension**, ranging from enrichment practices to **intensifying interventions**.	**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. *Education Sciences, 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.,	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,

		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.	**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 **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. **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	
	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.	**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 **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; **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.	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**.	**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. Journal of Speech, Language, and Hearing Research, 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; **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 **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.	
	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. Journal of Speech, Language, and Hearing Research, 49, 278-293	

	reading proficiency to **differentiate** instruction.	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.	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 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
	4.6 Recognize the characteristics of competent and skilled readers to **differentiate** instruction more effectively.	**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.	
	4.7 Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform **differentiated** instruction.	**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/	

		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.	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?

	4.8 Select and use developmentally appropriate **multisensory** materials that address students' strengths and needs in order to **differentiate** instruction.	**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 **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., 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. 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.	**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/ **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. **Formative Assessment at Indicator Level:** Teachers will design a plan to assess students in their classroom to plan lessons addressing the components of reading	
	4.10 Differentiate reading instruction for English learners across various levels of literacy development in their first language.	**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; https://www.colorincolorado.org/ell-basics/ell-resources-grade	

		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:** 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.	
	4.11 Implement **evidence-based intervention practices** for students with substantial reading difficulties, including those who exhibit the characteristics of **dyslexia**.	**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.	

		Retrieved from https://whatworks.ed.gov/Reports; Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read **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., 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.	

	4.12 Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of **dyslexia** in each of the components of reading.	**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 **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. **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.	
	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**.	**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.; 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 **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 **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.	
	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**.	**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.; 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 **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. **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.	

	4.15 Implement **evidence-based** practices for developing students' **higher order thinking** as part of **differentiated** instruction.	**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 **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., 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.	**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. **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	

		incorporate strategies to build background knowledge in their lessons. **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.	

	4.17 Implement **evidence-based differentiated** instructional practices using writing to develop students' **comprehension** of **text**.	**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 **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. **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 contnue 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**.	**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-pubsClick or tap here to enter text. **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. **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.	

0-013-010 Competency Five: Demonstration of Accomplishment

IDENTIFICATION

Primary Purpose: C - Florida Educators Certificate Renewal
Department: Professional Leadership & Learning

Date Modified:
Maximum Inservice Points: 60

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 ***Demonstration of Accomplishment***			
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.	**Required Course Reading(s):** Click or tap here to enter text.CEEDAR Center (2020). Improving Instruction, Accessibility, and Outcomes Online Module. Retrieved from https://ceedar.education.ufl.edu/mtssudldi-professional-development-module/ **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. **Formative Assessment at Indicator Level:** Candidates will reflect on their sample data analysis and pre-assessment	**Summary of Culminating Project- Data-Based Instructional Plan (DIP)** This is a culminating, multicomponent assignment. To complete this assignment, participants will complete the following: ***DIP Part A) Class-Level Data Collection*** Participants will collect class-level progress-monitoring data to assess all 5 areas of reading using tools

		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 *all student data and information.* ***DIP Part B) Ongoing Instruction and Assessment Plan for Below Expectation Students and/or English Language Learners*** 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,
	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**.	**Required Course Reading(s):** Recommendations 1 & 2: 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/. 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. **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. **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	

Form PLCT 2024 incorporated in Rule 6A-5.071, F.A.C. (January 2024)

		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**.	**Required Course Reading(s):** Recommendation 2: Integrate oral and written English language instruction. 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 **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. **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.	
	5.4 Demonstrate **evidence-based** practices for developing students' **phonological awareness** and	**Required Course Reading(s):** Recommendation 2: Develop awareness of the segments of sounds in speech… Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L.,	

Form PLCT 2024 incorporated in Rule 6A-5.071, F.A.C. (January 2024)

	phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	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. Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy… 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: **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. **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.	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. ***DIP Part C) Implementation Plan for Target Students*** 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.

	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**.	**Required Course Reading(s):** Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words 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. Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words 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/ **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.	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. ***DIP Part D) Report on Final Results Techniques for Data Analysis*** 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

		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.	needs and potential additional interventions.
	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**.	**Required Course Reading(s):** Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. 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. Recommendation 2: Provide purposeful fluency-building activities… 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/ **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. **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.	
	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**.	**Required Course Reading(s):** Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. 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. Recommendation 1: Teach a set of academic vocabulary words intensively across… 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 **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. **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.	
	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**.	**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/ **Curriculum Study Assignment 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. **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.	
	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**.	**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/ **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.	

		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.	
	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**.	**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/ **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. **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.	
	5.11 Demonstrate **evidence-based** practices for developing all students'	**Required Course Reading(s):** Recommendation 3: Routinely use a set of comprehension-building practices…	

	background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and **dyslexia**.	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/ **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. **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	
	5.12 Demonstrate **differentiation** of instruction for all students utilizing increasingly complex **text**.	**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 **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.	

		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.	
	5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.	**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 **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. **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.	

	5.14 Create an information intensive environment that includes print, non-print, **multimedia** and **digital texts**.	**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.	
	5.15 Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.	**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	

		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.	**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. 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. **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	

		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. **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.).	
	5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.	**Required Course Reading(s):** HLP5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs (pp. 45 – 47) 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. **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. 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'	

		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.	**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 **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 **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.	

2-100-001 **Access Points – Alternate Academic Achievement Standards**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2023

Department: Professional Leadership & Learning **Maximum Inservice Points**: 6

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 Access Project as an online learning experience. This course provides a professional development opportunity to help school personnel in instructing students with the most significant cognitive disabilities in Access Points as outlined in the Amendments to Rule 6A-1.0943, Florida Administrative Code (F.A.C.), Statewide Assessment for Students with Disabilities The course provides information on Access Points -Alternate Academic Achievement Standards; in depth analysis of ensuring students with the most significant cognitive disabilities have access to grade level content.

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: Instructing students in Access Points - Alternate Academic Achievement Standards ensuring students with the most significant cognitive disabilities access to grade level content using Differentiated Instruction, Universal Design for Learning, Multi-Tiered System of Supports, modifications, assistive technology, and supplementary aids and services.

4. FLORIDA PL PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT (Select all that apply and add Protocol Standard Title and Number)

- **Educator Level**

☐Planning-

☒Learning- 1.2.5.

☒Implementing- 1.3.3.

☐Evaluating-

- **School Level**

☐Planning-

☒Learning-2.2.5.

☒Implementing-2.3.3.

☐Evaluating-

- **District Level**

☐Planning-

☒Learning-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:

- Identify who the state standards Access Points were written for.
- Understand regulatory guidance for the development of Access Points.
- Identify the Rule that defines the most significant cognitive disability.
- Know the components of Universal Instruction.
- Understand that MTSS process includes students with disabilities.
- Describe Least Dangerous Assumption.
- Define Specially Designed Instruction.
- Recognize different types of Assistive Technology.
- Understand the postsecondary implications when instructed and assessed using Access Points-Alternate Academic Achievement Standards.
- Understand the exceptionalities that may be considered for alternate assessment.
- Identify Rule 6A-1.0943, Florida Administrative Code (F.A.C.) – Inclusionary and Exclusionary Criteria.
- Name the two Florida Alternate Assessments.
- Explain Essential Understandings and Levels of Complexity
- Describe accommodations and modifications.
- Identify where Access Points can be found.
- Understand grading options for students with the most significant cognitive disabilities.

7. LEARNING **PROCEDURES (Methods):** <u>B: Electronic, Interactive</u>

- 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.

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 must Choose one of the three follow up activities; Option 1 Instructional Plan, Option 2 Written Reflection, or Option 3 Presentation. (PDF Attached with follow-up activities and where/whom to submit it to)

Verification of completion of the follow-up activity by Principal, Supervisor, or District Access Points contact 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.

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?"

- 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:
    a. What evaluation data addresses value of the PD design?
    Passing score of at least 80% total on all quizzes.
    b. What evaluation data addresses quality of implementing PD?
    The final submission of one of the three activities.
    c. Who will use these aspects of PD evaluation data?
    The district representative issuing credit for the online course. Those teachers the have taken the course and met both the quiz requirement and completed the follow up activity will have a basic understanding of Florida's Access Points-Alternate Academic Achievement Standards.

Date approved:

Departments: FDLRS, Professional Learning and Development

Name(s) of Component Author(s): Jeff Pruitt

4-102-001 **Assessment and Evaluation**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 60

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 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 identifying the purposes, legal and ethical principles, appropriate formal and informal instruments, and alternate strategies for the assessment and evaluation of students with disabilities. Course emphasis includes interpretation and application of assessment results.

Specific Objectives:

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

1. Identify the purposes of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction).
2. Review the historical events of assessments for special education students.
3. Define key assessment terminology.
4. Identify key federal and state laws that guide evaluation practices for students with disabilities.
5. Describe the role of multi-disciplinary teams in conducting a comprehensive educational evaluation and the importance of understanding nondiscriminatory assessment practices.
6. Describe parent participation in terms of consent, input, and procedural safeguards.
7. Identify and describe the function of evaluation when determining eligibility for special education services, including the role of independent evaluations.
8. Identify and describe required components of the IEP document.
9. Identify the procedures and components required for reevaluation of a student with a disability.

10. Identify and describe the document which reflects state and local policies in the evaluation, eligibility and placement of students with disabilities.
11. Describe the importance of professional standards when administering tests (i.e. confidentiality, adherence to test protocols, etc.).
12. Identify the factors that (e.g., curriculum alignment, cultural bias) influence over representation of students from various backgrounds in programs for students with disabilities.
13. Identify the implications for assessment and the instructional strategies for teaching from different backgrounds.
14. Review national, state, and local data related to over representation of minorities identified as having a disability.
15. Analyze purposes, strengths, and limitations of standardized assessments.
16. Analyze purposes, strengths, and limitations of informal assessments.
17. Identify characteristics and purposes of assessments used for eligibility.
18. Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced and performance-based assessments for students with disabilities.
19. Interpret, analyze, and apply the results of norm-referenced, criterion-referenced, and performance-based assessments for students with disabilities.
20. Identify the roles and characteristics of the FAST (item specifications, test formats, grade levels, scoring and reporting, and use of results).
21. Analyze the accountability and assessment requirements of No Child Left Behind.
22. Describe the Florida K-12 Comprehensive Evidence Based Reading Plan.
23. Identify effective strategies or techniques to strengthen the connection between assessment and instruction.
24. Identify and analyze reliable and valid progress monitoring methods for assessing individual student progress (e.g.; curriculum-based assessments, fluency checks, rubrics, story retelling, informal reading inventories, portfolios).
25. Describe Alternate Assessment (definition, purpose, federal and state laws).
26. Identify alternate assessments and procedures (e.g., observations, performance-based assessments, interviews, and portfolios).

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. Complete multiple choice, true-false, matching and fill-in-the-blank comprehension checks.

3. Review and correctly use key assessment terms.
4. Meet as a group to share challenges and successes.
5. Reflect on personal and professional experiences related to assessment.
6. Research assessment instruments in the following areas: Intelligence, Behavior Rating, Developmental, Large Group Achievement, Adaptive Behavior.
7. Research and discuss issues related to preventing disproportionate representation of culturally and linguistically diverse students in Exceptional Education.
8. Research and discuss issues related to assessment of culturally and linguistically diverse students for Exceptional Education eligibility.
9. Research a standardized assessment.
10. Review scenarios about Exceptional Education eligibility and identify possible types of assessments or data gathering procedures that should be used to obtain the needed information.

Evaluation:
Participants will complete 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 course, will ensure 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, e-mail 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.

4-102-006 **Child Outcome Summary Process**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 10

Course Description: Effective Practices Supporting the Implementation of the Child Outcomes Summary (COS) Process is designed as a ten-hour ***(online independent)*** learning experience. Participants are expected to complete segments of required presentations provided in online materials included in each course unit. Participants are required to complete a post-learning knowledge check at the end of each unit and a post-assessment at the culmination of the units. Participants are required to complete a follow-up case study activity at the conclusion of the course, then submit completed forms related to the Child Outcome Summary process using a provided link.

The participants will be provided with resources, information and practice with the components of the COS process.

This course focuses on the requirements and components of the COS Process in relation to federal and state guidelines. Additionally, information and resources are provided to assist staff in optimizing their participation in the COS process by applying their knowledge of children's development to the three COS outcome areas. The course further emphasizes the use of information gathered during the completion of COS to inform team and family members of children's use of functional skills and needs for support. In addition, this course emphasizes collaboration in gathering information from multiple sources, with emphasis on including families.

Upon completion of this course participants will **demonstrate an awareness of the following:**

a. Purposes and importance of the collection of Child Outcomes data in addressing skill acquisition and current needs of children, as well as planning for program improvement.
b. The three child outcome areas and the impact of the interrelatedness and functionality of skill development.
c. Key features of a quality COS process, including the use of informational resources, data collection methods and descriptions of children's functioning relative to age-expectations.
d. Characteristics of strong documentation and its role in gathering evidence to inform the COS rating for each outcome and complete the COS process.
e. Strategies for collaboration amongst COS team members, with an emphasis on including family members.

The content has been organized around eight topics:

1. Overview of the COS.
2. Definitions and examples of the three child outcome areas.
3. Gathering information from multiple sources.
4. Information related to COS for entry purposes.

5. Information related to COS for exit purposes.
6. Continuum of skill development and age-anchoring.
7. Guidance tools to inform assignment of COS ratings.
8. Guidance for completing the COS form.

Within these eight topics are thirteen objectives to be demonstrated by those who successfully complete the course. **Objectives reference the following**:

- Center for IDEA Early Childhood Data Systems (DaSy) and Early Childhood Technical Assistance Center (ECTA) (2017). *Categorization and Definitions of ratings (**Rating Guide**)*. Adapted by Technical Assistance and Training System (TATS) https://tats.ucf.edu.

- Early Childhood Technical Assistance (ECTA) Center and the Center for IDEA Early Childhood Data Systems (DaSy). (2021). *Child outcomes summary (COS) process online module. Session 1: So what's this all about?* Retrieved from https://dasycenter.org/child-outcomes-summary-cos-process-module-collecting-using-data-to-improve-programs/.

- 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 the COS Process

- Recognize the federal and state regulations for gathering data and reporting child outcomes measurements.
- Recognize and describe the three child outcome areas.
- Identify the components of the COS process as they relate to the assignment of ratings based on the comparison of a student's current functioning across settings and situations to age-expected skills.
- Recognize and describe the importance of the use of multiple sources of information during a team process of data collection.

Topic 2: Definitions and examples of the three child outcome areas

- Recognize and describe functional skills included in the breadth of the following child outcomes:
    - Positive social skills, including relationships.
    - Acquisition of knowledge and skills (including early language/communication and early literacy).
    - Use of appropriate behaviors to meet their needs.
- Recognize examples of functional skills for young children and distinguish the use of functional from discrete skills.

- Identify examples of atypical or challenging behaviors that might impact a student's functional use of skills.
- Identify incidences and circumstances in which a student might be observed to exhibit a skill across situations and settings.

Topic 3: Gathering information from multiple sources

- Identify strategies for gathering information related to functional skills across settings and situations from family members, as well as others who interact with and know a student.
- Identify and describe effective documentation based on observations of the functional use of skills.
- Identify characteristics of objective as opposed to subjective observations and reporting of skills.
- Recognize the roles of and the importance of gathering information from those who are familiar with a student.

Topic 4: Information related to COS for entry purposes

- Examine and identify information from an initial evaluation report according to the related child outcome.
- Examine an initial evaluation report and identify examples of functional skills that are described in the report.
- Describe strategies for gathering information related to a child's functioning across situations and settings from family members and childcare providers.

Topic 5: Information related to COS for exit purposes

- Identify possible multiple sources of information that are commonly available during the COS Exit process.
- Recognize methods of progress monitoring and identify practices for developing systems of progress monitoring.
- Identify information that can be gathered from the multiple tiers of supports and monitoring such as those listed below:
  - Core universal instruction and support.
  - Supplemental interventions and supports.
  - Intensive individualized interventions and supports.
- Recognize opportunities within the activities and routines of an early childhood program to observe and document students' functioning and skill development, including needs for support.

Topic 6: Continuum of skill development and age-anchoring

- Identify the continuum of skill development associated with functional skills in the three child outcome areas.

- Based on examples that include students' ages and observed functioning, identify skills on the developmental continuum (Florida Early Learning and Developmental Standards-FELDS) and indicate the level of observed skills as age-expected, immediate foundational or foundational.
- Recognize descriptions of skills as they relate to observations across situations and settings.
- Identify and describe strategies for including multiple sources of information to inform the age-anchoring process.

Topic 7: Guidance tools to inform assignment of COS ratings

- Demonstrate the use of the Decision Tree for Summary Rating Discussions from examples of students' age-anchored skills.
- Describe the importance of observations of functioning across situations and settings to inform ratings.
- Demonstrate the use of the COS Rating Guide in conjunction with the Decision Tree for Summary Rating Discussions based on examples of students' age-anchored skills.

Topic 8: Guidance for completing the COS form

- Demonstrate knowledge of the completion of the COS form, including documentation of student demographics, methods of family input and sources of information.
- Identify examples of evidence of skills at age-expected, immediate foundational and foundational levels and relate the evidence to the assignment of ratings.
- Recognize circumstances which require documentation of "Concerns" as well as of "progress and acquisition of skills."

Professional Learning Delivery, Implementation and Evaluation:
To earn credit, participants must complete pre- and post- activities and/or assessments. Descriptions of activities and assessments are listed below:

- **Verification of completed assessment and follow-up activity**
  - Post assessment within the module consists of 50 questions and participants must score at least 80% correct to move forward to the follow-up activity.
  - Participants are required to complete a follow-up case study activity at the conclusion of the course, then submit completed forms related to the Child Outcome Summary process using a provided link.
    - The follow-up activity case study documents submitted by participants are reviewed and results of the review, along with a performance matrix for the components of the activity will be sent to each participant along with a verification form.
    - The verification form provides a statement of the adequacy and correctness of the participant's follow-up activity. Participants provide

the verification form to their principal or supervisor for signature acknowledging that the supervisor confirms that the participant successfully completed the follow-up activity.
        - The participant then uploads a scanned copy of the signed Verification Form to the My Independent StudyCourses page under Required Next Steps.

- **Professional Learning Activity Descriptions**
    - At the culmination of the unit presentations and activities, each participant will have completed:
        - Pre- and post- reflections for the course.
        - A final online assessment (50 questions) about the COS process at the culmination of all units.
        - A follow-up activity based on a child's case study that provides information (i.e., classroom observations, family interviews, related service providers' therapy notes, progress monitoring data) needed to complete COS documents.

- **Learning (Delivery) Methods:** A (knowledge acquisition training event), C (non-interactive knowledge transmission/training).

- **Implementation Methods:** S (non-interactive learning monitored with comprehension checks).

- **Evaluation Methods:** Staff: A (changes in practices implemented in the classroom or in the participant's assigned role in district-level processes), D (changes in practices supporting effective implementation of job responsibilities).

- **Evaluation Methods**: Student: F (performance assessments that impact students' learning objectives) and/or G (did not evaluate student outcomes because "staff performance" is more relevant measure for assessing impact of the course).

Florida Educator Accomplished Practices (FEAPs):

A.2.e.3 (selects appropriate formative assessments to monitor learning)
A.2.e.2 (uses a variety of data, in collaboration with colleagues, to evaluate learning outcomes)
A.2.f.1 (uses a variety of assessment tools to monitor student progress)
A.2.f.3 (shares the importance and outcomes of student assessment with the student's family)

2-408-004 **Collaborative Teaching Partnerships**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 15

Course Description:
Collaborative Teaching Partnerships is designed as a 15 inservice credit 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://ceedar.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 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 Learning 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.

8-103-001 **Components of Secondary Transition**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2026

Department: Professional Leadership & Learning **Maximum Inservice Points**: 60

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 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. This course's hours also fulfill the students with disabilities (SWD) twenty (20) in-service hours for renewal certification requirements.

General Objective:

This course has been designed to assist educators in identifying the components of effective transition planning and the essential elements that must be in place for an individual with disabilities to successfully transition from school to work or continued education and adult living. Participants will learn how to identify resources to assist students with post-secondary success that is centered around their strengths, preferences, and interest. Participants will gain an understanding of the timeline and legislative changes that have resulted in a positive impact on individuals with disabilities related to transition services. The content and activities in this course will prepare participants to implement best practices to prepare students for transition to post-secondary education, work, and adult living.

Specific Objectives:

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

1. Identify key events in the history of special education and secondary transition.
2. Give examples of legislation and initiatives that impact secondary transition.
3. Recall early transition models and frameworks and describe Taxonomy for Transition Programming 2.0.
4. Define the four transition indicators and how they work together to support students.
5. Give examples of research on evidence-based predictors of positive post-school outcomes and describe data-based decision making in transition planning.
6. Understand the difference between an IEP and TIEP and when those important changes occur in the process.
7. Describe how the TIEP federal and state requirements work together to improve transition services.
8. Explain the importance of transition assessment as the foundation for the IEP.

9. Explain the need and function of transition planning strategies.
10. Articulate the connection between student participation and leadership in IEP meetings and, also, self-direction in post-school life.
11. Articulate the composition of the course of study and its importance in the transition process.
12. Explain the connection between the TIEP and the transition planning process.
13. Practice using the Florida Indicator 13 Checklist C to answer questions about compliance requirements.
14. Explain why transition assessment is needed to write the measurable postsecondary goals and how academic skills and course of study is linked to the assessment.
15. Explain the difference between self-determination and self-advocacy.
16. Explain the student outcomes that result from social and emotional competency development.
17. Explain the importance of work-based learning experiences to the development of employment skills.
18. Describe the role of transition assessment in developing a plan for student support.
19. Explain the impact of instructional context on student development.
20. Describe pre-employment transition services and to whom these services are available.
21. Identify a variety of supports and strategies that can be implemented to increase family involvement and engagement in all aspects of transition planning and methods to empower families in the transition planning processes.
22. Explore transition-related resources to select appropriate resources and information to share with families.
23. Identify the purpose and explain the benefits of interagency collaboration during the transition planning process, including interagency transition teams.
24. Summarize the legislation and initiatives that support interagency collaboration.
25. Explore agencies that provide support to individuals with disabilities in transition and demonstrate an understanding of the services they provide.
26. Explore strategies to facilitate interagency collaboration and connecting students and their families to the individualized supports they will need for post-school success.
27. Learn how data assists with transition planning.
28. Recognize the sub-practices of the Program Structure practice as described by the Transition Taxonomy 2.0 and describe program structures that support students with disabilities to prepare for post-school life, including post-secondary education, career development and employment, and independent living.
29. Identify transition programming structures in practice and where to find information related to program implementation.
30. Compare Florida's graduation options in order to explain the options to students and their families, including implications for postsecondary education and options.
31. Recall various models of providing extended transition services and construct recommendations for increasing extended transition opportunities in your district.
32. Describe program structures that support students with disabilities to prepare for post-school life, including post-secondary education and independent living.

33. Compare the differences in postsecondary institution types and admissions practices in order to inform transition programming and student preparation for desired postsecondary education options.
34. Summarize the differences between secondary and postsecondary education, including the differences in policy supporting students while in school and in post school.
35. Identify independent living resources and supports, including life skills instruction and benefits planning.
36. Describe state and federal employment initiatives and how they support students with disabilities.
37. Define key terms and concepts related to the employment of individuals with disabilities.
38. Describe how to prepare students with disabilities for employment.
39. Describe how to prepare employment opportunities for students with disabilities.
40. Outline the steps of effective job development.
41. Identify employment resources for educators to use for instructional purposes.
42. Identify job-search resources for students to use when seeking employment.
43. Compare student exceptionality data in Florida to determine high and low-incidence disability categories.
44. Compare the implications for secondary transition needs by abilities and needs.
45. Identify and select resources related to exceptionality categories to find further information to support secondary transition for students.

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 assessment instruments for specific evaluation tasks to support the transition process.
3. Complete multiple choice, true-false, matching and fill-in-the-blank comprehension checks.
4. Review and correctly use transition vocabulary terms.
5. Understand the background, history and laws related to secondary transition that created procedures, rights, and supports for individuals with disabilities.
6. Identify and explain how student focused planning drives student development and program structure to prepare for post-school life and employment.
7. Visit local resource centers and conduct hands-on reviews of materials.
8. Provide effective strategies and services, for example students.
9. Obtain, review, and analyze local and state documents, procedures, and practices, which relate to transition.

10. Describe, compare, and contrast the various diploma options available to students with disabilities.
11. Write essays around key concepts, trends, issues, challenges and barriers, and laws.
12. Review web-based resources, including national, state, and local agencies, advocacy groups, and resource centers.
13. Explore agency and community resources that support a student's transition process and post-secondary goals. Describe a variety of ways that interagency collaboration can prepare and support post-school life.
14. Discuss several ways to assist families with being prepared, involved, and empowered in the transition process.
15. Explain and connect the steps in the transition planning process emphasizing the importance of student-focused planning throughout the process.
16. Identify and review a variety of transition assessment types and determine what assessments to utilize based on student need and abilities.
17. Evaluate the Transition IEP, using a prescribed set of quality indicators.
18. Using students, teachers are currently working with, apply knowledge of the transition process to develop appropriate goals, identify transition services, and agency and community resources for a student.
19. Meet as a group to share and discuss content and activities that support understanding and implementation of the courses' key elements.
20. Engage in reflection throughout the course by participating in non-evaluative review activities.

Evaluation:
Participants will create and turn in all assignments, these include quizzes, discussion posts and assignments submitted to a Dropbox, 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 course, will ensure consistency in evaluation by course facilitators. Participants will also have reflection activities throughout the course to assist with understanding and implementation of the content in their educator role. These reflection activities are not graded, but support participants in satisfactory completion of the assessment task.

Follow-Up Strategies:
Participants will demonstrate continued implementation and application of knowledge learned from this course via classroom related investigation/activities, group meetings and collaboration and feedback with facilitator. 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.

1-100-020 **Deaf Ed Express**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2023

Department: Professional Leadership & Learning **Maximum Inservice Points**: 6

2. **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.

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: Strategies specific to students who are deaf or hard of hearing

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., 1.2.5.

☒Implementing- 1.3.1.

☐Evaluating-

- **School Level**

☐Planning-

☒Learning-2.2.2., 2.2.5.

☒Implementing-2.3.3.

☐Evaluating-

- **District Level**

☒Planning-3.3.3., 3.1.5., 3.1.7.

☒Learning-3.2.3.

☒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:

- 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.

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 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.

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 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.

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?"

- 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:
    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?

Date approved:

Departments: FDLRS, Professional Learning and Development

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

2-100-017 **Developmentally Appropriate Practices in Pre-K Settings**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 10

Course Description: *Developmentally Appropriate Practices in 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 Educational Plans (IEPs). 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 Educational Plan (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 early childhood environments.
2. Overview of programs and services.
3. Developing a supportive classroom.
4. Supporting communication.
5. Supporting social skills, emotional competencies and resiliency.
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:

- Department of Early Childhood (DEC) of Council for Exceptional Children (CEC), D*EC 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.* Retrieved from https://ectacenter.org/
- Florida Department of Education Division of Early Learning. (2017). *Florida early learning and developmental standards*. Retrieved from http://flbt5.floridaearlylearning.com/

Specific Objectives:

Topic 1: Overview of Early Childhood Environments

- 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 Educational Plans (IEPs).

- 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 Skills, Emotional Competencies and Resiliency

- 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 to develop social skills and emotional competencies.

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 Learning 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 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, A.2.b, A.2.c, A.2.d, A.2.e

1-100-002 **Differentiating Reading Instruction (PLA)**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2026

Department: Professional Leadership & Learning **Maximum Inservice Points**: 60

DESCRIPTION: The focus of this course will be to provide an opportunity for participants to acquire a broad knowledge of students from differing profiles 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 (BEESS) as a combined group and online learning experience, this course 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, IPLP, 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 PL 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 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 the following with 80% accuracy. Participants will engage in all course's requirements: Reading all online courses 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 courses 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 courses 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.

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 PLA 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 PLA 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 PL design?
    b. What evaluation data addresses quality of implementing PL?

c. Who will use these aspects of PL 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 courses content on enhancing student performance/educator competence” and on the “Increase in professional growth as a result of completing this course.” 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.

District record keeping data related to development of this component:

Date approved: 12/01/2023

Departments: FDLRS, Professional Learning and Development

Name(s) of Component Author(s): Lynn Conroy, Cindy Wickham

2-100-010 Effective Teaching Practices for Students with Disabilities

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal Date Modified: 2025
Department: Professional Leadership & Learning Maximum Inservice Points: 20

Intended Audience: This online course is sponsored by the Florida Department of Education's (FDOE) Bureau of Exceptional Education and Student Services (BEESS) and developed by the Florida Problem Solving/Response to Intervention (PS/RtI) Project. It is designed to provide a professional learning opportunity for educators seeking to strengthen their instructional practices for students with disabilities. The course must be completed in full—no partial credit will be awarded.

General Course Objective: This course is designed to equip educators with effective instructional strategies within a multi-tiered system of supports (MTSS), enabling them to support students with disabilities both prior to and following the development of an Individualized Education Plan (IEP), across all core academic subjects.

Specific Objectives
Throughout this course, participants will explore the key areas of learning and develop the skills to:

- Identify and distinguish between Universal Design for Learning (UDL), Differentiated Instruction (DI), Explicit Instruction, and Specially Designed Instruction (SDI), and apply the core principles of each to effectively support learners with varying needs.
- Explore the connection between Florida's Multi-Tiered System of Supports (MTSS) and various instructional frameworks to inform effective teaching practices.
- Create supportive learning environments and set precise learning goals to cultivate expert learners who are motivated, strategic, and self-aware**.**
- Apply formative assessment strategies to inform instructional decisions and encourage student independence in the learning process.
- Design learning experiences which are respectful, academically challenging, and support student growth**.**

Anticipated Learning Outcomes
By the end of this course, participants will be able to:

- Identify and align instructional frameworks that effectively support a wide range of learner needs.
- Understand how teachers' beliefs about student potential influence classroom climate, and how this impacts student motivation and engagement.
- Promote self-directed learning by helping students recognize their learning preferences and apply strategies that build resilience and deepen understanding.
- Implement explicit instruction strategies that are structured, direct, and clearly defined to enhance comprehension, engagement, and learner independence.
- Create and articulate clear, accessible, and meaningful learning goals that are student-friendly, fostering student ownership and active engagement in the learning process.
- Use formative assessment practices to monitor student progress, guide instructional decisions, and support improved academic outcomes**.**

- Incorporate learner profiles to inform and tailor instructional planning, ensuring that teaching strategies align with individual student strengths, needs, and preferences**.**
- Design and deliver intensive, explicit, and structured instruction that meets the specific learning needs of students with disabilities to support meaningful academic progress.
- Apply instructional concepts and strategies from the course to strengthen teaching and learning across core academic subjects.
- Use the 'Teaching in a Responsive Classroom' organizer to guide instructional decision-making that supports student engagement, builds classroom community, and supports effective learning practices.

Description of Course Activities and Completion Requirements: To successfully complete the course and earn in-service credit, participants must:

1. Complete the pre-assessment.
2. Engage in all online learning activities, including reading professional articles and reviewing resources.
3. Complete “Required - Check Your Understanding” activities in each unit.
4. Pass the final post-assessment with a score of at least 80%.
   Unlimited attempts are allowed during the enrollment period, with a mandatory 24-hour wait between retakes.

Evaluation/Follow-Up Activity Requirement for In-Service Points: In addition to completing the course, participants must complete one of the following follow-up activities, which are detailed in the course:

- **Option A:** Instructional Plan and Reflection – Recommended for classroom teachers.
- **Option B:** Action Plan to Support Teachers – Recommended for instructional leaders or coaches.
- **Option C:** Application of Course Content and Resources – Recommended for educators not working directly with students.

Other Considerations:

- Supervisor verification of the completed follow-up activity is required for the district to award 20 in-service points.
- Each school district is responsible for determining whether this course meets the requirements for Students with Disabilities credit.
- In-service points are awarded through the district’s Master In-Service Plan.

Impact on Student Outcomes:

- Improved access to learning: Educators gain the skills to design instruction that proactively removes barriers, enabling more students to engage meaningfully across academic subjects.
- More responsive instruction: Teachers learn to adjust their teaching strategies to meet individual student needs, particularly within the Multi-Tiered System of Supports (MTSS), resulting in more personalized learning experiences that meet the needs of all students.
- Enhanced academic growth: Instruction becomes both rigorous and respectful of learner differences, promoting deeper understanding and skill development for a broader range of students.
- Greater student independence: Through formative assessments and goal setting, students are encouraged to take ownership of their learning, building self-awareness and strategic thinking skills.
- Stronger support for ESE students: Educators are better prepared to support students with disabilities before and after the development of an Individual Educational Plan (IEP), ensuring consistent and effective instruction.

- Cultivation of expert learners: Learn to create environments that foster motivation, persistence, and self-regulation—key traits that help students become lifelong learners.

References:

"7 Keys to Effective Feedback" by Grant Wiggins in Educational Leadership, September 2012 (Vol. 70, #1, p. 11-16),http://bit.ly/SLd3BU; Wiggins is at gwiggins@authenticeducation.org.]

Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching. New York, NY: Guilford Publications.

Baker, S., Gersten, R., & Lee, D.S. (2002). A synthesis of empirical research on teaching mathematics to low-achieving students. Elementary School Journal, 10, 51-73.

Biancarosa, C., & Snow, C. E. (2006). Reading next: A vision for action and research in middle and high school literacy. A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.

Bender, William N. (2012). Differentiating instruction for students with learning disabilities: New best practices for general and special educators. Thousand Oaks, CA: Corwin.

Boutz, A., Silver, H., Jackson, J., & Perini, M. (2012). Tools for thoughtful assessment: Classroom-ready techniques for improving teaching and learning. Franklin Lakes, NJ: Thoughtful Education Press.

Brookhart, S. (2009). The many meanings of multiple measures. Educational Leadership, 67(3), 6-12. Brookhart, S. (2009). Exploring formative assessment. Alexandria, VA: ASCD.

Brookhart, S. (2008). How to give effective feedback to your students. Alexandria, VA: ASCD. Brookhart, S. (2007). Feedback that fits. Educational Leadership, 65(4), 54-59.

Carnine, D., Silbert, J., Kame'enui, E. & Tarver, S. (2009). Direct instruction reading (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Carnine, D., Silbert, J., & Kame'enui, E. (2006). Teaching struggling and at-risk readers: A direct instruction approach. Upper Saddle River, New Jersey: Pearson Education.

Carnine, L., & Carnine, D. (2004). The interaction of reading skills and science content knowledge when teaching struggling secondary students. Reading & Writing Quarterly, 20, 203–218.

Chappuis, J., Stiggins,R., Chappuis, S. & Arter, J. (2012). Classroom assessment for student learning: Doing it right—Doing it well. Boston, MA: Pearson.

Chappuis, J. (2014). Thoughtful assessment with the learner in mind. Educational Leadership, 71(6), 20-26.

Chappuis, S., & Chappuis, J. (2007). The best value in formative assessment. Educational Leadership, 65(4), 14-19.

Chappuis, J. (2005). Helping students understand assessment. Educational Leadership, 63(3), 39-43.

Coyne, M., Kame'enui, E., & Carnine, D. (2011). Effective teaching strategies that accommodate diverse learners (4th ed.) Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Danielson, C., & Axtell, D. (2009). Implementing the framework for teaching in enhancing professional practice. Alexandria, VA: ASCD.

Danielson, C. (2007). Enhancing professional practice: A framework for teaching. Alexandria: ASCD.

de Bruin, A.B., Thiede, K.W., & Camp, G. (2001). Generating keywords improves metacomprehension and self-regulation in elementary and middle school children. Journal of Experimental Child Psychology, 109 (3), 294-310.

De La Paz, S., & Graham, S. (2002). Explicitly teaching strategies, skills, and knowledge: Writing instruction in middle school classrooms. Journal of Educational Psychology, 94, 687–698.

Dixon, R., Carnine, D. W., & Kame'enui, E. J. (1992). Curriculum guidelines for diverse learners [monograph]. Eugene, OR: University of Oregon, National Center to Improve the Tools of Educators.

Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. In S. J. Samuels & A. E. Farstrup (Eds.), What research has to say about reading instruction (4th ed.) (pp. 51-93). Newark, DE: International Reading Association.

Frey, N., & Fisher, D. (2012). Making time for feedback. Educational Leadership, 70(1), 42-46.

Frey, N., & Fisher, D. (2011). The formative assessment action plan: Practical steps to more successful teaching and learning. Alexandria, VA: ASCD.

Frey, N., & Fisher, D. (2009). Feed up, back, forward. Educational Leadership, 67(3), 20-25Frey, N., & Fisher, D. (2008). Better learning through structured teaching: A framework for the gradual release of responsibility.
Alexandria, VA: ASCD.

Fisher, D., and Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: ASCD.

Frey, N., & Fisher, D. (2007). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: ASCD.

Flink, L.B. (2003). Teaching science as inquiry by scaffolding student thinking. Science Scope, 26(8): 34–38.

Fuchs, L. S., Fuchs, D., & Prentice, K. (2004). Responsiveness to mathematical problem solving instruction: Comparing students at risk of mathematics disability with and without risk of reading disability. Journal of Learning Disabilities, 37, 293−306.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: response to intervention (rti) for elementary and middle schools (NCEE 2009-4060). 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_Reviews.aspx?f=All%20Publication%20and%20Product%20Types,3;#pubsearch.

Gersten, R., Chard, D., & Baker, S. (2000). Factors that enhance sustained use of research-based instructional practices: A historical perspective on relevant research. Journal of Learning Disabilities, 33, 445-457.

Gersten, R., & Baker, S. (2001). Teaching expressive writing to students with learning disabilities: A meta-analysis. Elementary School Journal, 101, 251-272.

Gersten, R., & Baker, S. (1998). Real world use of scientific concepts: Integrating situated cognition with explicit instruction. Exceptional Children, 65 (1), 23–35.

Graham, S., & Harris, K. R. (1989). A components analysis of cognitive strategy instruction: Effects on learning disabled students' compositions and self-efficacy. Journal of Educational Psychology, 81, 356-361.

Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools—A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Graham, S., Harris, K. R., & Mason, L. (2004). Improving the writing performance, knowledge, and self-efficacy of struggling young writers: The effects of self-regulated strategy development. Contemporary Educational Psychology, 30, 207-241.

Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. Journal of Educational Research, 99, 232-245.

8-403-002 **Emotional/Behavioral Disability: An Introduction**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2023

Department: Professional Leadership & Learning **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
- 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
- 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
- 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 Georga
- Trauma 101 Workbook - Parents & Caregivers

Links to be removed: Parents Guide to Problem Behaviors

2-100-001 **Engaging Learners through Informative Assessment**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **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 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 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.

Participants will be able to:

- Describe the relationship between the guidelines of differentiated instruction and the formative assessment process.
- Explain each step of the formative assessment process.
- 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 Intervention (PS-RtI) Framework.
- List purposes of each component of assessment (pre-, formative, and summative).
- Clarify the learning goals for lessons and units and determine the learning progression and connect them to the standards.
- Develop and communicate learning goals in student-friendly language.
- Align formative assessment tasks to specific learning goals.
- Select and use different types and sources of evidence of student learning to assess for understanding.
- Make instructional adjustments as a result of gathering and analyzing formative assessment information.
- 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 course, in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the course:

Review all course content, related professional articles, and websites. Provide summaries and reflections as directed.

- Review references and resources.
- Complete all online learning activities.
- Meet as a group (face-to-face or virtually) to share challenges and successes.
- Complete quizzes accurately.
- Complete teacher self-assessments and analyze current practice.
- Develop a personal action plan for improvement.
- Develop an assessment plan using multiple sources of data.
- Use the formative assessment process to differentiate instruction.
- Provide students with written feedback designed to assist the student in setting his learning goals and monitoring his own progress.

Evaluation:

Participants will complete 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 course, will assure consistency in evaluation by course facilitators. Course facilitators must meet requirements of the PDA program, including expertise in content area and competency in the management system used for implementation.

Follow-Up Strategies:

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

Barell, J. (2008). *Why are school buses always yellow?: Teaching for inquiry, prek-5*. Corwin Press.

Blaz, D. (2008). *Differentiated assessment for middle and high school classrooms*. Eye On Education.

Brookhart, S. M. (2007). Feedback That Fits. *Educational Leadership*, *65*(4), 54–59.

Brookhart, S. M. (2008). *How to give effective feedback to your students*. Association for Supervision and Curriculum Development.

Brookhart, S. M. (2009a). *Exploring formative assessment*. ASCD. Brookhart, S. M. (2009b). The Many Meanings of "Multiple Measures". *Educational Leadership*, *67*(3), 6–12.

Brookhart, S. M. (2009). *Exploring formative assessment*. ASCD.

Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. ASCD.

Brookhart, S., McTighe, J., William, D., & Guskey, T. (2020, September 1). *Eight essential principles for improving grading*. ASCD. https://www.ascd.org/el/articles/eight-essential-principles-for-improving-grading Burke, K. (2009). *How to assess authentic learning*. Corwin Press.

Byrd, I. (2022, May 16). *Six traits of quality pre-assessments*. Byrdseed. https://www.byrdseed.com/six-traits-of-quality-pre-assessments/

Chappuis, J. (2005). Helping Students Understand Assessment. *Educational Leadership*, *63*(3), 39–43.

Chappuis, J. (2014). Thoughtful Assessment with the Learner in Mind.

Educational Leadership, *71*(6), 20–26.

Chappuis, S., & Chappuis, J. (2007). The Best Value in Formative Assessment.

Educational Leadership, *65*(4), 14–19.

Cole, R. W. (Ed.). (2008). *Educating everybody's children diverse teaching strategies for diverse learners*. Association for Supervision and Curriculum Development.

Corwin. (2021, August). *Visible learning*. Visible Learning Meta X. https://www.visiblelearningmetax.com/

Curry, K. A., Mwavita, M., Holter, A., & Harris, E. (2015). Getting assessment right at the

classroom level: Using formative assessment for decision making. *Educational Assessment, Evaluation and Accountability*, *28*(1), 89–104. https://doi.org/10.1007/s11092-015-9226-5

Danielson, C. (2007). *Enhancing professional practice: a framework for teaching*. Association for Supervision and Curriculum Development.

Danielson, C., & Axtell, D. (2009). *Implementing the framework for teaching in enhancing professional practice*. ASCD.

Dean, C. B., & Marzano, R. J. (2012). *Classroom instruction that works: research-based strategies for increasing student achievement*. ASCD. Duckor, B. (2014). Formative Assessment in Seven Good Moves. *Educational Leadership*, *71*(6), 28–32.

Edutopia. (2015, March 25). *How Should We Measure Student Learning? Five Keys to Comprehensive Assessment*. Edutopia. http://www.edutopia.org/comprehensive-assessment-introduction

Finley, T. (2014, July 30). *Dipsticks: Efficient Ways to Check for Understanding*. Edutopia. http://www.edutopia.org/blog/dipsticks-to-check-for-understanding-todd-finley

Fisher, D., & Frey, N. (2007). *Checking for understanding: formative assessment techniques for your classroom*. ASCD.

Fisher, D., & Frey, N. (2009). Feed Up, Back, Forward. *Educational Leadership*, *67*(3), 20–25.

Fisher, D., & Frey, N. (2012). Making Time for Feedback. *Educational Leadership*, *70*(1), 42–46.

Fogarty, R., & Kerns, G. M. (2009). *Informative assessment: When it's not about a grade*. Corwin Press.

Ford-Conners, E., Robertson, D. A., & Paratore, J. R. (n.d.). Classroom Talk as (In)Formative Assessment. *Voices from the Middle*, *23*(3), 50–57.

Freedman, R. (2019, April 11). *8 reasons why my students lead their own conferences*. eSchool News. https://www.eschoolnews.com/2019/04/12/students-led-conferences/

Greenberg, K. P. (2015). Rubric use in formative assessment: A detailed behavioral rubric helps students improve their scientific writing skills. *Teaching of Psychology*, *42*(3), 211–217.

Greenstein, L. (2010). *What teachers really need to know about formative assessment*. ASCD.

Guskey, T. (2007). The Rest of the story. *Educational Leadership*, *65*(4), 28–35. Guskey, T. R. (2018). Does pre-assessment work? . *Educational Leadership*, *75*(5), 52–57.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009, September). *Using Student Achievement Data to Support Instructional Decision Making*. What Works Clearinghouse. http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12

Hattie, J. (2009). *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Hattie, J. (2012). Know thy impact. *Educational Leadership*, *70*(1), 18–23. Heritage, M. (2007). Formative assessment: What do teachers need to know and do? *Phi Delta Kappan*, *89*(2), 140–145.

Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Corwin.

Hudesman, J., Crosby, S., Flugman, B., Issac, S., Everson, H., & Clay, D. B. (n.d.). Using formative assessment and metacognition to improve student achievement. *Journal of Developmental Education*, *37*(1), 2–13.

Jackson, Y., Geronomo, T., & Askia, A. (2010). Kids teaching kids. *Educational Leadership*, *68*(1), 60–63.

James-Ward, C., Fisher, D., Frey, N., & Lapp, D. (2013). *Using data to focus instructional improvement*. ASCD.

Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. Kagan.

Keeley, P. (2013). Formative assessment probes: Is it made of parts?: Scaffolding a formative assessment probe. *Science and Children*, *051*(04), 28–30.

Leahy, S., Lyon, C., Thompson, M., & William, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, *63*(3), 19–24.

Lockhart, S. (n.d.). *High impact teaching strategies in action: Differentiated teaching*. Department of Education and Training Victoria. https://www.education.vic.gov.au/school/teachers/classrooms/Pages/approacheshitsdifferentiation.aspx

Mageña, S., & Marzano, R. J. (2014). Art and science of teaching / Using polling technologies to close feedback gaps. *Educational Leadership*, *17*(6), 82–83.

Many, T. (2021). *Crafting "I can" statements: A practice worth pursuing*. TEPSA https://www.tepsa.org/resource/crafting-i-can-statements-a-practice-worth-pursuing

Marzano, R. J. (2009). The art and science of teaching / When students track their progress. *Educational Leadership*, *67*(4), 86–87.

Marzano, R. J. (2010). *Formative assessment & standards-based grading*. Marzano Research Laboratory.

Marzano, R. J. (2012). Art & science of teaching / Teaching self-efficacy with personal projects. *Educational Leadership*, *69*(8), 86–87.

Marzano, R. J., Pickering, D., & Heflebower, T. (2011). *The highly engaged classroom*. Marzano Research.

Mayes, C., & Williams, E. (2013). *Nurturing the whole student: five dimensions of teaching and learning*. Rowman & Littlefield Education.

Moon, T. R. (2005). The role of assessment in differentiation. *Theory Into Practice*, *44*(3), 226–233.

Moss, C. M., & Brookhart, S. M. (2019). *Advancing formative assessment in every classroom: A guide for instructional leaders*. ASCD.

Owens-Cunningham, A. (2021). (dissertation). *Teacher perceptions on using differentiated instructional strategies in middle school*. Walden University. https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=11947&context=di ssertations.

Popham, W. J. (2008). *Transformative assessment*. Association for Supervision and Curriculum Development.

Problem Solving and Response to Intervention Project, & Florida's Positive Behavior Support Project. (2011, December 20). *Florida's multi-tiered system of supports*. http://www.florida-rti.org/floridaMTSS/mtf.htm

Rollins, S. P. (2014). *Learning in the fast lane: 8 ways to put all students on the road to academic success*. Association for Supervision and Curriculum Development.

Shepard, L. (2005). Linking formative assessment to scaffolding. *Educational Leadership*, *63*(3), 66–70.

Smith, B., & Mader, J. (2015, January 01). Formative assessment with online tools. *The Science Teacher*, *82*(4), 10.

Stiggins, R. (2007). Assessment through the student's eyes. *Educational Leadership*, *64*(8), 22–26.

Stiggins, R., & Chappuis, J. (2006). What a difference a word makes: Assessment for learning rather than assessment of learning helps students succeed. *Journal of Staff Development*, *27*(1), 10–14.

Stover, K., Yearta, L., & Harris, C. (2016). Formative assessment in the digital age. *The Reading Teacher*, *69*(4), 377–381. https://doi.org/10.1007/s11092-015-9226-5

Strickland, C. A. (2009). *Exploring differentiated instruction*. Association for Supervision and Curriculum Development.

Teaching and Learning, Gathering quality assessment information (2014). Teaching Excellence & Educational Innovation. (n.d.). *Creating and using rubrics* https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html

Thomas, L. (2019, April 26). *7 smart, fast ways to do formative assessment*. Edutopia. from https://www.edutopia.org/article/7-smart-fast-ways-do-formative-assessment

Tomlinson, C. (2007). Learning to Love Assessment. *Educational Leadership*, *65*(4), 8–13.

Tomlinson, C. A. (2014). The bridge between today's lesson and tomorrow's. *Educational Leadership*, *71*(6), 10–14.

Tomlinson, C. A., & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. ASCD.

Universal design for learning: Creating a learning environment that challenges and engages all students. IRIS Center. (2020). https://iris.peabody.vanderbilt.edu/udl#content

Vanderhye, C., & Zmijewski Demers, C. (2007). Assessing students' understanding through conversations. *Teaching Children Mathematics*, *14*(5), 260–264.

Vatterott, C. (2014). Student-owned homework. *Educational Leadership*, *71*(6), 39–42.

Wiggins, G. (2012). Seven keys to effective feedback. *Educational Leadership*, *70*(1), 10–16.

William, D. (2014). The right questions, the right way. *Educational Leadership*, *71*(4), 16–19.

Wormeli, R. (2006). *Fair isn't always equal: assessing & grading in the differentiated classroom*. Stenhouse Publishers.

8-700-001 **English Learners for Therapists**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 18

ASHA CEUs: 1.6 **OT/PT CEUs**: 0.6

Course 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.

Specific Course Objectives:

Upon completion of the course, participants should be able to:

- State the purpose of the Florida Consent Decree.
- Identify the six mandated areas of the Consent Decree.
- Summarize the EL 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 using interpreters and language moderators.
- Identify the legal implications of assessment and evaluation of ELs.
- Explain recommendations for planning assessment and evaluation of ELs.
- Describe assessment methods sensitive to the diverse profiles of ELs.
- Demonstrate knowledge regarding guidance from the Office of Civil Rights (OCR) for the development of programs for ELs.
- Identify some of the educational models used in Florida's local districts and schools.
- Identify means of planning for intervention that incorporates assessment, differentiation, scaffolding, and re-teaching as necessary for ELs to successfully meet educationally relevant goals.
- Select and adapt materials that are culturally responsive/sensitive, age-appropriate, and linguistically accessible.
- Describe methods of providing culturally and linguistically responsive treatment that incorporates evidence-based strategies for ELs.
- Identify some ideas for therapy practices for language and communication.
- Explain how each of these practices are used in the field.
- Describe resources that provide information about evidence-based support for language and communication with ELs during therapy.

Course Outline/Overview:

This course is comprised of six content units:

Unit 1: ELs in Florida
Explains that the Florida Consent Decree is a legal framework that addresses English Learners' (EL) right of equal access to all educational programs and provides a structure that ensures they receive comprehensible instruction. Explores the areas and requirements of the Consent Decree and the training requirements for therapists or therapist assistants.

Unit 2: Cross-Cultural Communication
The focus of this unit is to provide information on best practices and guidelines when working with families from culturally and linguistically diverse backgrounds. Effective teaming facilitates improved communication between the school and the family. This is especially true when the team uses interpreters and language moderators who employ best practices and follow specific guidelines.

Unit 3: Assessment & Evaluation
This unit highlights some multi-disciplinary and discipline-specific assessment recommendations for professionals providing speech/language, occupational, or physical therapy evaluations.

Unit 4: Current Methods
The Consent Decree requires that any teacher assigned to instruct students with limited English proficiency (LEP) in subjects other than the academic and elective subjects, including speech-language, occupational, and physical therapy, must complete in-service training in specified English for Speakers of Other Languages (ESOL) topics.
One of the areas in which therapists must receive in-service training is in methods of teaching English to speakers of other languages. This unit provides an overview of current methods for instruction for English learners (ELs), which includes common educational models and related information from the field of applied linguistics.

Unit 5: Curriculum & Materials
While the roles and responsibilities of therapists differ from those of the classroom teacher in terms of their direct responsibility for implementing the curriculum, therapists do provide instructional support and focused interventions to help ELs access and progress in the general curriculum.
Therapists need to know, understand, and apply concepts, research, and evidence-based strategies to provide a supportive learning environment for ELs at multiple grade levels and from diverse backgrounds. This unit provides suggestions and ideas for therapists across disciplines to consider while planning therapy, instruction/intervention and other services for students who are ELs.

Unit 6: Therapy Practices:
School-based therapists provide assessment and intervention services for students who are English learners (ELs). Providing therapy services to English learners (ELs) with disabilities will

generally require more support for language and communicative exchanges than for similar students who are monolingual. Such support should be based on evidenced-based strategies, which are shown to facilitate dual language learners' access to the learning environment. Therapists need to know and use these supports in their therapy consistently. This unit provides resources and ideas for supports for dual language learners that therapists can consider for use in therapy across ages and settings.

Professional Learning Delivery:

Independent study online course with Check Your Knowledge quizzes and a Follow-up Activity as an implementation of what was learned.

Professional Learning Course Activities:

Participants must successfully complete the following activities:

- Review of the course content includes learning objectives, content, supplemental resources, required readings, and Check Your Knowledge at the end of each unit.
- Complete one Follow-up Activity as an implementation of what was learned.
- Complete the Satisfaction Survey.

Professional Learning Course Assessments:

Pass Final Assessment with at least 80% accuracy.

Follow-Up Strategies:

Complete one of the follow-up activities by applying what you have learned in this course. Then submit the Follow-up Activity, Workbook, and Verification Form to your supervisor for approval.

- Option 1 – collaborate with an ESOL professional to develop and implement a protocol for assessing English Learner (EL) students and develop a written reflection on how this tool supports best practices and meets the requirements of IDEA.
- Option 2 – outline best practices for communicating with families of EL students and guidelines for interpreters, compare them to district procedures, implement and reflect on changes, and explain how they align with federal guidelines.

References:

Apthorp, H., Randel, B., Cherassaro, T., Clark, T., McKeown, M., & Beck, I. (2012). Effects of a supplemental vocabulary program on word knowledge and passage comprehension. Journal of Research on Educational Effectiveness, 5(2), 160-188.

August, D., & Shanahan, T. (2006). Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Mahwah, NJ: Erlbaum. American Speech Language Hearing Association (ASHA, n.d.). No Child Left Behind; Key Issues for Bilingual Service Delivery. Rockville MD Available at: https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935225§ion=Key_Issues

American Speech Language Hearing Association (ASHA, n.d.). IDEA Issue Brief: Culturally and linguistically diverse students. Rockville, MD: Author. Available at: Bedore, L. M., & Peña, E. D. (2008). Assessment of bilingual children for identification of language impairment: Current findings and implications for practice. International Journal of Bilingual Education and Bilingualism, 11 (1), 1–29.

Baumann, J. F., Ware, D., & Edwards, E. C. (2007). "Bumping into spicy, tasty words that catch your tongue" A formative experiment on vocabulary instruction. The Reading Teacher, 61(2), 108-122. doi: 10.1598/RY.61.2.1

Beck, I.I., Perfetti, C. A., & McKeown, M. G. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. Journal of Education Psychology, 74(4), 506-521.

Butler, K. (1994). Cross-cultural perspectives in language assessment and intervention. Topics in Language Disorders Series. Gaithersburg, MD: Aspen Publications.

Center on Applied Linguistics (CAL): http://www.cal.org/

Center for Applied Linguistics (1993). ESL and bilingual program models. http://www.cal.org/resource-center?SearchText=&topic_tags%5B%5D=93&SearchButton=Search

Christian, D. (1997). Profiles in two-way immersion education. [Washington, D.C.]

Coyne, M.D., Kami'Enui, E. J., & Carnine, D. W. (2007). Effective teaching strategies that accommodate diverse learners – 3rd edition. Pearson.

Dalton, B., Proctor, C. P., Uccelli, P., Mo, E., & Snow, C. E. (2011). Designing for diversity: The role of reading strategies and interactive vocabulary in a digital reading environment for fifth-grade monolingual English and bilingual students. Journal of Literacy Research, 43(1), 68-100.

Fang, Z., Schleppegrell, M. J., & Moore, J. (2014). The linguistic challenges of learning across academic disciplines. In C. A. Stone, E. R. Silliman, B. J. Ehren, & G. P Wallach (Eds.). Handbook of language and literacy development and disorders: 2nd edition. pp. 302-322. New York: Guilford Press.

Florida Department of Education. (1990). 1990 LULAC et al. v. State Board of Education Consent Decree. Tallahassee, FL: Author.

Florida Department of Education (2022). 2021-2022 English language learners (ELLS) Data Base and Program Handbook. Author: https://www.fldoe.org/core/fileparse.php/7750/urlt/0081068-1314-ell-databaseprogramhandbook.pdf

Florida Department of Education (FDOE, 2023). 2022-2023 reports: English Language Learners by School by Race/Ethnicity Final Survey 2, Accessible at: https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/archive.stml

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://files.eric.ed.gov/fulltext/ED497258.pdf.

Gutierrez-Clellan, V., & Kreiter, J. (2003). Understanding child bilingual acquisition using parent and teacher reports. Applied Psycholinguistics, 24, 267-288.

Iris Center module on ELLs: http://iris.peabody.vanderbilt.edu/module/ell/

The IRIS Center for Training Enhancements (2011). Teaching English Language Learners: Effective Instructional Practices Retrieved on January 3, 2014 from http://iris.peabody.vanderbilt.edu/module/ell/

Laing, S. P., & Kamhi, A. (2003). Alternative assessment of language and literacy in culturally and linguistically diverse populations. Language Speech and Hearing Services in Schools, 34(1), 44-45.

May, S. (2008). Bilingual/Immersion education: What the research tells us. In J. Cummins & N.H. Hornberger (Eds.), Encyclopedia of Language and Education, 2nd ed, Vol. Bilingual Education, pp. 19-34. Spring Science and Business Media LLC.

McHenry, IL: Center for Applied Linguistics: Delta Systems.

Meschyan, G., & Hernandez, A. E. (2004). Cognitive factors in second-language acquisition and literacy learning; A theoretical proposal and call for research. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel (Eds.). Handbook of Language and Literacy: Development and Disorders. pp. 73-81. New York: Guilford Press.

National Clearinghouse for English Language Acquisition: https://ncela.ed.gov/

Ortiz, A. (2006). Considerations in implementing intervention assistance teams to support English language learners. Remedial and Special Education, 27(1), 53-63.

Pacific Policy Resource Center (2010). Successful bilingual and immersion education models/programs. Honolulu: Kamehameha Schools, Research & Evaluation Division.

Paradis, J., Emmerzael, K., & Sorensen Duncan, T. (2010). Assessment of English language learners: Using parent report on first language development. Journal of Communication Disorders, 43, 474-497.

Paradis, J., Genesee, F., & Crago, M. B. (2011). Dual language development and disorders; A Handbook on bilingualism and second language learning. 2nd edition. Baltimore: Brookes.

Pena, E. D., Summers, C., & Resendiz, M. (2007). Language variation, assessment, and intervention. In A. G. Kamhi, J. J. Masterson, and K. Apel (Eds.). Clinical Decision Making in Developmental Communication Disorders, pp. 99-118. Baltimore: Brookes.

Rivera, M. O., Lesaux, N. K., Francis, D. J. (2009). Language and reading interventions for English language learners and English language learners with disabilities. Center on Instruction.

Roseberry-McKibbin, C. (2008). Multicultural students with special language needs: Practical strategies for assessment and intervention. Oceanside, CA: Academic Communication Associates.

Saunders, W. M., & Goldenberg, C. (2010). Research to guide English language development instruction. In California Depart of Education (Ed.), Improving education for English learners: Research-based approaches (pp.21-82). Sacramento: California Department of Education.

Shipley, K. G., & McAfee, J.G. (2009). Assessment in speech-language pathology; A resource manual, 4th edition. Delmar.

Silliman, E. R., Wilkinson, L. C., & Brea-Spahn, M. R. (2004). Policy and practice imperatives for language and literacy learning. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel (Eds.). Handbook of Language and Literacy: Development and Disorders. pp. 97-129. New York: Guilford Press.

Silverman, R.D., Proctor, C. P., Harring, J. R., Doyle, B., Mitchell, M. A., & Meyer, A. G. (2013). Teachers' instruction and students' vocabulary and comprehension: An exploratory study with English monolingual and Spanish- English bilingual students in grades 3-5. Reading Research Quarterly, 1-30. doi: 10.1002/rrq.63.

Smiley, L. R., & Goldstein, P. A. (1998). Language delays and disorders. San Diego, CA: Singular.

Soltero-Gonzalez, L., Klinger, J. K., & Cano-Rodriguez, E. (2014). English language learners: Instructional practices to promote literacy development. In C. A. Stone, E. R. Silliman, B. J. Ehren, & G. P Wallach (Eds.). Handbook of language and literacy development and disorders: 2nd edition. pp. 654-674. New York: Guilford Press.

Tabors, P. O. (2008). One child, two languages: A guide for early childhood educators of children learning English as a second language (2nd ed.). Baltimore: Paul H. Brookes Publishing Co.

Vallentino, C. P. (2005). The impact of school reform design, English speakers of other languages (ESOL) instruction and socioeconomic status on ESOL students' reading achievement. Unpublished doctoral dissertation, University of North Florida. Accessible via: http://digitalcommons.unf.edu/cgi/viewcontent.cgi?article=1221&context=etd

WIDA: Has online resources for teaching ELLs, including sample lesson plans: http://www.wida.us/

2-100-001 **Evaluation and Assessment of Prekindergarten Children**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 10

Course Description: The purpose of this course is to inform the participants of evaluation processes as they are associated with both Code of Federal Regulations (CFR) and Florida Administrative Code (F.A.C.), in addition to providing information related to early childhood evaluation in educational decision-making during crucial years of development. This course is designed to assist all staff in Florida working with Prekindergarten children, including teachers, program providers, related service personnel, and paraprofessionals..

The content has been organized around eight major topics:

- Overview of Assessment
- Child Development
- Screening
- Families as Partners in the Assessment Process
- Assessment Procedures
- Special Considerations and Accommodations
- Interpretation and Use of Assessment Results
- Using Assessment Processes to Inform Planning

Specific Objectives by Topic:

Topic 1: Introduction - by the end of the unit, participants should be able to:

- Recognize key components of Division for Early Childhood of the Council for Exceptional Children's Recommended Practices for assessment in early childhood as referenced in the following: Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014.
- Identify types and purposes of assessment.
- Associate terminology related to assessment with definitions of terms.
- Indicate activities related to assessment as a continuum of processes and procedures.

Topic 2: Child Development - by the end of the unit, participants should be able to:

- Identify the characteristics and components of development in early childhood in the developmental areas of social, adaptive, motor, cognitive, and pre-academic functioning.
- Identify and indicate knowledge of use of the resources from Florida Early Learning and Developmental Standards 2017, Florida Child Outcomes Measurement System, and tools such as developmental checklists in identifying developmental areas.
- Identify ways in which development in various areas of functioning interrelate and impact development in other areas.

Topic 3: Screening - by the end of the unit, participants should be able to:

- Identify types and purposes of screening activities and instruments.
- Describe screening activities as they relate to assessment processes.

- Describe key components of Part C to Part B process as they relate to evaluation processes.

Topic 4: Families as Partners in the Assessment Process - by the end of the unit, participants should be able to:

- Identify requirements in Individuals with Disabilities Education Act (IDEA) for collaborating with families.
- Describe methods for gathering and incorporating information from families into the assessment process.
- Recognize positive strategies for sharing and explaining evaluation processes and results with families.
- Recognize the methods for considering family preferences and language differences when collaborating with families.

Topic 5: Assessment Procedures - by the end of the unit, participants should be able to:

- Describe components of ensuring fidelity of assessment techniques and results.
- Describe practices associated with assessment procedures in the context of both informal and standardized assessment practices.
- Describe the uses of interviews and observations as components of the evaluation process.
- Relate the use of play-based interactions to structured items and observations during the evaluation process.

Topic 6: Special Considerations and Accommodations - by the end of the unit, participants should be able to:

- Identify accommodations that are often considered to address individual circumstances and needs in the presentation of assessment items.
- Recognize methods for determining professional use of accommodations during both informal and formal assessments.
- Describe methods of implementing assessment accommodations as they impact results and as they relate to functional skill development.
- Identify considerations related to conducting evaluations in multiple settings and situations.

Topic 7: Interpretation and Use of Assessment Results - by the end of the unit, participants should be able to:

- Indicate understanding of the terminology and definitions of terms used to categorize assessment results.
- Identify methods for recording and reporting results of standardized assessments.
- Identify practices for reporting information gained from observations and interviews.
- Identify methods for reporting data gained from progress monitoring, curriculum-based, and standards-based records when applicable.

Topic 8: Using Assessment Processes to Inform Planning - by the end of the unit, participants should be able to:

- Recognize components of the use of assessment results as part of the diagnostic process as the results relate to eligibility for ESE services.
- Identify methods for incorporating assessment results into components of an Individual

Educational Plan (IEP) after eligibility determination.

- Describe the use of assessment data and descriptions of functional skills in relation to the Child Outcome Summary Process.
- Identify methods to assist in guidance and provision of resources for families following assessment processes.

Professional Learning Delivery, Implementation, and Evaluation:
To earn credit, participants must:

- Complete a Pre-assessment before beginning the course.
- Complete 100% of the "Check Your Knowledge" question/response sections while working through the major topics.
- Complete a Final Assessment with at least 80% accuracy.
- Complete the culminating Follow-up Activity to apply 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:
    a. Option 1 – Evaluation and Assessment Plan
    b. Option 2 – Written Reflection
    c. Option 3 – Application of Module Content and Resources

Resources and References
The eight course topics and 30 course objectives to be demonstrated by those who successfully complete the course reference the following sources:

Unit 1

- Bagnato, S. and Neisworth, K. (2007). *Authentic assessment for early childhood intervention*. Guilford Publications.
- The Office of the Federal Register of the National Archives and Records Administration. (2023). *Code of federal regulations. Insight into the electronic CFR*. US Government Publishing Office. https://www.ecfr.gov/
- Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Retrieved from http://www.dec-sped.org/dec-recommended-practices
- Early Childhood Technical Assistance Center (ECTA). (2014). *Practice improvement tools based on DEC recommended practices.* Frank Porter Graham Child Development Institute. University of North Carolina.
- Ferreri, F., editor. (2019). *Identify, locate and evaluate. Child find under the IDEA and Section 504*. LRP Publications.
- Kesslar, T., et.al. (2018). IDEA: *New expectations for schools and students*. LRP Publications.
- Losardo & Notari-Syverson. (2011). *Alternate approaches to assessing young children*. Brookes Publishing.
- McLean, Wolery, & Bailey. (2003). *Assessing infants and preschoolers with special needs*. Pearson Publishing.
- Tomsky, J. and Larzul, M. (2019). *Serving preschool-age children with disabilities: Evaluation, eligibility, placement and transition*. LRP Publications.

Unit 2

- Early Childhood Technical Assistance Center (ECTA) (2021). *Breadth of the three child outcomes*. Retrieved from https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf
- Florida Division of Early Learning. (2017). *Florida early learning and developmental standards*. Retrieved from http://flbt5.floridaearlylearning.com/standards.html
- Help Me Grow, Florida. Children's Forum and the State of Florida, Division of Early Learning. *Developmental milestones checklist and milestones tracker*. (Center for Disease Control's (CDC) "Learn the Signs. Act Early"). Retrieved from https://helpmegrowfl.org/developmental-milestones/

Unit 3

- Early Childhood Technical Assistance Center (ECTA). *Federal IDEA Part C & B Transition Requirements*. https://ectacenter.org/topics/transition/transition.asp
- Ferreri, F., editor. (2019). *Identify, locate and evaluate. Child find under the IDEA and Section 504*. LRP Publications.
- Florida Division of Early Learning and Children's Forum. Help Me Grow, Florida. *Milestones*. https://helpmegrowfl.org/developmental-milestones/
- Glascoe, F.P. (2020). Early detection of developmental and behavioral problems. *Pediatrics in Review*, 21(8), 272–280. https://agesandstages.com/about-asq/why-screening-matters/
- Head Start Early Childhood Learning & Knowledge Center. Child screening and assessment. https://eclkc.ohs.acf.hhs.gov/child-screening-assessment
- Head Start Early Childhood Knowledge and Learning Center. Head Start Program Performance Standards. *Ongoing child assessment guide*. https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/ongoing-child-assessment-guide-program-leaders
- Henderson, J., & Strain, P.S. (2009). *Screening for social emotional concerns: Consideration in the selection of instruments*. University of South Florida, National Center for Pyramid Model Innovations (NCPMI). https://challengingbehavior.org/resources/
- Kesslar, T., Fridman, E., Munin, M. (2018). *IDEA: New expectations for schools and students*. (sixth Edition). LRP Publications.
- National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention. (2023). Child development: Developmental screening. https://www.cdc.gov/ncbddd/childdevelopment/index.html
- The American Academy of Pediatrics (AAP). Healthy Children. https://www.healthychildren.org/English/ages-stages/preschool/Pages/default.aspx
- The Office of the Federal Register of the National Archives and Records Administration. (2023). *Code of federal regulations. Insight into the electronic CFR*. US Government Publishing Office. Retrieved from https://www.ecfr.gov/
- Tomsky, J. and Larzul, M. (2019). *Serving preschool-age children with disabilities: Evaluation, eligibility, placement and transition*. LRP Publications.
- U.S. Department of Health and Human Services. Office of Early Childhood Development. *Birth to five: Watch me thrive*. https://www.acf.hhs.gov/archive/ecd/child-health-development/watch-me-thrive

Unit 4

- Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. http://www.dec-sped.org/dec-recommended-practices
- Early Childhood Technical Assistance Center (ECTA). (2020). *Engaging Families as Partners. Practitioner practice guide*. Frank Porter Graham Child Development Institute. University of North Carolina. Retrieved from https://ectacenter.org/decrp/
- Early Childhood Technical Assistance Center (ECTA). (2014). *Practice improvement tools based on DEC recommended practices*. Frank Porter Graham Child Development Institute. University of North Carolina. https://ectacenter.org/decrp/
- Ferreri, F., editor. (2019). *Identify, locate and evaluate*. Child find under the IDEA and Section 504. LRP Publications.
- Kesslar, T., et.al. (2018). *IDEA: New expectations for schools and students*. LRP Publications.
- Technical Assistance and Training System (TATS). *Families as partners* https://www.livebinders.com/media/get/MjM0NDcwMDg=
- Technical Assistance and Training System (TATS). *Including families in information gathering processes*. https://tats.ucf.edu/wp-content/uploads/sites/32/2023/05/Including-Families-in-the-Assessment-Process-5.2.pdf

Unit 5

- Early Childhood Technical Assistance Center (ECTA). *Breadth of the three child outcomes*. https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf
- Early Childhood Technical Assistance Center (ECTA). *Federal IDEA Part C & B Transition Requirements*. https://ectacenter.org/topics/transition/transition.asp
- Early Childhood Technical Assistance Center (ECTA). (2014). *Practice improvement tools based on DEC recommended practices*. Frank Porter Graham Child Development Institute. University of North Carolina.
- Ferreri, F., editor. (2019). *Identify, locate and evaluate*. Child find under the IDEA and Section 504. LRP Publications.
- Florida Department of Education. *Technical assistance paper: evaluation, determination of eligibility, reevaluation and the provision of exceptional student education services*. pages 3, 7, 8, 10. DPS: 2015-152 Date: November 20, 2015.
- Florida Department of Education. *Technical Assistance Paper – Transition from Early Steps to the school district prekindergarten program for children with disabilities or other community program*. (DPS: 2018-33). Technical Assistance Papers Memos and Notes (fldoe.org)
- Florida Early Steps. *Early Steps policy handbook and operations guide (PHOG)*. Component 7.0 Transitions. https://floridaearlysteps.com/policy-handbook/
- Kesslar, T., et.al. (2018). *IDEA: New expectations for schools and students*. LRP Publications.
- Office of the Federal Register of the National Archives and Records Administration. (2023). *Code of federal regulations. Insight into the electronic CFR*. US Government Publishing Office. https://www.ecfr.gov/
- Scott-Little, C. and Reschke, K. (2020). *Observing, documenting, and addressing children's development and learning*. Developmentally Appropriate Practice in Early Childhood Programs. National Association for the Education of Young Children (NAEYC).
- Tomsky, J. and Larzul, M. (2019). *Serving preschool-age children with disabilities: Evaluation,*

eligibility, placement and transition. LRP Publications.

- United States Department of Education. Office of Special Education Programs. *OSEP Policy Letter to Jennifer Nix (March 17, 2023)*. https://sites.ed.gov/idea/idea-files/policy-letter-march-17-2023-to-nix/

Unit 6

- American Speech-Language-Hearing Association (ASHA). *IDEA Part C: Cultural and Linguistic Diversity*. https://www.asha.org/njc/service-with-culturally-diverse-individuals/
- Ferreri, F., editor. (2019). *Identify, locate and evaluate*. Child find under the IDEA and Section 504. LRP Publications.
- Kesslar, T., et.al. (2018). *IDEA: New expectations for schools and students*. LRP Publications.
- The Arc. Six Principles of IDEA Evaluations. Lakewood, Colorado. https://www.arcjc.org/gethelp/classestraining/idea/transcripts/ideaevaluationstranscript.html
- Developmental Assessment Administration Manuals:
    - Battelle Developmental Inventory – 3rd Edition. Riverside Insight Publishing
    - Developmental Assessment of Young Children – 2nd Edition. Pearson Assessments

Unit 7

- Early Childhood Technical Assistance Center (ECTA). (2020). *Identifying child strengths*. Assessment Practitioner Practice Guide. https://ectacenter.org/decrp/
- Early Childhood Technical Assistance Center (ECTA). (2020). *Authentic child assessment checklist*. Assessment Practitioner Practice Guide. https://ectacenter.org/decrp/
- Florida Department of Education. Florida Administrative Code and Florida Administrative Register. (2022). Rule 6A-6.03027. https://www.flrules.org/gateway/ruleno.asp?id=6A-6.03027
- Florida Division of Early Learning. (2017). *Florida early learning and developmental standards – 2017*. https://flbt5.floridaearlylearning.com/

Unit 8

- Early Childhood Technical Assistance Center (ECTA) (2021). *Breadth of the three child outcomes*. https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf
- Early Childhood Technical Assistance Center (ECTA). (2020). *Identifying child strengths*. Assessment Practitioner Practice Guide. https://ectacenter.org/decrp/
- Florida Department of Education. *Developing Quality Individual Education Plans 2015*. https://www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf
- Florida Department of Education. Florida Administrative Code and Florida Administrative Register. (2022). Rule 6A-6.03027. https://www.flrules.org/gateway/ruleno.asp?id=6A-6.03027
- Florida Division of Early Learning. (2017). *Florida early learning and developmental standards – 2017*. https://flbt5.floridaearlylearning.com/
- Technical Assistance and Training System (TATS). *Families as partners* https://www.livebinders.com/media/get/MjM0NDcwMDg=

- Technical Assistance and Training System (TATS). *Including families in information gathering processes*. https://tats.ucf.edu/wp-content/uploads/sites/32/2023/05/Including-Families-in-the-Assessment-Process-5.2.pdf

2-100-103 **Exploring Structured Literacy**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2026

Department: Professional Leadership & Learning **Maximum Inservice Points**: 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 Rule 6A-4.0051, F.A.C.. 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. Complete multiple choice, true-false, matching, and fill-in-the-blank Check Your Understanding quizzes in all units of study.
4. 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.
5. Collect pre-assessment data to identify the need of your student(s) in the area of phonics and complete a Student Profile and Instructional Plan for Phonics/Advanced Decoding Instruction. Select one multisensory intervention strategy from the course in the area of phonics directly linked to student need to implement in addition to instruction currently being provided. After delivering the instructional plan, collect post-assessment data to determine intervention effectiveness, complete a Implementation Results for Phonics/Advanced Decoding Instruction reflection.
6. Plan, deliver, and reflect on an explicit, systematic, and multisensory vocabulary lesson using the Vocabulary Lesson Template.
7. 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, 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:

A. Gierut, Judith. (1998). Natural domains of cyclicity in phonological acquisition. *Clinical Linguistics & Phonetics, 12*, 481-99. https://doi.org/10.3109/02699209808985239

Ahearn, M. (2016). Who were Orton and Gillingham? Academy of Orton-Gillingham Practitioners and Educators. https://www.ortonacademy.org/resources/who-were-orton-and-gillingham/

Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Cambridge Massachusetts Institute of Technology.

Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). Phonemic awareness in young children. Paul H. Brookes Publishing Co.

Adams, J., Treiman, R., & Pressley, M. (1998). Reading, writing, and literacy. In I.E. Sigel & K.A. Renninger (Eds.), *Handbook of child psychology: Child psychology in practice* (pp. 275-355). Wiley.

Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). Becoming a nation of readers: The report of the commission on reading. The Center for the Study of Reading and The National Academy of Education.

Anthony, J. L., & Francis, D. J. (2005). Development of phonological awareness. *Current Directions in Psychological Science, 14(5)*, 255-259. https://doi.org/10.1111/j.0963-7214.2005.0037

Apel, K., Masterson, J., & Hart, P. (2004). Integration of language components in spelling. In E. Silliman & L. Wilkinson (Eds.), *Language and literacy in schools* (pp. 292-315). Guilford Press.

Ashby, J., Dix, H., Bontrager, M., Dey, R., & Archer, A. (2013). Phonemic awareness contributes to text reading fluency: Evidence from eye movements. *School Psychology Review, 42(2)*, 157-170.

Ashby, J., McBride, M., Naftel, S., O'Brien, E., Paulson, L. H., Kilpatrick, D. A, & Moats, L. C. (2023). Teaching phoneme awareness in 2023: A guide for educators. https://drive.google.com/drive/folders/1tPwupou7EqctDO50XtfvMGxfJAx7xPk9?usp=share_ link

Baker, Simmons, and Kame'enui. (1997). Vocabulary acquisition: Research bases. In Simmons, D. C. and Kame'enui, E. J. (Eds.), *What reading research tells us about children with diverse learning needs: Bases and basics.* Erlbaum.

Ball, E., & Blackman, B. A. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and development in spelling? *Reading Research Quarterly, 26,* 49-66. http://dx.doi.org/10.1598/RRQ.26.1.3

Bashir, A., & Hook, P. (2009). Fluency: A key link between word identification and comprehension. *Language, Speech, and Hearing Services in School, 40,* 196-200. https://pubs.asha.org/doi/10.1044/0161-1461%282008/08-0074%29

Bates, E., Marchman, V., Tahl, D., Fenson, L., Dale, P., Reznick, J, Reilly, J., & Hartung, J. (1994). Developmental and stylistic variation in the composition of early vocabulary. *Journal of Child Language, 21*, 85-103. DOI: 10.1017/s0305000900008680

Baumann, J., Edwards, E., Font, G., Tereshinski, C., Kame'enui, E., & Olejnik, S. (2002). Teaching morphemic and contextual analysis to fifth grade students. *Reading Research Quarterly, 27(2)*, 150-176. DOI:10.1598/RRQ.37.2.3

Beck, I. L., & Beck, M. E. (2013). *Making sense of phonics: The hows and whys (2nd ed.)*. Guildford Press.

Beck, I. L., & McKeown, M. G. (2005). *Elements of reading: Vocabulary*. Harcourt Achieve Inc.

Beck, I., & Perfetti, C., & McKeown, M. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology, 74(4)*, 506-521. https://doi.org/10.1037/0022-0663.74.4.506

Berninger, V. W., Abbott, R. D., Nagy, W., & Carlisle, J. (2010). Growth in phonological, orthographic, and morphological awareness in grades 1 to 6. *Journal of Psycholinguistic Research, 39(2)*, 141-163. DOI: 10.1007/s10936-009-9130-6

Betts, E. A. (1936). *The prevention and correction of reading difficulties*. Row, Peterson and Company.

Biancarosa, C., & Snow, C. E. (2006). Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.). Alliance for Excellent Education. https://www.carnegie.org/media/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny_report_2004_reading.pdf

Biemiller, A. (2012). Teaching vocabulary in the primary grades: Vocabulary instruction needed. In J.F. Baumann & E.J. Kame'enui (Eds.), *Vocabulary instruction: Research in practice* (2nd ed., pp.28-40). Guildford Press.

Biemiller, A. (2005). Size and Sequence in Vocabulary Development: Implications for Choosing Words for Primary Grade Vocabulary Instruction. In E. H. Hiebert and M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 223–242). Lawrence Erlbaum.

Biemiller, A. (2001). Teaching vocabulary: Early, direct, and sequential. *The American Educator, 25(1)*, 24-28.

Birsh, J. R. (2018). Connecting research and practice. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 2-34). Paul H. Brookes Co.

Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills (4th ed.)*. Paul H. Brookes Co.

Blachman, B. A. (1997). Early intervention and phonological awareness: A cautionary tale. In B. A. Blachman (Ed.), *Foundations of reading acquisition and dyslexia: Implications for early intervention* (pp. 409-430*)*. Lawrence Erlbaum Associates Publishers.

Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Paul H. Brookes Publishing Co.

Blevins, W. (2017). *Teaching phonics and word study in the intermediate grades*. Scholastic, Inc.

Booth, J. R., Mehdiratta, N., Burman, D. D., & Bitan, T. (2008). Developmental increases in effective connectivity to brain regions involved in phonological processing during tasks with orthographic demands. *Brain Research*, 1189, 78-89. doi: 10.1016/j.brainres.2007.10.080

Bowen, C. (2018). Brown's stages of syntactic and morphological development. https://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=33:brown&catid=2:uncategor ised&Itemid=117

Bowers, P. N. & Cooke. (2012). Morphology and the common core: Building understanding of the written word. *Perspectives on Language and Literacy*, 31-35.

Bowers, P. N., & Kirby, J. R. (2010). Effects of morphological instruction on vocabulary acquisition. *Reading and Writing: An Interdisciplinary Journal, 23*, 515-537.

Bowers, P. N., Kirby, J.R., & Deacon, S.H. (2010). The effects of morphological instruction on literacy skills: A systematic review of the literature. *Review of Educational Research, 80*, 144-179.

Caravolas, M., Volin, J., & Hulme, C. (2005). Phoneme awareness is a key component of alphabetic literacy skills in consistent and inconsistent orthographies: Evidence from Czech and English

children. *Journal Experimental Child Psychology, 92*, 107-139. DOI: 10.1016/j.jecp.2005.04.003

Carey, S., & Bartlett, E. (1978). Acquiring a single word. *Papers and Reports on Child Language Acquisition, 15*, 17-29.

Carlisle, J. (2000). Awareness of the structure and meaning of morphologically complex words: Impact on reading. *Reading and Writing: An Interdisciplinary Journal, 12(3)*, 169-190.

Carlisle, J., & Stone, C. (2005). Exploring the role of morphemes in word reading. *Reading Research Quarterly, 40(4)*, 428-449.

Carreker, S. (2018). Teaching reading: Accurate decoding. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 338-388). Paul H. Brookes Co.

Catts, H. W., Adlof, S. M., & Weismer, S. E. (2006). Language deficits in poor comprehenders: A case for the simple view of reading. *Journal of Speech, Language, and Hearing Research, 49*, 278-293.

Catts, H. W., Hogan, T. P., & Few, M. E. (2003). Subgrouping poor readers on the basis of individual differences in reading-related abilities. *Journal of Learning Disabilities, 36(2)*, 151-164.

Center for Applied Special Technology. (2018). The UDL guidelines. http://udlguidelines.cast.org/

Center for Applied and Specialized Technology. (2010). UDL at a glance. [video file]. https://youtu.be/bDvKnY0g6e4

Center for Applied and Specialized Technology. Free learning tools. http://www.cast.org/whats-new/learning-tools.html#.Xw6CmChKjIU

Center for Parent Information and Resources. (2017). Parental Rights Under IDEA. https://www.parentcenterhub.org/parental-rights/

Center for the Study of Reading, University of Illinois. (1985). Becoming a nation of readers: The report of the commission on reading. https://files.eric.ed.gov/fulltext/ED253865.pdf

Chall, J. S. (1996). Stages of reading development (2nd ed.). Harcourt Brace Jovanovic College Publishers.

Chall, J. S. (1983). Stages of reading development. McGraw-Hill.

Chard, D. J., & Dickson, S. V. (1999). Phonological awareness: Instructional and assessment guidelines. *Intervention in School and Clinic, 34*, 261-270.

Clark, R. E., Kirschner, P. A., & Sweller, J. (2012). Putting students on the path to learning: The case for fully guided instruction. *The American Educator, 36(10)*, 6-11.

Cunningham, A. E., & Stanovich, K. E. (1997). What reading does for the mind. American Educator/American Federation of Teachers, Spring/Summer, 1-8. https://www.aft.org/sites/default/files/cunningham.pdf

Cunningham, J. W., Cunningham, P.M., Hoffman, J.V., & Yopp, H.K. (1998). Phonemic Awareness and the Teaching of Reading: A Position Statement from the Board of Directors of the International Reading Association. https://www.literacyworldwide.org/docs/default-source/where-we-stand/phonemic-awareness-position-statement.pdf?sfvrsn=944ea18e_6

de Jong, P. F., & van der Leij, A. (2002). Effects of phonological abilities and linguistic comprehension on the development of reading. *Scientific Studies of Reading, 6(1)*, 51-77.

Dombek, J. L., Foorman, B. R., Garcia, M., & Smith, K. G. (2016). Self-study Guide for Implementing Early Literacy Interventions (REL 2016–129). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. https://ies.ed.gov/ncee/rel/regions/southeast/pdf/REL_2016129.pdf

Ehri, L. C. (2013). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. *Scientific Studies of Reading, 18(1)*, 5-21.

Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading, 9(2)*, 167-188.

Ehri, L. C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. L. Metsala & L. C. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 3-40).

Ehri, L. C. (1995). Phases of development in learning to read words by sight. *Journal of Research in Reading, 18*, 116-125.

Elkonin, D. (1971). Development of Speech. In A.V. Zaporozhets and D. B. Elkonin (Eds.). *The Psychology of Preschool Children.* M.I.T. Press.

Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001). Put reading first: Helping your child learn to read. Washington, DC: U.S. Government Printing Office.

Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2000). Report of the national reading panel: Teaching children to read: Reports of the subgroups (00-4754). Washington, DC: U.S. Government Printing Office.

Eunice Kennedy Shriver National Institute of Child Health and Human Development. What are reading disorders? https://www.nichd.nih.gov/health/topics/reading/conditioninfo/pages/disorders.aspx

Evans, M. A., & Carr, T. H. (1985). Cognitive abilities, conditions of learning, and the early development of reading skill. *Reading Research Quarterly, 20*. https://doi.org/10.2307/748022

Farrell, M. L., & White, N.C. (2018). Structured Literacy Instruction. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 2-34, 35-80). Paul H. Brookes Co.

Farrell, L., Davidson, M., Hunter, M., & Osenga, T. (2010, February). The simple view of reading: Research of importance to all educators. https://www.cdl.org/articles/the-

simple-view-of-reading/

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. Guilford Press.

Florida Department of Education. (2022). K-12 comprehensive evidence-based reading plans. Retrieved from https://www.fldoe.org/academics/standards/just-read-fl/readingplan.stml

Florida Department of Education. (2022). Reading endorsement competencies and matrix. https://www.fldoe.org/academics/standards/just-read-fl/reading-endorsement.stml

Florida Department of Education. (2021). Guiding tools for instructional problem solving (3rd edition). https://www.livebinders.com/b/2785147?tabid=250b3e02-61fa-d7d4-f3b5-84767eb6cb50

Florida Department of Education. (2020). Florida's B.E.S.T. Standards English Language Arts. http://www.fldoe.org/core/fileparse.php/18736/urlt/ELAStandards.PDF.

Florida Department of Education. (2014). Florida assessment for instruction in reading, aligned to the language arts Florida standards: Grades 3-12 administration manual. http://www.fldoe.org/core/fileparse.php/7544/urlt/FAIR-FS312AdminManual.pdf

Florida Department of Education. About CPALMS. http://www.cpalms.org/CPALMS/about_us.aspx

Florida Department of Education. Educator resources. http://www.fldoe.org/academics/standards/just-read-fl/resources.stml

Florida Department of Education. Effective tiered instruction for literacy. https://floridarti.usf.edu/resources/factsheets/tiered_literacy_updated.pdf

Florida Department of Education. Florida's multi-tiered system of supports.

https://floridarti.usf.edu/ Florida Department of Education. Just read, Florida!

http://www.fldoe.org/academics/standards/just-read-fl/

Florida Department of Education. Just read, families! https://www.fldoe.org/academics/standards/just-read-fl/families/

Florida Department of Education. Reading model lesson series. http://rmls.florida-ese.org/#/home

Florida Department of Education. The ACCESS Project. https://accesstofls.org/

Florida Department of Education. Universal design for learning: The three principles. https://at-udl.com/tutorials/udl_principles/

Florida Department of Education. What is special about special education? Specially designed instruction for students with disabilities within a multi-tiered system of supports. http://www.floridarti.usf.edu/resources/format/pdf/specially_designed_instruction_mtss.pdf

Florida State University. (2022). Essentials for Reading Success: Instructional Routines. https://fcrr.org/reading-success/instructional-routines

Florida State University. (2021). Student center activities. https://fcrr.org/student-center-activities Florida State University. Florida center for reading research (FCRR).

http://www.fcrr.org/

Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology, 90*(1), 37–55. https://doi.org/10.1037/0022-0663.90.1.37

Foorman, B. R., & Schatschneider, C. (1997). Beyond alphabetic reading: Comments on Torgeson's prevention studies. *Journal of Academic Language Therapy, 1*, 59-65.

Genishi, C. (1998). Young children's oral language development. http://www.readingrockets.org/article/young-childrens-oral-language-development

Gillis, M. (2017, February 24). What is dyslexia? [Video file]. https://www.youtube.com/watch?v=kE3DqJP-nkI

Goodman, K. (1967). Reading: a psycholinguistic guessing game. *Journal of the Reading Specialist, 6*, 126–35.

Goodwin, A. P., Petscher, Y., Carlisle, J. F., & Mitchell, A. M. (2017). Exploring the dimensionality of morphological knowledge for adolescent readers. *Journal of Research in Reading, 40*(1), 91–117. https://doi.org/10.1111/1467-9817.12064

Goswami, Usha. (2000). Phonological representations, reading development and dyslexia: Towards a cross-linguistic theoretical framework. *Dyslexia, 6(2)*, 133-151. https://doi.org/10.1002/(SICI)1099-0909(200004/06)6:2<133::AID-DYS160>3.0.CO;2-A

Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education, 7*, 6-10. https://doi.org/10.1177/074193258600700104

Green, L., McCutchen, D., Schwiebert, C., Quinlan, T., Eva-Wood, A., & Juelis, J. (2003). Morphological Development in Children's Writing. *Journal of Educational Psychology,*

95(4), 752–761. https://doi.org/10.1037/0022-0663.95.4.752

Grace, K.S. (2022). *Phonics and Spelling through Phoneme-Grapheme Mapping.* Really Great Reading.

Hanna, P. R., Hanna, J. S., Hodges, R. E., & Ruforf, H. (1966). Phoneme-grapheme correspondences as cues to spelling improvement. Washington, DC: U.S. Office of Education Cooperative Research.

Hennessy, N. E. (2018). Working With word Meaning: Vocabulary Instruction. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 558-599). Paul H. Brookes Co.

Henry, M. K. (2018). The history and structure of written English. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 540-557). Paul H. Brookes Co.

Henry, M. K. (2010). *Unlocking literacy: Effective decoding and spelling instruction*. Paul H. Brookes Publishing Co.

Herron, 2013. (2013). SpellTalk Discussion Group. spelltalk@listserve.com

Honing, B., Diamond, L., Gutloha, G., & Mahler, A. (2000). *CORE teaching reading sourcebook for kindergarten through eighth grade.* Arena Press. Consortium on Reading Excellence (CORE) https://www.corelearn.com/files/TeachingReadingSourcebook2ESample.pdf

Houghton Mifflin Harcourt. (1997). *The role of phonics*. https://www.eduplace.com/rdg/res/teach/phcs.html

Hulme, C., & Snowling, M. J. (2011). Children's reading comprehension difficulties: Nature, causes, and treatments. *Current Directions in Psychological Science, 20(3*), 139-142.

Hulme, C., & Snowling, M. J. (2009). *Developmental disorders of language learning and cognition*. Wiley-Blackwell.

Institute of Education Sciences. (2022). Providing Reading Interventions for Students in Grades 4–9 Educator's Practice Guide. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf

Institute of Education Sciences. (2009). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

International Dyslexia Association. (2020). Building Phoneme Awareness: Know what Matters. https://dyslexiaida.org/building-phoneme-awareness-know-what-matters/

International Dyslexia Association. (2020). Structured Literacy: Effective Instruction for Students with Dyslexia and Related Reading Difficulties.

https://dyslexiaida.org/structured-literacy-effective-instruction-for-students-with-dyslexia-and-related-reading-difficulties/

International Dyslexia Association. (2018, March). Knowledge and practice standards for teachers of reading. https://dyslexiaida.org/knowledge-and-practices/

International Dyslexia Association. (2016, January). Essa gives states more control, targets needs of struggling readers. https://dyslexiaida.org/essa-gives-states-more-control-targets-needs-of-struggling-readers/

International Dyslexia Association. (2002). Definition of dyslexia. http://eida.org/definition-of-dyslexia/

International Dyslexia Association. History of the IDA. https://dyslexiaida.org/history-of-the-ida/

Intervention Central. Sentence Combining: Teaching Rules of Sentence Structure by Doing. https://www.interventioncentral.org/academic-interventions/writing/sentence-combining-teaching-rules-sentence-structure-doing

Jones, C. Multisensory vocabulary instruction: Guidelines and activities. http://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelines-and-activities

Joshi, R. M. (2005). Vocabulary: A critical component of comprehension. *Reading & Writing Quarterly, 21(3)*, 209-219.

Kamil, M. L., & Hiebert E. H. (2005). The teaching and learning of vocabulary: Perspectives and persistent issues. In E. H. Hiebert & M. Kamil (Eds.), *Teaching and learning vocabulary: Bringing scientific research to practice*. Erlbaum.

Katz, L. (2004). An investigation of the relationship of morphological awareness to reading comprehension in fourth and sixth graders. (Doctoral dissertation, University of Michigan, 2004). Dissertation Abstracts International, 65, 2138.

Kearns, D. M., Hancock, R., Hoeft, F., Pugh, K.R., Frost, S.J. (2019). The Neurobiology of Dyslexia. *Teaching Exceptional Children, 51(3)*, 175-188.

Kieffer, M.J. & Lesaux, N.K. (2007). Breaking down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom. *The Reading Teacher, 61(2)*, 134-144.

Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties.* John Wiley & Sons, Inc.

Kilpatrick, D. A. (2012a). Phonological segmentation assessment is not enough: A comparison of three phonological awareness tests with first and second graders. *Canadian Journal of School Psychology, 27(2)*, 150-165.

Kilpatrick, D. A. (2012b). Not all phonological awareness tests are created equal: Considering the practical validity of phonological manipulation vs. segmentation. *Communique: Newspaper of the National Association of School Pscyhologists, 40(6)*, 31-33.

Kilpatrick, D. A., & McInnis, P. J. (2015). *The phonological awareness screening test.* John Wiley & Sons, Inc.

Kosanovich, M. (2012). Using instructional routines to differentiate instruction: A guide for teachers. RMC Research Corporation, Center on Instruction.

Lane, H. & Contesse, V. (2022). UFLI Foundations: An explicit and systematic phonics program. Ventris Learning.

Lane, H. B. (2014, November). UFLI blendable sounds: A quick review [Video file]. https://youtu.be/b78icf-bB7Q

Lane, H. B., & Allen, S. (2010, February). The vocabulary-rich classroom: modeling sophisticated word use to promote word consciousness and vocabulary growth. *The Reading Teacher, 63(5)*, 362–370. DOI:10.1598/RT.63.5.2

Lane, H. B., & Hayes, L.F. (2015). Keeping the big picture in mind: Using a reading conceptual framework to guide teacher learning. *Journal of Reading Education, 40(2)*, 19-26.

Lane, H.B., & Pullen, P.C. (2015). Blending Wheels Tools for Decoding Practice. *Teaching Exceptional Children, 48(2)*, 86-92. DOI:10.1177/0040059915594791

Learning Disabilities Association of America. (2017). Getting Specific About SLD: A Conversation Guide for Using Terms like Dyslexia, Dyscalculia, and Dysgraphia. https://www.ncld.org/news/policy-and-advocacy/getting-specific-about-sld-a-conversation-guide-for-using-terms-like-dyslexia-dyscalculia-and-dysgraphia/

Linkersdorfer, J., Jurcoane, A., Lindbert, S., Kaiser, J., Hasselhorn, M., Fieback, C.J., & Lonnemann, J. (2015). The association between gray matter volume and reading proficiency: A longitudinal study of beginning readers. Journal of Cognitive Neuroscience, 27(2), 308-318. DOI: 10.1162/jocn_a_00710

Lipka, O., Lesaux, N.K., & Siegel, L. S. (2006). Retrospective analyses of the reading development of grade 4 students with reading disabilities: Risk status and profiles over 5 years. *Journal of Learning Disabilities, 39(4)*, 364-378. https://doi.org/10.1177/00222194060390040901

Lundberg, I., Frost, J., & Petersen, O. (1988). Effects of an extensive program for stimulating phonological awareness in preschool children. *Reading Research Quarterly, 23*, 263-285.

McKeown, M. G., & Beck, I. L. (2004) Direct and rich vocabulary instruction. In J. F. Baumann & E.J. Kame'enui (Eds.), *Vocabulary instruction* (pp. 13-27). Guilford Press.

Melby-Lervag, M., Lyster, S. A. H., & Hulme, C. (2012). *Phonological skills and their role in learning to read: A meta-analytic review*. American Psychological Association.

Moats, L. C. (1999). Teaching reading is rocket science: What expert teachers of reading should know and be able to do. American Federation of Teachers. https://files.eric.ed.gov/fulltext/ED445323.pdf

Moats, L. C. (2020). Speech to print: Language essentials for teachers (3rd Edition). Baltimore, MD: Paul H. Brookes Publishing Co.

Moats, L.C. (2020). Teaching Reading Is Rocket Science, 2020 - What Expert Teachers of Reading Should Know and Be Able to Do. Washington, DC: American Educator, Summer 2020, 1-32. https://www.aft.org/sites/default/files/moats.pdf

Moats, L. C. (2010). *Speech to print: Language essentials for teachers (2nd ed.)*. Paul H. Brookes Publishing Co.

Moats, L.C. (2005). How Spelling Supports Reading: And why it is more regular and predictable than you think. *American Educator, Winter 2005/06*, 12-43. https://www.aft.org/sites/default/files/periodicals/Moats.pdf

Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems*. The International Dyslexia Association.

Moats, L, & Tolman, C (2009). Excerpted from Language essentials for teachers of reading and spelling (LETRS): The speech sounds of English—Phonetics, phonology, and phoneme awareness (Module 2). Sopris West.

Morrow, V. (2001). Using qualitative methods to elicit young people's perspectives on their environments: Some ideas for community health initiatives. *Health Education Research, 16(3)*, 255–268.

Nagy, W. (1998). *Teaching vocabulary to improve reading comprehension.* International Reading Association.

Nagy, W. E., & Scott, J.A. (2000). Vocabulary processes. In M.L. Kamil, P.B. Mosenthal, P.D. Parson, & R. Barr (Eds.), *Handbook of reading research* (Vol. III, pp. 269-284). Lawrence Erlbaum Associates.

Nagy, W., & Anderson, R. (1984). How many words are there in printed school English? *Reading Research Quarterly, 19*, 304-329.

Nagy, W., & Scott, C. (2000). Vocabulary processes. In M. Kamil, P. Mosenthal, P. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol.3, pp.269-284). Lawrence Erlbaum Associates.

Nagy, W., Berninger, V., & Abbott, R. (2006) Contributions of morphology beyond phonology to literacy outcomes of upper elementary and middle-school students. *Journal of Educational Psychology, 98(1)*, 134-147.

Nation, K. (2005). Children's reading comprehension difficulties. In M. J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 248-265). Oxford, UK: Blackwell.

Nation, K., Clarke, P., Marshall, C. M., & Durand, M. (2004) Hidden language impairment in children: Parallels between poor reading comprehension and specific language impairment. *Journal of Speech, Language, and Hearing Research, 47*, 199-211.

National Center for Education Statistics. (2018). About NAEP: A common measure of student achievement. https://nces.ed.gov/nationsreportcard/about/

National Center on Intensive Intervention. (2016). Phonemic awareness: Phoneme segmentation. https://intensiveintervention.org/sites/default/files/Phoneme_Segmentation_508.pdf

National Institute for Direct Instruction. Project follow through. https://www.nifdi.org/what-is-di/project-follow-through

National Institute for Literacy. (2006). Put reading first: Kindergarten through grade 3. The research building blocks for teaching children to read. 3rd edition. https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf

Nippold, M. A. (2017). Reading comprehension deficits in adolescents: Addressing underlying language abilities. *Language, Speech, and Hearing Services in Schools, 48(2)*, 125-131.

O'Connor, R., Notari-Syverson, A., & Vadasy, P. (1998a). First-grade effects of teacher-led phonological activities in kindergarten for children with mild disabilities: A follow-up study. *Learning Disabilities Research and Practice, 13*, 43-52.

Ohio History Central. McGuffey's reader. http://www.ohiohistorycentral.org/w/McGuffey's_Reader?rec=1469

Paulson, L.H. (2018). Teaching phonemic awareness. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 205-255). Paul H. Brookes Co.

Perfetti, C. A., & Adlof, S. M. (2012). Reading comprehension: A conceptual framework from word meaning to text meaning. In J. Sabatini & E. Albro (Eds.), *Assessing reading in the 21st century: Aligning and applying advances in the reading and measurement sciences.* Rowman & Littlefield Education

Perfetti, C., & Stafura, J. (2014). Word knowledge in a theory of reading comprehension. *Scientific Studies of Reading, 18*(1), 22–37. https://doi.org/10.1080/10888438.2013.827687

Pullen, P.C., & Lane, H.B. (2016). Hands-On Decoding: Guidelines for Using Manipulative Letters. *Learning Disabilities: A Multidisciplinary Journal, 21(1)*, 27-37. DOI:10.18666/LDMJ-2016-V21-I1-6797

Pullen, P. C., & Lane, H. B. (2014). Teacher-directed decoding practice with manipulative letters and word reading skill development of struggling first grade students. *Exceptionality, 22*(1), 1–16. https://doi.org/10.1080/09362835.2014.865952

Rayner, K., Foorman, B., Perfetti, C., Pesetsky, D., Seidenberg, M. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest, 2,* 31–74.
DOI: 10.1111/1529-1006.00004

Reading Rockets. Beginning to read: Thinking and learning about print. http://www.readingrockets.org/articles/researchbytopic/4831

Reading Rockets. Elkonin boxes. http://www.readingrockets.org/strategies/elkonin_boxes

Reading Rockets. Learning to read: The great debate. http://www.readingrockets.org/articles/researchbytopic/4853

Reading Rockets. National Reading Panel. https://www.readingrockets.org/sites/default/files/NRP-2000.pdf

Reading Rockets. Sentence Combining. http://www.readingrockets.org/strategies/sentence_combining

Reading Rockets. The development of phonological skills. http://www.readingrockets.org/article/development-phonological-skills

Reading Rockets. The Simple View of Reading. https://www.readingrockets.org/article/simple-view-reading

Richlan, F. (2014). Functional neuroanatomy of developmental dyslexia: The role of orthographic depth. *Frontiers in Human Neuroscience, 8*, 347. doi: 10.3389/fnhum.2014.00347

Shermer, E. T. (2003). Reading with and without Dick and Jane: The politics of literacy in c20 America. https://rarebookschool.org/all-programs/exhibitions/dick-and-jane/

Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can't, and what can be done about it.* Basic Books.

Seidenberg, M. S., & McClelland, J. L. (1989). A distributed, developmental model of word recognition and naming. *Psychological Review, 96(4)*, 523-568.

Shanahan, T., Fisher, D., & Frey, N. (2012). The challenge of challenging text. *Educational Leadership, 69(6)*, 58-62.

Shaywitz, S. & Shaywitz, J. (2020). Overcoming dyslexia, 2nd Ed. Knopf.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. Alfred A. Knopf.

Smith, K. G., Dombek, J. L., Foorman, B. R., Hook, K. S., Lee, L., Cote, A.-M., Sanabria, I., & Stafford, T. (2016). Self-study guide for implementing high school academic interventions. (REL 2016–218). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. https://ies.ed.gov/ncee/rel/regions/southeast/pdf/REL_2016218.pdf

Smith, K. G., Dombek, J. L., Foorman, B. R., Hook, K. S., Lee, L., Cote, A.-M., Sanabria, I., & Stafford, T. (2016). Self-study guide for implementing literacy interventions in grades 3-8. (REL 2016–224). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. https://ies.ed.gov/ncee/rel/regions/southeast/pdf/REL_2016224.pdf

Smith, M. K. (1941). Measurement of the size of general English vocabulary through the elementary grades and high school. *Genetic Psychological Monoggraphs, 24*, 311-345.

Snow, C. E., Burns, M. S., & Griffen, P. (2001). Preventing reading difficulties in young children. In *National Research Council, Early Childhood Development and Learning: New Knowledge for Policy* (pp. 42-56). The National Academies Press.

Snow, C., Griffin, P., & Burns, S. (Eds.). (2005). *Knowledge to support the teaching of reading: Preparing teachers for a changing world*. Jossey-Bass.

Soifer, L. H. (2018). Oral language development and its relationship to literacy. In Birsh, J. R., & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 82-139). Paul H. Brookes Co.

Stahl, S. A., & Murray, B. (1998). Issues involved in defining phonological awareness and its relation to early reading. In Metsala, J. L. & Ehri, L. C. (Eds.), *Word recognition in beginning literacy* (pp.65-87). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Stanley, C. & Petscher, Y. (2017). Defining Dyslexia. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. https://improvingliteracy.org/brief/defining-dyslexia

Stewart, L. (2020). The science of reading: Evidence for a new era of reading instruction. https://www.zaner-bloser.com/research/the-science-of-reading-evidence-for-a-new-era-of-reading-instruction.php

Swank, L. K., & Catts, H. W. (1994). Phonological awareness and written word decoding. *Language, Speech, and Hearing Services in Schools, 25*, 9-14.

Tanka, H., Black, J.M., Hulme, C., Standley, L.M., Kesler, S.R., Whitfield-Gabrieli, S., …Hoeft, F. (2011). The brain basis of the phonological deficit in dyslexia is independent of IQ. *Psychological Science, 22(11)*, 1442-1451. DOI: 10.1177/0956797611419521

Thomas, A. (2012). Building vocabulary through morphemes: Using word parts to unlock meaning. http://searkinstructionalfacilitation.pbworks.com/w/file/fetch/104146639/Phonics-Building%20Vocabulary%20Through%20Morphemes.pdf

The Reading League. (2022). Science of reading: Defining guide. https://www.thereadingleague.org/what-is-the-science-of-reading/

Torgesen, J. K. (2004b, March). Bringing it all together: From phonemic awareness to fluency. Paper presented at the CORE Literacy Leadership Summit. http://www.fcrr.org/science/pdf/torgesen/core_pafluency.pdf (site no longer available on-line)

Torgesen, J. K. (1999). Phonologically based reading disabilities: Toward a coherent theory of one kind of learning disability. In R.J. Sternberg & L. Spear-Swerling (Eds.), *Perspectives on learning disabilities* (pp. 231–262). Westview Press.

Torgesen, J.K. & Mathes, P. (2000). *A basic guide to understanding, assessing, and teaching phonological awareness*. PRO-ED.

Torgeson, J. K., Foorman, B. R., & Wagner, R. K. (n.d.). (2012). Dyslexia: A Brief for Educators, Parents, and Legislators in Florida - FCRR Technical Report #8. https://files.eric.ed.gov/fulltext/ED542605.pdf

Troia, G. (2004). Building word recognition skills through empirically validated instructional practices: Collaborative efforts of speech-language pathologists and teachers. In E. Silliman &

L. Wilkinson (Eds.), *Language and literacy learning in schools* (pp.98-129). Guilford.

U.S. Department of Education. (2015). Dear Colleague: Dyslexia Guidance. https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf

U.S. Department of Education. (2009, July). Reading first. https://www2.ed.gov/programs/readingfirst/support/index.html

U.S. Department of Education. (2004, May). No child left behind. https://www2.ed.gov/policy/elsec/leg/esea02/index.html

Uhry, J. K. (1999). Invented spelling in kindergarten: The relationship with finger-point reading. *Reading and Writing: An Interdisciplinary Journal, 11*, 192-212.

Understood. (2017). What is Dyslexia? Dyslexia Explained. https://youtu.be/kE3DqJP-nkI

Understood. (2016). Dyslexia and the Brain. https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/dyslexia/video-dyslexia-and-the-brain

Understood. 15 phonics rules for reading and spelling. https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/reading-issues/14-phonics-rules-for-reading-and-spelling

University of Florida. (2022). https://ufli.education.ufl.edu/

University of Texas System/Texas Education Agency. (2004). Foundations of reading: Effective phonological awareness instruction and progress monitoring. Retrieved from Foundations of Reading: Effective Phonology Awareness Instruction and Progress Monitoring. https://repositories.lib.utexas.edu/bitstream/handle/2152/75583/PA_Guide.pdf?sequence=3&is Allowed=y

University of Virginia. (2005). Reading with and without Dick and Jane. https://rarebookschool.org/2005/exhibitions/dickandjane.shtml

Vaessen, A., & Blomert, L. (2010). Long-term cognitive dynamics of fluent reading development. *Journal of Experimental Child Psychology, 105(3)*, 213-231.

Vellutino. F. R., Fletcher, J. M., Snowling, M. J., & Scanlon, D. M. (2004). Specific reading disability (dyslexia): What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry 45(1)*, 2-40.

Wagner, R. K., & Torgesen, J. K. (1987). The nature of phonological processing and its causal role in the acquisition of reading skills. *Psychological Bulletin, 101*, 192-212.

Wagner, R. K., Torgesen, J. K., Rashotte, C. A., & Pearson, N.A. (2013). *Comprehensive test of phonological processing* (2nd ed.). PRO-ED.

Wagner, R. K., Torgesen, J. K., & Rashotte, C. A. (1994). Development of reading-related phonological processing abilities: New evidence of bidirectional causality from a latent variable longitudinal study. *Developmental Psychology 30(1)*, 73.

Wolf, M. (Ed.) (2001). *Dyslexia, fluency, and the brain*. York Press.

8-103-002 **Foundations of Exceptional Student Education**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2026

Department: Professional Leadership & Learning **Maximum Inservice Points**: 60

Target Group:

Sponsored by FDOE Bureau of Exceptional Education and Student Services (BEESS) and developed by the Florida Diagnostic and Learning Resources System (FDLRS) as an online learning experience, this course is designed to provide a professional learning 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:

Foundations of Exceptional Student Education enables educators to develop, increase and demonstrate knowledge and skills about students with disabilities as related to state and federal legislation and case law. The course provides information about appropriate legal and ethical practices and different disability categories. Content includes information on how to create a successful learning environment, the components and team members of the individualized education process and using models of support for students with disabilities to ensure success with the general education curriculum.

Specific Objectives:

1. To identify the leaders in exceptional student education and explore the contributions made to ensure services and programs for all individuals with special needs.
2. To identify state and federal legislation and case law that has affected the education of students with disabilities.
3. To explore the history of federal policies involving special education and the amendments that enhanced implementation.
4. To analyze the societal prejudices that impact individual perspectives of individuals with disabilities.
5. Provide an overview of the framework of the Individuals with Disabilities Education Act (IDEA).
6. Identify the six principles of the IDEA and their influence on educating students with disabilities.
7. Identify models of support for students with disabilities.

8. Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA) and by the Florida Department of Education.
9. Compare and contrast the federal (IDEA) definitions with the state (Florida) definitions of each disability category.
10. Articulate the educational implications for each of the IDEA- and Florida-identified disabilities.
11. 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.
12. Compare the curricular needs of students with mild disabilities to the needs of students with significant disabilities.
13. Identify the individuals who are eligible for an Individual Education Plan (IEP) and the steps in the special education process that occur prior to the initial development of an IEP.
14. Explain how curricular information and assessment data should be interpreted for, utilized by, and shared with all members of the IEP team or the problem-solving team, including families.
15. Define and describe the purpose of the IEP document and the roles and responsibilities of required team members, including the student.
16. Identify and describe all IEP components required by IDEA.
17. Identify and describe how least restrictive environment placement is determined and describe the steps involved in the review and revision of the IEP.
18. Identify and describe the process that occurs when consensus cannot be reached in development of the IEP.
19. Identify and describe the steps required for re-evaluation of a student with a disability.
20. Identify and describe required policies and processes for developing Individualized Family Service Plans (IFSPs), and transition IEPs and Educational Plans (EPs).
21. Identify appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, free appropriate public education).
22. Identify the role of the family in determining special education services.
23. Identify and describe national organizations that support services and instruction for students with disabilities and their families.
24. Access Florida resources relevant to educating students with disabilities and their families.
25. Identify the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities.
26. Locate and visit local support groups, agencies, and organizations devoted to supporting students with disabilities and their families.
27. Identify internet links available for further information on educating students with disabilities.

28. Understand the purpose of Specially Designed Instruction (SDI) to fundamentally strengthen how Individual Education Plan (IEP) teams determine and deliver SDI, which is the crucial instructional service at the core of the IEP.

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. Review all course content, related professional articles, and websites. Provide summaries as directed.
2. View related videos and power-point presentations
3. Meet as a group to share challenges and successes, in person, online, or via email.
4. Complete multiple choice or true-false comprehension checks.
5. Reflect on personal experiences related to students with disabilities.
6. Reflect on the following issues:
    a. Why do we need exceptional student education?
    b. What is involved in providing effective programs and services for students in exceptional student education?
    c. What is your role in working with students who are served in exceptional student education?
7. Create a summary and a person first language chart for a deeper understanding with disability etiquette.
8. Select three laws that had a major impact on services for students with disabilities. Describe the purpose of the law and how the law impacts special education.
9. Review each of the six basic principles of IDEA. Define the principle. Describe the benefits for students. Outline the challenges schools face when implementing the principle.
10. Discuss the implementation of differentiated instruction to support students with disabilities education.
11. Read about students with disabilities and answer reflection questions. Compare and contrast the similarities and differences of students with learning disabilities, emotional/behavioral disabilities, and intellectual disabilities.
12. Utilizing established child development information, make a list of questions that could be used to interview a parent to determine if there is a delay in an area. Include at least one question for each of the following areas: Language, Social/Emotional, Cognitive, Physical, and Motor. Using the FLDOE ESE Parent Information review the Section 1002.23, Florida Statues – Family Achievement Act. Provide three take aways you found helpful as an educator to remember to share when appropriate with parents in the future.
13. Research national organizations that would be helpful in working with students with disabilities. For each organization, include the purpose, services, publications, membership, and any other pertinent information.
14. Identify and describe state resources that would be helpful in working with students with disabilities.
15. Identify community agencies, support groups, or organizations in your city or local area that would be helpful in working with students with disabilities and describe each, including their contact information, location, purpose, and services. Describe how to

use the resource.

16. Review FLDOE and BEESS websites for resources that are beneficial to educators and parents.

Evaluation:

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed by the course facilitator for satisfactory completion and for demonstration of competency of the objectives. A scoring rubric, developed 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, e-mail with facilitator and group meetings. Participants will be provided with access to additional professional learning 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.

2-100-019 **Increasing Outcomes for All Pre-K Children (ESE)**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum 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 Educational Plan (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 skills and emotional competencies.
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), D*EC Best Practices* https://tats.ucf.edu/wp-content/uploads/sites/9/2018/12/Official-DEC-2014-Recommended-Practices.pdf
- Early Childhood Technical Assistance Center and National Center for Pyramid Model Innovations (2007) *Early care and education environment.* Retrieved from https://ectacenter.org/
- Florida Department of Education Division of Early Learning. (2017). *Florida early learning and developmental standards*. Retrieved from http://flbt5.floridaearlylearning.com/

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 identified 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 Educational Plans in order to explore the developmental continuum and resources for skill development.

Topic 5: Developing Plans and Strategies to Address Social Skills and Emotional Competencies

- 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 for support in the areas of social skills and emotional competencies.
- 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 **<u>one</u>** 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, A.2.b, A.2.c, A.2.d, A.2.e

2-100-001 **Instructional Practices**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2026

Department: Professional Leadership & Learning **Maximum Inservice Points**: 60

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 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 Objective:

This course enables educators to develop, increase and demonstrate knowledge about how to select instructional practices which incorporate specific learning strategies and specialized materials to meet individual learner needs. Participants will also learn about analyzing educational activities to assist in the development and implementation of accommodations and modifications that allow students with disabilities to participate in the general curriculum in a meaningful way. Course content includes effective methods of communication, consultation, and collaboration with other educators, related services professionals and with families.

Specific Objectives:

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

1. Identify the relationship between curriculum, assessment, and instruction.
2. Identify and understand the purpose of the Florida B.E.S.T. Standards and the Access Points-Alternate Academic Achievement Standards (AP-AAAS).
3. Identify elements of an effective planning process that is responsive to the needs of all students.
4. Identify core principles of Florida's Multi-Tiered System of Supports (MTSS).
5. Identify the guidelines, classroom elements, and student characteristics that are the basis for differentiation of instruction to improve student learning.
6. Acknowledge the potential barriers to effective responsive instruction.
7. Determine ways to evaluate whether responsive instruction is improving student learning.
8. Describe design principles that make instruction more explicit in a responsive learning environment.

9. Identify the guidelines of Universal Design for Learning (UDL).
10. Compare principles and guidelines of differentiated instruction and UDL.
11. Identify teacher delivery methods that teachers can use to make instruction more intensive.
12. Introduce a variety of teaching tools that can be used to support learning in a responsive environment and assist with making instruction more explicit or more intensive.
13. Examine why students experience reading difficulties and determine alterable and relevant causes as related to instruction.
14. Review current research in reading.
15. Identify Florida's reading initiatives.
16. Review the basics of reading instruction.
17. Identify characteristics of explicit instruction including instructional design principles and teacher delivery methods to increase the intensity of instruction.
18. Explore the writing process and the text structures used when writing.
19. Compare and contrast the skills of efficient writers and struggling writers.
20. Examine effective instructional practices and assessment procedures for writing.
21. Identify types of mathematical difficulties.
22. Explore effective instructional approaches to address mathematical difficulties.
23. Identify the collaborating partners and examine their roles.
24. Examine research-based practices that enhance collaboration.
25. Reflect on improving collaboration between the partners.

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 course content and related professional articles, and provide summaries or comparisons as directed.
2. Meet as a group to share challenges and successes, online or in person and via email.
3. Complete multiple choice, true-false, matching and fill-in-the-blank comprehension checks as directed.
4. Describe factors that an educator must consider when planning a lesson to meet the varied needs of his or her students.
5. Describe how to use and improve the planning, teaching, or assessing process to be more responsive to students who are struggling academically or behaviorally.
6. Describe how to use general guidelines of differentiation, UDL, and explicit instruction to be more responsive to students' needs.

7. Describe how to use the general guidelines of differentiation and UDL to develop a responsive learning environment.
8. Describe barriers that might be a roadblock in developing a responsive learning environment and determine solutions to the barriers.
9. Consider the assessment cycle of pre-assessment, formative assessment, and summative assessment and the multiple sources of assessment and reflect on ways to improve the use of assessment to differentiate instruction.
10. Explain each of the instructional design principles that can help make instruction more explicit for students.
11. Explain each of the teacher delivery methods that can be used to make instruction more intensive for students.
12. Read classroom scenarios and explain why each instructional tool listed under the scenario might be supportive of students with varied learning needs.
13. Develop a differentiated classroom or homework assignment based on what is most important for students to know, understand, and be able to do and determine whether data shows the intervention(s) to be successful.
14. Evaluate reading difficulties that students may exhibit and describe appropriate interventions
15. Evaluate student writing samples and describe at least two intervention strategies to improve the student's writing.
16. Evaluate mathematical difficulties that students may exhibit and describe appropriate interventions.
17. Read scenarios about collaboration and respond to reflection questions.

Evaluation:
Participants will create and maintain copies of all 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 course, will ensure 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, e-mail 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.

7-420-001 **Integrating Student Services for All Students**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 20

Course Description

Developed by the Personnel Development Support Project at the Florida Center for Interactive Media in partnership with the Bureau of Exceptional Education and Students Services at the Florida Department of Education as an online learning experience. This course is designed to examine the role of the student services professional in regard to the advancement of all students, particularly those with disabilities. Collaborative efforts within the school, alongside families, and through the community while also incorporating students with disabilities in the general classroom will be discussed.

Specific Course Objectives

Upon completion of the course, participants should be able to:

- 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 supportive environments for all students 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 climate 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.
- And answer the following relevant questions:
    - What do I need to understand about students with disabilities?
    - What do I need to understand about supportive environment for all students in order to get results?
    - Why is an integrative school climate important to me?
    - How does my role contribute to leadership at the systemwide level so that my school(s) are high-performing for all students?
    - What contributions can I make to the success of individual students and groups of students through my participation with my school's problem-solving team or in establishing a team if one does not exist?

Course Outline/Overview

This course is comprised of five content units:

- **Understanding Students with Disabilities**
  Unit 1 presents the characteristics of a current and accurate understanding of how students with disabilities' needs can and must be met within our current system via responsive supports for all students.
- **Supporting All Students and Families**
  Unit 2 will provide you with an understanding of how you can contribute to creating effective schools for students with disabilities through the use of learning supports.

- **Integrating Professional Expertise**
  Unit 3 will describe how professional expertise is most powerful when fully integrated across the four disciplines of student services AND within the state, district, and school Multi-Tiered System of Supports (MTSS).
- **Practicing Integrated Leadership**
  Unit 4 will focus on the student services professional's role in systemic planning and problem-solving for continual improvement at the schoolwide and district levels by understanding and promoting systems change, by engaging in system level (8-step) data-based planning and problem-solving, and focusing efforts on high-impact leadership strategies.
- **Guiding Tools for Instructional Problem Solving - 3rd edition**
  Unit 5 reviews the content of the GTIPS-3 which illustrates the comprehensive way in which data-based problem solving is universally applied to decision-making in Florida. It guides the application of district- and school-wide problem-solving within a Multi-Tiered System of Supports as a system-wide school improvement model that student services professionals are valuable participants of the process.

Professional Learning 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.

Professional Learning Course Activities
Participants must successfully complete the following activities:

- Enroll in the course at http://www.fl-pda.org/.
- Complete a pre-assessment.
- Review the course content including learning objectives, written content, related supplemental resources and videos, and required readings.
- Pass each Check Your Knowledge quiz at the end of each unit.
- Complete the Course Workbook consisting of reflection prompts located throughout the course content.
- Complete one Follow-up Activity as an implementation of what was learned.
- Upload a Verification Form signed by a supervisor indicating completion of the Follow-up Activity.
- Complete the Satisfaction Survey.
- Access a Certificate of Completion

Professional Learning Course Assessments
Complete the Preassessment after enrolling in the course, pass the Check Your Knowledge quizzes at the end of each unit, and pass the Final Assessment with at least 80% accuracy.

Follow-Up Strategies

Participants are required to choose and complete one of the follow-up activity options to apply what was learned in the course. Then submit the Follow-up Activity, Course Workbook, and Verification Form to a supervisor for approval. This course has a Follow-up Activity option for each of the following Student Service professionals:

- Option 1: District Staff or Student Services
- Option 2: School Counselors
- Option 3: School Psychologists
- Option 4: School Social Workers
- Option 5: School Nurses

References

1. 300.39 of Title 34, Code of Federal Regulations (C.F.R.), Special education. https://sites.ed.gov/idea/regs/b/a/300.39.
2. 6A-6.0331 : General Education Intervention Procedures, Identification, Evaluation, Reevaluation and the Initial Provision of Exceptional Education Services - Florida Administrative Rules, Law, Code, Register - FAC, FAW, eRulemaking. (n.d.). Retrieved from https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.0331.
3. 6 Major principles of IDEA. (n.d.). Retrieved from http://quizlet.com/1113877/6-major-principles-of-idea-flash-cards/.
4. 10 basic steps in special education. (2014). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from http://www.parentcenterhub.org/steps/.
5. "A Comparison of ADA, IDEA, and Section 504." Mid-Atlantic ADA Center. https://www.adainfo.org/wp-content/uploads/dlm_uploads/2024/04/Education-Comparison-ADA-IDEA-504-2024.pdf.
6. Accessible Instructional Materials, (n.d.), Technology & Learning Connections https://www.tlc-mtss.com/aim
7. Access to the general curriculum for students with disabilities: A Discussion of the Interrelationship between IDEA '04 and NCLB | National Center on Accessible Instructional Materials. (n.d.). Retrieved from http://aem.cast.org/binaries/content/assets/common/publications/aem/ncac-curriculum-access-idea04-nclb-2005.docx.
8. All about the IEP. (n.d). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from http://www.parentcenterhub.org/iep/.
9. Archer, A., Hughes, C. (2011) Explicit instruction: effective and efficient teaching. New York, NY: The Guilford Press.
10. Beech, M. (2015). Developing quality Individual Educational Plans: A guide for instructional personnel and families (4th ed.). Tallahassee, FL: Florida Department of Education.
11. Bender, W. (2002). Differentiated Instruction Using Technology. Thousand Oaks, CA: Corwin Press.

12. Benjamin, A. (2002). Differentiated Instruction: A Guide for Middle and High School Teachers. Larchmont, NY: Eye on Education, Inc.
13. Benjamin, A. (2005). Differentiated Instruction: Using Technology. Larchmont, NY: Eye on Education, Inc.
14. Billingsley, B., McLeskey, J., & Crockett, J. B. (2014). Principal leadership: Moving toward inclusive and high-achieving schools for students with disabilities (Document No. IC-8). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/.
15. Black, P., & William, D. (2001). Inside the Black Box: raising standards through classroom assessment. London: School of Education, King's College London.
16. Black, P., Harrison, C., Lee, C. S., Marshall, B., & William, D. (2004). The Nature and Value of Formative Assessment for Learning. London: King's College School of Education.
17. Black, P. J., Harrison, C., Lee, C., Marshall, B., & William, D. (2003). Assessment for Learning: putting it into practice. New York: Open University Press.
18. Blue-Banning, M., Summers, J. A., Frankland, H. C., Lord Nelson, L., & Begle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. Exceptional Children, 70(2), 167-184.
19. Brookhart, S. M. (2007). Feedback that Fits. Educational Leadership, 65(4).
20. Brookhart, S. M. (2008). How to Give Effective Feedback to Your Students. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
21. Brookhart, S. M. (2009). Exploring Formative Assessment. Alexandria, VA: ASCD.
22. Brookhart, S. M. (2009). Feed Up, Back, Forward. Educational Leadership, 67(3).
23. Bryan, J. (2012). A model for building school-family-community partnerships: Principles and process. Journal of Counseling and Development, 90(4), 408-420.
24. Carnine, D., Silbert, J., Kame'enui, E. & Tarver, S. (2009). Direct Instruction Reading (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
25. Carnine, D., Silbert, J., Kame'enui, E. (2006). Teaching Struggling and At-risk Readers: A direct instruction approach. Upper Saddle River, New Jersey: Pearson Education.
26. CEEDAR Center. CEEDAR IC Matrix: Moving Toward Inclusive and High-Achieving Schools for Students With Disabilities . N.p., n.d. Web. 17 July 2017. https://ceedar.education.ufl.edu/portfolio/principal-leadership-moving-towards-inclusive-and-high-achieving-schools-for-students-with-disabilities/.
27. CEEDAR Center. Promises to Keep. N.p., n.d. Web. 17 July 2017. https://ceedar.education.ufl.edu/portfolio/promises-to-keep/.
28. Center for Applied Special Technology. (n.d.). Universal Design for Learning (UDL) Guidelines — Version 2.0. Retrieved from https://udlguidelines.cast.org/.
29. Child Development Basics. (n.d.). Child Development Institute. Retrieved from http://childdevelopmentinfo.com/child-development.shtml.
30. Clarification of consent and evaluation requirements when determining eligibility for special education. (n.d.) Retrieved from http://www.florida-rti.org/_docs/ConsentEvaluationRequirements.pdf.
31. Considering LRE in Placement Decisions. (n.d.). National Dissemination Center for Children with Disabilities. Retrieved from http://nichcy.org/schoolage/placement/placement-lre.

32. Course Code Directory. Bureau of Exceptional Education and Student Services, Florida Department of Education. N.p., n.d. Web. 17 July 2017. http://www.fldoe.org/policy/articulation/ccd/2018-2019-course-directory.stml.
33. Curtis, M.J., Castillo, J.M., & Cohen, R.M. (2008). Best practices in system-level change. In A. Thomas, & J. Grimes (Eds.), Best practices in school psychology V (pp. 887-902). Bethesda, MD: National Association of School Psychologists.
34. Diliberto, J., & Brewer, D. (2012). Six tips for successful IEP meetings. Teaching Exceptional Children, 47(2), 128-135. doi:10.1177/0040059914553205.
35. Disabilities. (2015). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from http://www.parentcenterhub.org/disability-landing/.
36. MTSS Myths and Truths for Educators (n.d.) Retrieved from https://floridarti.usf.edu/resources/myths/educators/index.html
37. Edyburn, D.L. (2005). Universal Design for Learning. Special Education Technology Practice, 7 (5), 16-22.
38. Epstein, J. K. “Improving family and community involvement in secondary schools.” The Education Digest 73, no. 6 (2008): 9-12.
39. Bureau of Exceptional Education and Student Services (n.d.) Florida Department of Education. Retrieved from https://www.fldoe.org/academics/exceptional-student-edu/
40. ESSA/Every Student Succeeds Act. (2016). Center for Parent Information and Resources. Retrieved from http://www.parentcenterhub.org/essa-reauth/.
41. Evaluating children for disability. (2014). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from http://www.parentcenterhub.org/evaluation/.
42. Every Student Succeeds Act. (2015). Florida Department of Education. Retrieved from: https://www.fldoe.org/academics/essa.stml.
43. Ferrel, J. (2012). Family Engagement and Children with Disabilities:A Resource Guide for Educators and Parents. Harvard Family Research Project.
44. Florida Department of Education. (n.d.) Accommodations for Statewide Student Assessments. Retrieved from https://www.fldoe.org/core/fileparse.php/7690/urlt/Acc-AppendixA.pdf.
45. Florida Department of Education. (n.d.). Florida Course Code Directory. Retrieved from https://www.fldoe.org/policy/articulation/ccd/.
46. Florida Department of Education. (n.d.). Legislative History of Florida's ESE Program. Retrieved from http://www.fldoe.org/core/fileparse.php/3/urlt/hist_letter.pdf.
47. Florida Department of Education. (n.d.). FL/DOE Inclusion Brief. Retrieved from http://www.fldoe.org/core/fileparse.php/7690/urlt/0070123-clu-brief.pdf.
48. Florida Department of Education. (2007). Mediation in Special Education [Brochure]. FL: Author. Retrieved from http://www.fldoe.org/core/fileparse.php/7690/urlt/0070129-mediate.pdf.
49. Florida Department of Education. (n.d.). Notice of Procedural Safeguards for Parents of Students with Disabilities. Retrieved from http://www.fldoe.org/core/fileparse.php/7690/urlt/0070135-procedural.pdf.
50. Florida Department of Education. (2013). Florida Statutes and State Board of Education Rules Excerpts for Special Programs. Retrieved from http://www.fldoe.org/core/fileparse.php/7590/urlt/0070639-1b-stats.pdf.

51. Florida Department of Education. (n.d.). Special Programs and Procedures for Exceptional Students. Retrieved from http://beess.fcim.org/sppDistrictDocSearch.aspx.
52. Florida Department of Education. (n.d.). Technical Assistance Paper: Related Services. Retrieved from http://www.fldoe.org/academics/exceptional-student-edu/related-services/.
53. Florida Department of Education. (n.d.). Technical Assistance Paper: The Family Educational Rights and Privacy Act (FERPA). Retrieved from http://www.fldoe.org/ese/tap-home.asp.
54. Florida Department of Education. (2015). Technical Assistance Paper: Evaluation, determination of eligibility, reevaluation and the provision of exceptional student education services. Retrieved from http://www.fldoe.org/ese/tap-home.asp.
55. Florida Department of Education. (2015). Technical Assistance Paper: General education intervention procedures. Retrieved from http://www.fldoe.org/ese/tap-home.asp.
56. Florida Department of Education (2016). Technical Assistance Paper: Least Restrictive Environment Considerations Related to Individual Educational Plans. Retrieved from https://info.fldoe.org/docushare/dsweb/Get/Document-7540/dps-2016-13.pdf.
57. Florida Inclusion Network. Bureau of Exceptional Education and Student Services, Florida Department of Education, n.d. Web. 17 July 2017. Florida's leading source for inclusion support, resources and professional development. Retrieved from http://www.floridainclusionnetwork.com/.
58. Florida Inclusion Network. Scheduling Supports for Students with Disabilities. https://www.floridainclusionnetwork.com/wp-content/uploads/Scheduling-Supports-10.25.24.pdf.
59. "Florida Positive Behavior Support Project." FLPBS Home. University of South Florida and Florida Department of Education, Bureau of Exceptional Education and Student Services, n.d. Web. 17 July 2017. http://flpbs.fmhi.usf.edu/.
60. "Florida Problem Solving & Response to Intervention Project." Florida Problem Solving & Response to Intervention Project. University of South Florida and Florida Department of Education, Bureau of Exceptional Education and Student Services, n.d. Web. 17 July 2017. http://www.floridarti.usf.edu/.
61. Florida's State Board of Education Strategic Plan. Florida Department of Education. N.p., n.d. Web. 17 July 2017. http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml.
62. Florida's Student Services Project. Section 504 - Online Introductory Course. N.p., n.d. Web. 17 July 2017. http://sss.usf.edu/resources/topic/section504/504course/index.html.
63. Florida's Student Support Services Project. What Is Special about Special Education? Specially Designed Instruction for Students with Disabilities within a Multi-tiered System of Supports. (n.d.). https://floridarti.usf.edu/resources/format/pdf/specially_designed_instruction_mtss.pdf.
64. Florida's Student Support Services Project. What Is Special about Special Education? Specially Designed Instruction for Students with Disabilities within a Multi-tiered System of Supports Accompanying Technical Assistance Paper. N.p., n.d. Web. 17 July 2017. https://info.fldoe.org/docushare/dsweb/Get/Document-7122/dps-2014-94.pdf.

65. Forsten, C., Grant, J., & Hollas, B. (2003). Differentiating Textbooks. Peterborough, NH: Crystal Springs Books.
66. Forsten, C., Grant, J., & Hollas, B. (2002). Differentiated Instruction: Different strategies for different learners. Peterborough, NH: Crystal Springs Books.
67. Gibson, V., Hasbrouck, J. (2008) Differentiated Instruction: Grouping for success. Hightstown, NJ: McGraw-Hill Higher Education.
68. Goddard, R. D., Salloum, S. J., & Berebitsky, D. (2009). Trust as mediator of the relationships between poverty, racial composition, and academic achievement: Evidence from Michigan's public elementary schools. Education Administration Quarterly, 45(2), 292-311.
69. Goodall, J. S. (2013). Parental belief and parental engagement: How do they interact? Journal of Beliefs and Values, 34(1), 87-99, 136.
70. Gregory, G. (2003). Differentiated Instructional Strategies in Practice. Thousand Oaks, CA: Corwin Press.
71. Guiding Tools for Instructional Problem Solving, 3rd Edition (GTIPS-3). Florida's Problem Solving/Response to Intervention Project. https://floridarti.usf.edu/resources/gtips/GTIPS_3rdEd.pdf.
72. Guiding Tools for Instructional Problem Solving-Revised. Matrix for Making Connections. N.p., n.d. Web. 17 July 2017. MatrixforMakingConnections.pdf.
73. Hall, T., Vue, G., Strangman, N., & Meyer, A. (2003). Differentiated instruction and implications for UDL implementation. Wakefield, MA: National Center on Accessing the General Curriculum. (Links updated 2014). Retrieved [November 2021] from https://www.cast.org/products-services/resources/2014/ncac-differentiated-instruction-udl.
74. Hall, T. (2002). Explicit Instruction. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved January 2016 from http://aem.cast.org/binaries/content/assets/common/publications/aem/ncac-explicit-instruction-2014-10.docx.
75. Heward, W. L. (2009). Exceptional Children: An introduction to special education. Upper Saddle River, NJ: Merrill/Pearson.
76. Hitt, D.H. & Tucker, P.D. (2016). Systematic review of key leader practices found to influence student achievement: A unified framework. Review of Educational Research, 88(2), 531-569.
77. How a Child Develops - Develop Skills (n.d.). Retrieved from https://www.understood.org/en/articles/skill-development-from-birth-to-age-5
78. How do school districts identify children who are eligible for ESE services. (n.d.). Retrieved from http://www.oppaga.state.fl.us/profiles/2012/. ESE Eligibility (2022). Retrieved from https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/.
79. Howell, K., & Nolet, V. (2000). Curriculum-based Evaluation Teaching and Decision-making. Belmont, CA: Wadsworth/Thomson Learning.
80. Hutchins, D. J., Greenfeld, M. D., Epstein, J. L., Sanders, M. G., & Galindo, C. (2012). Multicultural partnerships: Involve all families. New York, NY: Routledge.
81. IDEA - the Individuals with Disabilities Education Act. (2014). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from http://www.parentcenterhub.org/idea/.

82. "Inclusion Basics." Inclusive Schools Network. https://inclusiveschools.org/category/resources/inclusion-basics/.
83. Individuals with Disabilities Education Improvement Act of 2004 and IDEA Regulations of 2006, Implications for Educators, Administrators, and Teacher Trainers, (2006). Focus on Exceptional Children, 39(1), 1-24.
84. Individualized Education Program (IEP) – Changes in Initial Evaluation and Reevaluation [pdf]. Retrieved from https://sites.ed.gov/idea/files/Changes_in_Evaluation_and_Reevaluation_10-4-06.pdf.
85. Integrated Student Services in Schools: Action Guide. Florida's Student Support Services Project. N.p., n.d. Web. 17 July 2017. http://sss.usf.edu/integrated/fissm/Tools/IntegratedSS_Final_1.pdf.
86. Kame'enui, E., Carnine, D. & Coyne, M. (2010). Effective Teaching Strategies That Accommodate Diverse Learners (4th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
87. Language Development in Children. (n.d.). Retrieved from http://www.childdevelopmentinfo.com/development/language_development.shtml.
88. "Lesson Study Support Initiative." CPALMS.org. Florida Department of Education, 17 July 2017. Web. 17 July 2017. http://www.cpalms.org/cpalms/lsss.aspx.
89. Louis, K., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). Investigating the links to Improved student learning: Final report of research findings. Minneapolis: University of Minnesota.
90. Male, M. (2003). Technology for Inclusion: meeting the special needs of all students. San Jose State University: Pearson Education Group, Inc.
91. Marzano, R. J. (2010). Formative assessment and standards-based grading. Bloomington, IN: Solution Tree.
92. Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom Instruction that Works: Research-based strategies for increasing student achievement. Alexandria, VA: ASCD.
93. Marzano, R., Pickering, D., Heflebower, T. (2011) The Highly Engaged Classroom. Bloomington, IN: Marzano Research Laboratory.
94. McLaughlin, M.J., Krezmien, M., Zablocki, M. & Miceli, M. (December, 2007). The education of children with disabilities and interpretations of equity: A review of policy and research. Paper developed for The Campaign for Educational Equity, Teachers College, Columbia University, New York, NY.
95. McLeskey, James. Handbook of effective inclusive schools: research and practice. New York: Routledge, 2014. Print.
96. McLeskey, Landers, Williamson, & Hoppey, (2012). Are we moving toward educating students with disabilities in less restrictive settings? Volume: 46 issue: 3, page(s): 131-140 Article first published online: July 9, 2010; Issue published: November 1, 2012 DOI: https://doi.org/10.1177/0022466910376670.
97. Multiple disabilities. (2015). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from http://www.parentcenterhub.org/multiple/.

98. Multi-Tiered System of Supports (MTSS) and the IDEA Child Find Requirements: How to ensure compliance with the RtI culture. (n.d.). Retrieved from http://www.florida-rti.org/_docs/Follow-up_to_AMM_2011.pdf.
99. National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.
100. OSEP Fast Facts: School Aged Children 5 (in Kindergarten) Through 21 Served Under Part B, of the IDEA. Retrieved from https://sites.ed.gov/idea/osep-fast-facts-school-aged-children-5-21-served-under-idea-part-b-21/.
101. Placement issues. (2014). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from http://www.parentcenterhub.org/placement/.
102. Least Restrictive Environment. (2024). Florida Inclusion Network. https://vimeo.com/1024822369/adcffd4de8?tq=#t=59.
103. Popham, W. J. (2008). Transformative Assessment. Alexandria, VA: ASCD.
104. Products. (2024). Florida Inclusion Network. Retrieved from https://www.floridainclusionnetwork.com/districts-and-schools/.
105. Professional Development Alternatives, Florida Center for Interactive Media and Florida Department of Education. Teaching Students With Learning Disabilities Online Course. N.p., n.d. Web. 17 July 2017. http://fl-pda.org/.
106. Professional Development Alternatives, Florida Center for Interactive Media and Florida Department of Education. Inclusion and IDEA Presentation. N.p., n.d. Web. 17 July 2017. https://fl-pda.org/#/home.
107. Questions and answers about IDEA: Parent participation. (2016). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from http://www.parentcenterhub.org/qa2/.
108. Resolving disputes between parents and schools. (2016). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from http://www.parentcenterhub.org/disputes-landing/.
109. Sanford, C., Newman, L., Wagner, M., Cameto, R., Knokey, A.-M., and Shaver, D. (2011). The PostHigh School Outcomes of Young Adults With Disabilities up to 6 Years After High School. Key Findings From the National Longitudinal Transition Study-2 (NLTS2) (NCSER 2011-3004). Menlo Park, CA: SRI International.
110. Scheduling Guide. Florida Inclusion Network. N.p., n.d. Web. 17 July 2017. http://www.floridainclusionnetwork.com/wp-content/uploads/2013/11/FINALSchedulingGuideRev.June16-2010-1.pdf.
111. School Leadership for Students with Disabilities. CEEDAR Center. N.p., n.d. Web. 17 July 2017. http://ceedar.education.ufl.edu/cems/leadership/.
112. Section 504 of the Rehabilitation Act of 1973. (2016). Center for Parent Information and Resources: A legacy resource from National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from http://www.parentcenterhub.org/section504/.

113. Self-Assessment of MTSS Implementation. (2021). Florida's Problem Solving/Response to Intervention Project. https://floridarti.usf.edu/resources/program_evaluation/sam/sam_revised_2021.pdf.
114. Six Major Principles of IDEA | Education.com. (n.d.). An Education & Child Development Site for Parents, Parenting & Educational Resource. Retrieved from http://www.education.com/reference/article/six-major-principles-idea/.
115. Special Education Caselaw - Law Library - Wrightslaw. (n.d.). Wrightslaw Special Education Law and Advocacy. Retrieved from http://www.wrightslaw.com/caselaw.htm.
116. Special Programs I. (n.d.). Florida Administrative Code. Retrieved from https://www.flrules.org/gateway/Chapterhome.asp?Chapter=6a-6.
117. Sprenger, M. (2003). Differentiation Through Learning Styles and Memory. Thousand Oaks, CA: Corwin Press.
118. Stiggins, R., & Chappuis, J. (2006). What a Difference a Word Makes: Assessment for learning rather than assessment of learning helps students succeed. Journal of Staff Development, 27(1).
119. Student Services Personnel Evaluation Model (SSPEM) Guide. Florida's Student Support Services Project. N.p., n.d. Web. 17 July 2017. http://sss.usf.edu/resources/sspem.html.
120. "Student Support Services Project." Student Support Services Project - Home. University of South Florida and Florida Department of Education, Bureau of Exceptional Education and Student Services, n.d. Web. 17 July 2017. http://sss.usf.edu/.
121. "The 2017 Florida Statutes." Statutes & Constitution. http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.31.html.
122. The Individuals with Disabilities Education Improvement Act of 2004. Retrieved from https://sites.ed.gov/idea/.
123. The short-and-sweet IEP overview. (n.d.). National Dissemination Center for Children with Disabilities (NICHCY). Retrieved from http://nichcy.org/schoolage/iep/overview.
124. The whole child - ABCs of child development. (n.d.). PBS: Public Broadcasting Service. Retrieved from http://www.pbs.org/wholechild/abc/index.html.
125. Thurlow, M.L., Quenemoem, R.F., & Lazarus, S. S. (2012). Leadership for student performance in an era of accountability. In Crockett, J. B., Billingsley, B. S., & Boscardin, M. L. (Eds.), Handbook of Leadership and Administration for Special Education (pp. 3-16). New York, NY:Taylor & Francis.
Florida Department of Education. (2022). Strategic Plan. Retrieved from https://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml.
126. "Title 34: Education." Code of Federal Regulations. 300.39(b)(3) https://www.ecfr.gov/cgi-bin/text-idx?SID=7a5d31c505d3e14fe70006d454161293&mc=true&node=se34.2.300_139&rgn=div8.
127. Tomlinson, C., & Eidson, C. (2003). Differentiation in Practice. Alexandria, VA: Association for Supervision and Curriculum Development.

128. Tomlinson, C. A. (2008). Learning to Love Assessment. Educational Leadership,, 65(4), informative assessment, 8-13.
129. Tomlinson, C. (2001). How to Differentiate Instruction in Mixed Ability Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.
130. Tomlinson, C. & Demirsky Allan, S. (2000). Leadership for Differentiating Schools & Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx.
131. Turnbull, A., Turnbull, R., Erwin, E., Soodak, L, & Shogren, K. (2015). Families, professionals, and exceptionality: Positive outcomes through partnerships and trust. Upper Saddle River, NJ: Pearson.
132. Typical Speech and Language Development. (n.d.). Retrieved from https://www.asha.org/public/speech/development/.
133. "UCLA School Mental Health Project." UCLA School Mental Health Project. UCLA, n.d. Web. 17 July 2017. http://smhp.psych.ucla.edu/.
134. U.S. Department of Education, Office of Innovation and Improvement, Engaging Parents in Education: Lessons From Five Parental Information and Resource Centers, Washington, D.C., 2007.
135. U.S., Department of Education. (n.d.). Archived: History of the IDEA: Thirty Years of Progress in Educating Children with Disabilities Through IDEA. Retrieved from https://sites.ed.gov/idea/department-commemorates-45-years-idea/.
136. "U.S., Department Of Education." Federal Register 71, no. 156 (August 14, 2006). 46647, 46651. http://idea.ed.gov/download/finalregulations.pdf.
137. U.S., Department of Education. (n.d.). "Individualized Education Program (IEP)" in Building the Legacy: Idea 2004. Retrieved from http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,10,.html.
138. U.S., Department of Education. (n.d.). "Individualized Education Program (IEP) Team Meetings and Changes to the IEP" in Building the Legacy: IDEA 2004. Retrieved from http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,9,.html.
139. U.S., Department of Education. (n.d.). Archived: History of the IDEA. Retrieved from https://sites.ed.gov/idea/IDEA-History.
140. U.S., Department of Education. (n.d.). Questions and Answers on Individualized Education Programs (IEPs), Evaluations and Reevaluations. Retrieved from http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,3,.html.
141. Universal design for learning (UDL). The Technology & Learning Connections (TLC) Multi-Tiered System of Supports (MTSS) (TLC-MTSS). (n.d.). Retrieved from https://www.tlc-mtss.com/resources.
142. What does it mean to be inclusive? Retrieved from http://www.floridainclusionnetwork.com/wp-content/uploads/2018/11/FINAL-FFvol1-11.02.18.pdf.
143. Florida Department of Education, Know Your Schools Portal. (2022). State Gap Trend for Students with Disabilities and Students without Disabilities. Retrieved from https://edudata.fldoe.org/StrategicPlan/reports/ClosingTheGap.html.
144. ESSA: Key Provisions and Implications for Students with Disabilities. Retrieved from https://oese.ed.gov/files/2020/10/essa_key_provisions_implications_for_swd-final_0.pdf.

2-409-001 **Language Reading Connection for Deaf/Hard of Hearing**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025
Department: Professional Leadership & Learning **Maximum Inservice Points**: 10

Target Group:
This course provides a foundation for educators working with students who are deaf or hard of hearing.

General Objectives:
The purpose of this course is to provide teachers with the research, strategies, and resources to deliver specially designed literacy instruction specific to the needs of students who are Deaf/Hard of Hearing (DHH).

Specific Objectives:

- complete formative, summative, and progress monitoring tools specific to oral, signing, and silent reading fluencies
- define signed, oral, and silent reading fluency as it applies to students who are deaf or hard of hearing (DHH)
- describe accessibility considerations for students who are deaf or hard of hearing
- describe and analyze elements of text complexity which most significantly impact students who are deaf or hard of hearing
- describe strategies to teach vocabulary
- explain the benefits of teaching morphology
- explain the importance of signed, oral, and silent reading fluency as a component of reading for students who are DHH
- explain the need for explicit vocabulary instruction
- explain why students who are deaf or hard of hearing often have challenges with figurative language and inferencing
- identify strategies for teaching students to answer evidence-based questions
- identify the barriers to independently access vocabulary for students who are deaf or hard-of-hearing (DHH)
- identify the kinds of words to teach students
- utilize strategies to increase reading comprehension
- utilize techniques for improving fluency in a variety of instructional environments (classroom, push-in, itinerant)

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 the course content, including additional resources, external links and videos. Pass the Check Your Knowledge quizzes at the end of each unit.

2. Complete a Reflection Journal.
3. Pass the final assessment with at least 80% accuracy.
4. Complete one of the follow-up activity options.

Evaluation:

- Participants will complete required “Check Your Knowledge" quizzes found throughout 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 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, 3 or 4) - **For Certificate of Completion and in-service points**:

- Option 1 - Complete a Signed Reading Fluency Rubric (original or modified) on a cold and warm reading of a passage for a student on your caseload.
- Option 2 - Develop a literacy improvement plan for a student on your caseload. Use data collected from multiple sources to determine baseline performance and create a plan to increase the student’s reading level at the intervention level (more than one year’s growth in a year). Intervention plan should include collaboration with other teacher(s) and service providers to ensure cohesive implementation. Evidence of strategies or interventions learned in the course should be evident.
- Option 3 - Complete a timed oral running record with at least three entries for a student in your class.
- Option 4 - Complete a lesson plan related to vocabulary, comprehension, or fluency based on your students’ current performance.

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

References:

Unit 1: Vocabulary

Allen, Janet. (2014). Tools for teaching academic vocabulary. Portland: Stenhouse.

Allen, Janet. (1999). Words, words, words: Teaching vocabulary in grades 4-12. Portland: Stenhouse.

Allen, Janet. (2007) Inside words: Teaching academic vocabulary, grades 4-12. Portland, ME: Stenhouse.

Anderson, K. (2012). Brain Development & Hearing Loss. Retrieved from https://successforkidswithhearingloss.com/for-professionals/brain-development-hearing-loss/

Antia, S., Creamer, C, Rivera, M, & Catalano, J. (n.d.) Vocabulary for success. Tuscon: University of Arizona. Retrieved April 4, 2019 from https://clad.education.gsu.edu/files/2017/03/ICED_intervention_Vocabulary_final.pdf.

Antia, S. (2017 July 17) CLAD webinar Session 7—Vocabulary Intervention for DHH Students. [Video file]. Retrieved April 4, 2019 from https://www.youtube.com/watch?v=7VMTe0PjcY8.

Archer, A. L., & Hughes, C. A. (2011) Explicit instruction: Effective and efficient teaching. New York: Guilford Press.

Archer, A. L. (2012 October 21). Explicit instruction: Key to prevention and intervention in reading. [Presentation slides]. Florida Reading Association Conference.

Archer, A. L., Vachon, V., & Gleason, M. M. (n.d.). Voyager sopris REWARDS series. Dallas: Cambium Learning Group.

Archer, A. L., Vachon, V., & Gleason, M. M. (n.d.). What is REWARDS? (n.d.). Retrieved from https://www.voyagersopris.com/literacy/rewards/overview.

Baker, C. (2006). Foundations of Bilingual Education and Bilingualism. Multilingual Matters.

Bavelier, D., Newport, E., & Supalla, T. (2003). Children Need Natural Languages, Signed or Spoken. Retrieved from http://www.dana.org/Cerebrum/Default.aspx?id=39306

Beck, I. L.,McKeown, M. G., and Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York: Guilford.

Byrd, I. Challenge students with homographs & homonyms [Web Page]. Retrieved April 4, 2019 from http://www.byrdseed.com/homographs-homonyms/.

Centers for Disease Control and Prevention. (2010). Identifying infants with hearing loss: United states, 1999-2007 [Morbidity and Mortality Weekly Report]. Retrieved April 4, 2019 from https://www.cdc.gov/mmwr/preview/mmwrhtml/mm5908a2.htm.

Center on Literacy and Deafness. (2019) Vocabulary 4 success. Georgia State University. Retrieved April 4, 2019 from https://clad.education.gsu.edu/curriculum/vocabulary/.

Czubek, T. A. and Diperri, K. A. (2015) Bilingual grammar curriculum: ASL & English. Bedrock Literacy and Educational Services, LLC for Deaf and Hard of Hearing Students.

DiPerri, K. A. (2002). Picture this: Figurative language in English context. Hillsboro, OR: Butte Publications.

DiPerri, K. A. (2002). Picture this: Multiple meanings in English context. Hillsboro, OR: Butte Publications.

Florida Department of Education. (n.d.). English Language Arts: Florida Standards Implementation Guide (PDF). Retrieved from http://www.fldoe.org/core/fileparse.php/7539/urlt/FLStdsImpGuide.pdf on August 1, 2019.

Gale, E. and Easterbrooks, S. Writing as a reading instructional tool. [PowerPoint slides]. Retrieved April 4, 2019 from http://www.deafed.net/ContentResources/wr/writetoread.ppt.

Hall, W. C., Levin, L. L., & Anderson, M. L. (2017). Language deprivation syndrome: a possible neurodevelopmental disorder with sociocultural origins. Social psychiatry and psychiatric epidemiology, 52(6), 761–776. doi:10.1007/s00127-017-1351-7

Hearing Matters (n.d.). Why LSL Matters. Retrieved from https://hearingfirst.org/en/lsl/why-lsl-matters

Kovelman, I., Shalinsky, M. H., Berens, M., & Petitto, L. A. (2014). Words in Bilingual Brain: fNIRS Brain Imaging Investigation of Lexical Repetition in Sign-Speech Bimodal Bilinguals. Frontiers in Human Neuroscience. 8:606. doi: 10.3389/fnhum.2014.00606.

Kovelman, I., Baker, S.A., & Petitto, L. A. (2008). Bilingual and Monolingual brains compared: An fMRI investigation of syntactic processing and a possible “neural signature” of bilingualism. Journal of Cognitive Neuroscience, 20(1), 153-169.

Marzano, R. J. (2011) Art and science of teacher evaluation model learning map [PDF]. West Palm Beach, FL: Learning Sciences International. Retrieved April 4, 2019 from https://www.uvstorm.org/Downloads/Marzano_Causal_Teacher_Rubric_Roadmap.pdf.

McEwan, E. K. (2017, December 01). Root Words, Roots and Affixes. Retrieved April 4, 2019 from http://www.readingrockets.org/article/root-words-roots-and-affixes.

Michigan Integrated Behavior and Learning Support Initiative (MIBLSI). Retrieved April 4, 2019 from https://miblsi.org/training-materials/miblsi/tier-1-secondary-content-area-reading-strategies. Mitchell, R. E., Karchmer, M. A. (2002, May 6). Chasing the mythical ten percent: Parental hearing status of deaf and hard of hearing students in the united states [PDF]. Sign Language Studies. Washington, D. C.: Gallaudet Research Institute. Published in 2004, 4(2), 138-163. Retrieved April 4, 2019 from https://research.gallaudet.edu/Demographics/SLS_Paper.pdf.

Nielsen, D. C., Luetke, B., and Stryker, S. D. (2011, January 26). The importance of morphemic awareness to reading achievement and the potential of signing morphemees to supporting reading development. The Journal of Deaf Studies and Deaf Education, Volume 16, Issue 3, 275-288. Retrieved April 4, 2019 from https://academic.oup.com/jdsde/article/16/3/275/430405.

Oticon (2019). It's your brain that hears, not your ears: Oticon BrainHearing. Retrieved from https://www.oticon.com/your-hearing/hearing-health/brainhearing-technology

Petitto, L.A., Langdon, C., Stone, A., Andriola, D., Kartheiser, G., & Cochran, C. (2016). Visual sign phonology: Insights into human reading and language from a natural soundless phonology. WIREs Cognitive Science. doi: 10.1002/wcs.1404.

Rasinski, T. V. (2005). Daily word ladders: Grades 2-3. New York: Scholastic.

Rasinski, T. V. (2008). Greek and Latin word roots: Keys to building vocabulary. Huntington Beach, CA: Shell Education.

Rochester Institute of Technology (n.d.). Deaf Education: A New Philosophy. Retrieved from https://www.rit.edu/showcase/index.php?id=86&fbclid=IwAR1xEX9m0HU_MM-OZqdMjkOmOPvJRpSgTAn8Q_ZzTZ6Pgt0FOCjT2FR3Rb0

Schick, B. (2015, July 15). Fingerspelling & Literacy for DHH students [Video file]. Retrieved on February 8, 2019 from https://vimeo.com/album/4281389/video/133582114.

Sight Words. (2019). Retrieved from https://sightwords.com

Tremblay, K. L., Scollie, S., Abrams, H. B., Sullivan, J. R., & McMahon, C. M. (2014). Hearing aids and the brain. International journal of otolaryngology, 2014, 518967. doi:10.1155/2014/518967

Tyle, L. B. (2004). Everything your 1st grader needs to know. Hauppauge, NY: Barron's.

United States Department of Health and Human Services National Institute on Deafness and Other Communication Disorders. (2018, October 5). Quick statistics about hearing. Retrieved

April 4, 2019 from https://www.nidcd.nih.gov/health/statistics/quick-statistics-hearing.

Viera, Patricia. (2018). Fairview learning systems [presentation slides]. Kissimmee, FL: RMTC-D/HH Working with the Experts.

Visual Language and Visual Learning Science of Learning Center. (2010, July). The Importance of Fingerspelling for Reading. (Research Brief No. 1). Washington, DC: Sharon Baker. Retrieved April 4, 2019 from http://vl2.gallaudet.edu/research/research-briefs/english/importance-fingerspelling-reading/.

Visual Language and Visual Learning Science of Learning Center. (2011, June). Reading Research and Deaf Children (Research Brief Nos. 1-10). Washington, DC

Vohr B. (2003). Overview: Infants and children with hearing loss – part 1. Developmental Disabilities Research Reviews [Special Issue], Vol 9, Issue 2, 62–64.

Unit 2: Comprehension
Allen, Janet. More for teaching content literacy. Portland, ME: Stenhouse Publishers, 2008. Print.

Allen, Janet. Tools for teaching content literacy. Portland, ME: Stenhouse Publishers, 2004. Print.

Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. New York: Guilford press.

Ariza, E. N. (2002). Why tesol?: Theories and issues in teaching English as a second language with k-12 focus. Location unavailable: Kendall Hunt Pub.

Baker, S. (2010, July). Visual language & visual learning research brief: The importance of fingerspelling for reading. Retrieved April 10, 2019 from http://vl2.gallaudet.edu/research/research-briefs/english/importance-fingerspelling-reading/.

Beers, K., & Probst, R. (2019, June 03). Embolden Readers & Writers: Houghton Mifflin Harcourt. Training presented in FL, Jacksonville.

Bell, L. (n.d.). Mrs. Arnold's class. Retrieved October 11, 2011 from http://freyelementary.typepad.com/mrs_arnold/unravel-stratety-use-as-your-guide-for-success.html.

Cotton, K., Kirton, S., and Linn, C. (n.d.). SWEEP strategy. Okeechobee, FL: North Elementary School.

DiPerri, K. A., and Czubek McEwan, Elaine K. 7 strategies of highly effective readers: Using cognitive research to boost K-8 achievement. Thousand Oaks: Corwin Press, 2004. Print.

Fisher, D., Frey, N., & Hattie, J. (2017). Teaching literacy in the visible learning classroom. Corwin Literacy.

Florida Department of Education. (2015 and beyond). Expanded skills: 9-12 [Web Page]. CPalms. Retrieved April 4, 2019 from http://www.cpalms.org/Public/PreviewCourse/Preview/5151.

Fountas, I., & Pinnell, G. S. (2015). Ten characteristics related to text complexity [Graphic organizer]. Portsmouth, NH: Heinemann. Retrieved April 9, 2019 from https://twitter.com/fountaspinnell/status/659890569804648448.

Gallagher, K. (2009). Readicide: How schools are killing reading and what you can do about it. Portland, MD: Stenhouse Publishers.

Hempenstall, K. (2012 November 5). Literacy and mental health [Blog]. National Institute for Direct Instruction. Updated 2016 August 19 and 2018 December 6. Retrieved April 9, 2019 from https://www.nifdi.org/news-latest-2/blog-hempenstall/404-literacy-and-mental-health.

Laurent Clerc National Deaf Education Center. (2015). The 15 principles for reading to deaf children; Learning from deaf adults [Web page]. Washington, DC: Gallaudet University. Retrieved April 10, 2019 from https://www3.gallaudet.edu/clerc-center/info-to-go/literacy/literacy-it-all-connects/reading-to-students.html.

Lenz, K. (n.d.). Reading comprehension. Lawrence, KS: The University of Kansas. Retrieved April 8, 2019 from http://www.specialconnections.ku.edu/?q=instruction/reading_comprehension.

Mayer, C. and Trezek, B. (2011 October 7-8) New (?) answers to old questions: Literacy development in DHH learners [Presentation slides]. Resource Materials and Technology Center for the Deaf or hard of Hearing Working with the Experts Conference. St. Augustine, FL: Florida School for the Deaf/Blind.

Miller, C. P. (n.d.) Opening the door: Teaching students to use visualization to improve comprehension. Education World. Retrieved April 10, 2019 from https://www.educationworld.com/a_curr/profdev/profdev094.shtml.

National Assessment Governing Board. (2008). Reading framework for the 2009 national assessment of educational progress. Washington, DC: U.S. Government Printing Office.

Padden, C., & Ramsey, C. (2000). American Sign Language and reading ability of deaf children in C. Chamberlain, J.P. Morford & R. I. Mayberry (Eds.) Language acquisition by eye (pp. 165-

189). Mahwah, NJ: Lawrence Erlbaum.

Puig, E. (2013). Teaching to the Core Series [Conference proceedings]. Orlando, FL: University of Central Florida.

Rasinski, T. (2015). Building the reading foundation: Word knowledge and fluency are keys to comprehension. Secondary Reading Council of Florida. Davie, FL: Secondary Reading Council of Florida.

Reading Rockets. (n.d.). Paragraph shrinking [Web page]. Retrieved April 10, 2019 from http://www.readingrockets.org/strategies/paragraph_shrinking.

Schleper, D. R. (1997). Reading to Deaf Children: Learning from Deaf Adults. Washington, DC: Laurent Clerc National Deaf Education Center at Gallaudet University. (ISBN 0-88095-212-1)

Webb, Norman L. and others. “Web Alignment Tool” 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. Wright, D. B. (2003). SQ3R: Method of study. Retrieved October 29, 2011, from http://www.pent.ca.gov/acc/Sq3Rmethodofstudy.pdf.

Unit 3: Fluency
Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. New York: Guilford press.

Baer, J., & Osbrink, R. (2015). Developing ASL text in the bilingual classroom. Washington, D.C.: Gallaudet University.

Easterbrooks, S. & Scheetz, N. 10 Things You Should Know about Reading Fluency in Students who are Deaf and Hard of Hearing (PPT).
http://www.deafed.net/PublishedDocs/9Fluency.ppt

Easterbrooks, S., & Huston, S. (2007). The signed reading fluency of students who are deaf/hard of hearing. Oxford, UK: Oxford University Press.

Herzig, M., & Malzkuhn, M. (2015). Bilingual storybook apps: An interactive reading experience for children. Washington, D.C.: Gallaudet University.

Luckner, J. & Urbach, J. (2012). Reading fluency and students who are deaf or hard of hearing: Synthesis of the research. Austin: Hammill Institute on Disabilities.

Rasinski, T. & Padak, N. (2005). 3-Minute Reading Assessments. New York, NY: Scholastic Inc

Rasinski, T. V. (2010). The fluent reader: Oral & silent reading strategies for building fluency, word recognition & comprehension. New York: Scholastic.

Rasinski, T. V. & Griffith, L. (2010). Fluency through practice & performance. New York: Shell Education.

Rasinski, T. V. (2012). Daily word ladders (grades K-1): 80+ word study activities that target key phonics skills to boost young learners reading, writing & spelling confidence. New York: Scholastic.

Rasinski, T. V. (2008). Daily word ladders (grades 1-2): 150+ reproducible word study lessons that help kids boost reading, vocabulary, spelling and phonics skills! New York: Scholastic.

Rasinski, T. V. (2005). Daily word ladders (grades 2-3): 100 reproducible word study lessons that help kids boost reading, vocabulary, spelling & phonics skills independently! New York: Scholastic.

Rasinski, T. V. (2005). Daily word ladders (grades 4-6): 100 reproducible word study lessons that help kids boost reading, vocabulary, spelling & phonics skills independently! New York: Scholastic.

Rasinski, T. V. (2015). Why fluency matters. Metairie: Center for Development & Learning.

Rasinski, T. V. (2012). Why reading fluency should be hot! Medford: Wiley.

Stone A, Kartheiser G, Hauser PC, PetittoL-A, Allen TE (2015) Fingerspelling as a novel gateway into reading fluency in deaf bilinguals. United Kingdom: Birkbeck College.

https://avenuepm.org/info/slash.html

https://avenuepm.org/info/maze.html

https://avenuepm.org/info/kidspeak.html

2-409-002 **Language Reading Connection for Language Impaired**

IDENTIFICATION
Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025
Department: Professional Leadership & Learning **Maximum Inservice Points**: 10

2. 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.

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- 1.3.3.

☐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:

- Identify special education legislation that impacts the work of SLPs in schools.
- Recall Florida legislation that impacts reading.
- Explain how the roles and responsibilities of school-based SLPs have evolved.
- Discuss the process of using assessment data to make instructional decisions.
- Describe Multi-Tiered Systems of Supports (MTSS) and the problem-solving process.
- Name and explain various methods of assessment used in Florida.
- Relate the SLP's role in the processes of assessments and intervention.
- Recall research on literacy and children who are at risk for reading difficulties.
- Define Florida's Formula for Reading Success.
- Name and define the six essential components of reading instruction recognized in Florida.
- Name and define the five components of language.
- Describe intervention strategies for developing phonological awareness.
- Describe intervention strategies for developing for oral Define the word, *vocabulary*.
- Recall the frequency of word acquisition in young children, noting the "word gap."
- Explain the three vocabulary tiers identified by Isabel Beck, et al.
- Identify strategies to help children build and utilize their vocabulary.
- Relate examples of tools that can help children increase their vocabulary.
- Name and define the components of language comprehension.
- Explain why comprehension is a complex task.
- Describe several strategies used by readers to comprehend text.
- Relate the principles of reciprocal teaching, citing best practices for reading comprehension.
- Relate the role of the SLP as literacy collaborator.
- Identify benefits and challenges in collaboration.
- Pinpoint roadblocks for collaboration and generate solutions.
- Recall models of service delivery.

- Write a goal and an objective for becoming a literacy collaborator.

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 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.

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 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.

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?"

- 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:
    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?

Departments: FDLRS, Professional Learning and Development

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

7-513-002 **Leadership to Support Students with Disabilities**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 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.

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., 1.4.2.

☐ 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., 3.1.6.

☒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:

- 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.

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 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.

8. **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.

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?"

- 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:
    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?

Date approved:

Departments: FDLRS, Professional Learning and Development

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

2-100-023 **Math Difficulties, Disabilities, and Dyscalculia**
IDENTIFICATION
Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025
Department: Professional Leadership & Learning **Maximum Inservice Points**: 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 can 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:

- Define the terminology commonly associated with math difficulties and disabilities
- Identify the characteristics of dyscalculia
- Recognize the language and neurobiological basis of a math disability
- Summarize current research on dyscalculia
- Recognize instructional best practices that will support students in math facing challenges
- Define the terminology commonly associated with math difficulties and disabilities
- Identify the characteristics of dyscalculia
- Recognize the language and neurobiological basis of a math disability
- Summarize current research on dyscalculia
- Recognize instructional best practices that will support students in math facing challenges
- Define the terminology commonly associated with math difficulties and disabilities
- Identify the characteristics of dyscalculia
- Recognize the language and neurobiological basis of a math disability
- Summarize current research on dyscalculia
- Recognize instructional best practices that will support students in math facing challenges
- Describe the three elements of the CRA approach
- Explain some practices and strategies of instruction that are supported by utilizing the CRA approach
- Describe the three elements of the CRA approach
- 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:

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?"

- 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:
    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?

Date approved:

Departments: FDLRS, Professional Learning and Development

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

References

Allsopp, D., McHatton, P.A., Estock, S.N., & Farmer, J.L. (2010). Mathematics RTI: A problem-solving approach to creating an effective model. Five Anchors for Differentiating Tiered Instruction in Mathematics. *LD Association of Ontario*

American Psychiatric Association. (2013). Anxiety Disorders. In Diagnostic and statistical manual of mental disorders (5th ed.). https://doi.org/10.1176/appi.books.9780890425596.dsm05

Ball, D.L. (2003). Mathematical proficiency for all students: Toward a strategic research and development program in mathematics education. https://www.rand.org/pubs/monograph_reports/MR1643.html.

Cunningham, B. (2019). What's the difference between RtI and MTSS? Understood. https://www.understood.org/en/school-learning/special-services/rti/whats-the-difference-between-rti-and-mtss

Foundations for Success: The Final Report of the National Mathematics Advisory Panel, U.S. Department of Education: Washington, DC, 2008.

Garnett, K. (1998).Math learning disabilities. *Division for Learning Disabilities Journal of CEC.*

Geary, D.C. (2013). Early foundations for mathematics learning and their relations to learning disabilities. *Curr. Dir. Psychol. Sci*. (22). 23–27.

Geary, D.C., Hoard, M. K., Nugent, L., & Bailey, D. H. (2012). Mathematical Cognition Deficits in Children with Learning Disabilities and Persistent Low Achievement: A Five Year Prospective Study. *Journal of Educational Psychology*, 104, 206-223.

Mazzocco, M. M., & Thompson, R. E. (2005). Kindergarten predictors of math learning disability. Learning Disabilities Research & Practice, 20(3), 142-155.

Nation's Report Card, Math. National Assessment of Educational Progress (NAEP). 2017.

NCTM. (2000). The National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. p.12.

NCTM: Research Clips, Principles to Actions. https://www.nctm.org/Research-and-Advocacy/Research-Brief-and-Clips/Effective-Strategies-for-Teaching-Students-with-Difficulties/ (must be member to access)

Public Law 114-95 (Dec. 10, 2015). https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf

Rourke, B. P. (2001). Neuropsychological and psychosocial subtyping: A review of investigations within the University of Windsor laboratory. *Canadian Psychology/Psychologie Canadienne*, 41(1), 34.

Sharma, M. (1997). Improving mathematics instruction for all. *Fourth Lecture in Colloquium "Improving Schools from Within: Your Role*. P 2-12.

Soares, N, Evans, T., and Patel, D.R. Translational Pediatrics. Specific learning disability in mathematics: A comprehensive review. 2018 Jan; 7(1): 48-62

State Board of Education Rule 6A-6.03018. https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.03018

The Every Student Success Act (ESSA) Section 8002 (MTSS)

The Every Student Succeeds Act (ESSA) Section 8101 (21)(A)

8-103-103 **Matrix of Services**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2017

Department: Professional Leadership & Learning **Maximum Inservice Points**: 5

Target Group:

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

General Objectives:

This course enables educators to develop, increase, and demonstrate knowledge about the Matrix of Services. Content and activities examine the requirements for matrix completion and provide the opportunity to accurately complete a matrix for students with disabilities. The course identifies how student educational needs and services impact the matrix funding document.

Specific Objectives:

- Examine how funding is determined for Florida's exceptional student education population.
- Identify students who are eligible to have a Matrix of Services document.
- Identify the person(s) eligible to complete the Matrix of Services document.
- Identify and describe all Matrix of Services required components.
- Identify and demonstrate an understanding of the five domains and levels of service of the Matrix of Services.
- Identify and demonstrate an understanding of the application of special considerations ratings and their possible impact on the overall Matrix of Services funding rating.
- 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.
- Review Florida resources relevant to completion of the Matrix of Services document.
- Review an IEP and complete a Matrix of Services document based on the review.

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

1. Identify a Matrix of Services document.
2. Complete a Matrix of Services document based on a review of an individual educational planning document.
3. Identify how student educational needs and services impact the matrix funding document.

Description of Activities:
Participants will achieve mastery of the objectives by completing the online 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 course 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 rate each domain to reflect services noted in the individual educational planning document.
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 course facilitator. A scoring rubric, developed 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 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.

References:
Beech, M. (2012). *Developing quality individual educational plans: A guide for instructional personnel and families* (Third ed.) (Florida Department of Education). Tallahassee, FL: Bureau of Exceptional Education and Student Services. Retrieved from http://www.fldoe.org/ese/pdf/QualityIEPs.pdf

Florida Department of Education. (2012). *Exceptional student education compliance manual 2012-2013*. Tallahassee, FL: Bureau of Exceptional Education and Student Services. Retrieved from http://www.fldoe.org/ese/pdf/m-compli.pdf

Florida Department of Education. (2012). *Matrix of services handbook: Exceptional student education/Florida education finance program (ESE/FEFP)*. Tallahassee, FL: Bureau of Exceptional Education and Student Services.

8-415-001 **Multi-tiered System of Supports: An Introduction**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 6

2. **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).

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.

☐Evaluating-

- **School Level**

☐Planning-

☒Learning-2.2.3., 2.2.5.

☒Implementing-2.2.3.

☐Evaluating-

- **District Level**

☐Planning-

☒Learning-3.2.3.

☒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:

- 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 anMTSS to a case example.
- Apply the four steps of the problem-solving process using data.

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 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 though 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.

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 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.

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?"

- 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:
    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?

Departments: FDLRS, Professional Learning and Development

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

5-101-003 **PBS: Understanding Student Behavior**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2026

Department: Professional Leadership & Learning **Maximum Inservice Points**: 60

Target Group:

Sponsored by the FDOE Bureau of Exceptional Education and Student Services (BEESS) 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:

Unit 1:

- To examine the legal responsibilities one must address when developing and implementing functional behavior assessments and behavior intervention plans.
- 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.
- To be aware of the Trauma-Informed Care (TIC) approach and the characteristics of Trauma-Informed school environments.

Unit 2:

- To examine the background, critical themes, and components of a comprehensive individualized positive behavior support plan.
- To explore the historical perspective of the functional behavior assessment and individualized positive behavior support plans as it relates to applied behavior analysis**.**
- 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.

Unit 3:

- To analyze the basic principles of behavior and examine the importance of appropriate reinforcements and consequences.
- To identify the functions of behavior and increase one's ability to define behaviors in measurable and objective terms.

Unit 4:

- To identify the essential team members involved in creating effective intervention plans.
- To learn how to utilize the person-centered planning process to identify meaningful goals.
- To develop a comprehensive understanding of the focus on the individual and environmental circumstances influencing behavior.
- To assess the essential components and importance of the role of the family in the development of an effective positive behavior support plan.

Unit 5:

- To assess students' strengths and needs based on documented data collection and target specific behaviors and routines in need of support.
- To utilize the five functional assessment methods in the functional behavioral assessment process.
- To identify and define behaviors to be targeted.

Unit 6:

- To review and interpret observational and interview data to identify patterns or trends surrounding a targeted behavior.
- To develop a hypothesis statement based on examination of the relationships between antecedents, behaviors, and consequences.

Unit 7:

- To develop the skills necessary to determine appropriate goals of intervention.
- To examine the correlation between curriculum, instruction, and behavior.
- To become familiar with instructional checklists used to determine the appropriateness of instructional strategies and adaptations.
- To determine effective instructional techniques that support successful classroom management plans.

Unit 8:

- To analyze behavior and its function in preparation for determining strategies to prevent target behaviors.
- To examine proactive skills for developing replacement behaviors.
- To learn how to reduce inappropriate behaviors by teaching replacement skills that are more appropriate, efficient, and effective ways of getting the same outcomes or functions as did the target behavior.
- To identify lifestyle issues that impact targeted behaviors.
- To identify any need for, and learn how to develop, a crisis plan.

Unit 9:

- To identify objective measures for documenting student progress.
- To track changes in target behaviors, as well as successes and failures, and determine appropriate interventions.
- To utilize a self-check process to determine thoroughness of plans.
- To develop and use a measure for evaluating the fidelity of behavior strategy implementation.
- To identify the most appropriate evaluation approaches for individual cases.

Unit 10:

This unit provides information on the research behind PBS and the efficacy of its use. It also provides resources available to Florida educators to assist with planning and implementing PBS in classrooms and schools. In addition, this unit provides participants with the opportunity to reflect on their progress from the beginning to the end of the course.

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. Complete 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.

5-101-004 **Positive Behavior Interventions and Support in the Classroom**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 20

Target Group:

Developed by the Florida Positive Behavior Interventions and Support Project, in collaboration with the Personnel Development Support Project. as an online learning experience, the purpose of this course is to assist educators in grades PK-12 and school/district personnel who directly support and coach classroom teachers, in effectively using classroom data within the problem-solving process to select, implement, and monitor evidence-based classroom behavior practices. The course also provides a model of using the four-step problem solving process using real classroom data and allows participants the opportunity to practice planning for the steps using provided data and in the completion of an implementation Follow-up activity using personal classroom data.

General Objectives:

The focus of this course will be to provide information related to implementing effective positive behavior support systems in classrooms by using the four-step problem solving process.

Specific Objectives:

1. Build teacher capacity to accurately implement 4-Step problem-solving to address areas of concern in the classroom,
2. Support teachers in accurately identifying and using data to build and sustain an effective classroom system,
3. Apply PBIS and the basic principles of behavior to the classroom setting,
4. Guide teachers in creating and sustaining a positive, practical, and responsive classroom system,
5. Demonstrate and support effective progress monitoring of student behavior outcomes,
6. Provide resources and tools for selecting, implementing, and evaluating evidence-based PBIS classroom practices.

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

- Describe PBIS: A Multi-Tiered System of Supports (MTSS).
- Recognize the 10 critical elements of Tier 1, school-wide PBIS.
- Define five evidence-based PBIS classroom practices.
- Identify the four steps of the problem-solving process.
- Describe Step 1, problem identification, and how it is applied in the classroom.
- Accurately identify data to define inappropriate classroom behavior.
- Develop a problem identification statement and a goal statement using a case study to answer the question, *What problems are occurring in the classroom?*
- Define Step 2 of the problem-solving process and describe its application to the classroom.
- Understand how to use the Classroom Assistance Tool (CAT) to gather data.
- Use data to identify barriers preventing students from engaging in appropriate classroom behavior.
- Use data to develop a hypothesis and a predication statement using a case study example.
- Define Step 2 of the problem-solving process and describe its application to the classroom.

- Understand how to use the Classroom Assistance Tool (CAT) to gather data.
- Use data to identify barriers preventing students from engaging in appropriate classroom behavior.
- Use data to develop a hypothesis and a predication statement using a case study example.
- Define Step 2 of the problem-solving process and describe its application to the classroom.
- Understand how to use the Classroom Assistance Tool (CAT) to gather data.
- Use data to identify barriers preventing students from engaging in appropriate classroom behavior.
- Use data to develop a hypothesis and a predication statement using a case study example.

The course consists of the following content units:

Unit 1: PBIS Overview and PBIS Classroom Practices

Unit one provides an overview of PBIS and describes five evidence-based PBIS classroom practices that are most effective when implemented within a school-wide behavior system. The critical elements of Tier 1 PBIS, along with the five PBIS classroom practices, highlight the importance of prevention, teaching, and reinforcement within a multi-tiered system of behavioral supports. Resources to support implementation and the practical application of the Tier 1 critical elements and PBIS classroom practices are provided.

Unit 2: Problem Solving Step 1 - Problem Identification, Using Student Outcome Data

Unit two provides an overview of the four-step problem-solving process and models how to apply Step 1, problem identification, in a classroom setting using a case study demonstration. The importance of using multiple sources of data to drive Step 1 of the problem-solving process are highlighted. Teachers are guided through the data collection and review process to accurately answer the question, *What problems are occurring in the classroom?* The behaviors of concern are clearly identified and described in order to move toward creating a more positive, practical, and responsive classroom system. The unit concludes by providing participants the opportunity to practice newly acquired skills using a second case study. Tools and resources are available throughout the unit to support the effective implementation of Step 1 of the problem-solving process.

Unit 3: Problem-Solving Step 2 - Problem Analysis, Using Data to Identify Barriers

Unit 3 describes how to apply Step 2 of the problem-solving process to the classroom. Step 2, problem analysis, is designed to answer the question, *Why are the challenging behaviors occurring?* The purpose of this step is to identify barriers that may prevent students from engaging in appropriate classroom behaviors. This unit will model Step 2 of the problem-solving process using a case study demonstration and conclude by providing an opportunity to practice newly acquired skills using a second case study example. Tools and resources are provided to support the effective implementation of Step 2 of the problem-solving process.

Unit 4: Problem-Solving Step 3 – Implementation: Designing and Implementing Data-Driven Practices

Unit 4 describes how to apply Step 3 of the problem-solving process to the classroom. Step 3, implementation design, is intended to answer the question, *What are we going to do to prevent or reduce the inappropriate behaviors?* The purpose of this step is to identify and implement evidence-based practices, aligned with the classroom domains that will have the greatest impact toward preventing and/or reducing the challenging behaviors identified in Step 1. Unit 4 will model Step 3 of the problem-solving process using the case study demonstration and conclude by providing an opportunity to practice newly acquired skills using a second case study example.

Tools and resources are provided to support the effective implementation of Step 3 of the problem-solving process.

Unit 5: Problem-Solving Step 4 – Evaluation, Making Data-Driven Decisions

Unit five describes Step 4 of the problem-solving process and models how to apply this step within the classroom using a case study demonstration. Step 4, evaluation, is intended to answer the question, *Are the practices and strategies working?* The purpose of this step is to determine the level of progress being made toward reaching the desired behavioral goal(s). Implementation fidelity and student behavior data are reviewed to verify if the identified inappropriate behaviors are decreasing (Positive Response), remaining the same (Questionable Response), or getting worse (Poor Response). Unit 5 will conclude by providing participants an opportunity to practice newly acquired skills using a second case study example. Tools and resources are provided to support the effective implementation of Step 4 of the problem-solving process**.**

Description of Activities

Participants will earn a Certificate of Completion by completing the online course, it its entirely, which includes the following:

- Review of all course content - This course includes an overview, five units with required materials for review, and a conclusion.
- Check Your Knowledge - These activities can be found at the conclusion of each unit.
- Practice Activity Documents – Participants are expected to reflect and respond to questions in downloadable documents.
- Final Assessment - The final assessment can be accessed on the My Courses page after completion of the course and must be passed with 80% accuracy. If not passed with 80% accuracy, participants can retake in 24 hours.
- Follow-up Activity - After successfully passing the final assessment, participants can access the follow-up instructions and options from the My Courses page.
- Follow-up Activity Verification Form - After completion of the follow-up activity, participants must submit the Follow-up Activity Verification form to a principal or supervisor who will review the work and sign the form verifying completion of the work in a satisfactory manner.
- Acknowledge Completion/Verification Form Upload – The signed form must be uploaded to the verification link on the Course List page to acknowledge completion.
- The Satisfaction Survey – the survey is located on the My Courses page and is only available after all other requirements have been completed.

Evaluation:

Participants will complete required Check Your Knowledge activities in each unit of the course. Participants will be required to complete a final assessment at the end of the course and must score a minimum of 80% in order to move forward and access the follow-up activity instructions. Participants are given unlimited trials to achieve the 80% passing rate during the with a mandatory wait time of 24 hours between each retake.

Follow-Up Activity:
Completion of a follow-up activity as implementation of what was learned is required. To complete the follow-up activity, participants will select one of the following options:

- Option 1 - Problem-Solving in the Classroom: A Practical Application (suggested for school-based educators working in or with classrooms)
- Option 2 - Putting PBIS into Practice: A Classroom Problem-Solving Case Study (suggested for school or district-based educators not working in classrooms)

The steps for completion are outlined in the Follow- Up Activity and Verification Form. The document and instructions can be accessed after the final assessment is completed.

References:

Childs, K., Kincaid, D., George, H., & Gage, N., (2016), The Relationship Between School-Wide Implementation of Positive Behavior Intervention and Supports and Student Discipline Outcomes.

Danielson, 2007. (Enhancing Professional Practice: A Framework for Teaching)

Hayden, T., MacSuga-Gage, A., Simonsen, B., Hawkins, R., (2012), Opportunities to Respond: A Key Component of Effective Instruction.

Marzano, Marzano, Pickering, 2009. (Classroom Management that Works: Research-based Strategies for Every Teacher)

McIntosh, K., et.al. (2017), Four Tips for Sustaining PBIS.

National Education Association (NEA) Policy Brief (2014), Positive Behavioral Interventions and Supports: A Multi-tiered Framework that Works for Every Student.

Office of Special Education Programs (2015), Supporting and Responding to Behavior: Evidence-based Classroom Strategies for Teachers.

Reinke, W., Herman, K., Stormont, M., (2012), Classroom-Level Positive Behavior Supports in Schools Implementing SW-PBIS: Identifying Areas for Enhancement.

Reinke, W., Stormont, M., Herman, K., Puri, R., and Goel, (2011), Supporting Children's Mental Health in Schools: Teacher Perceptions of Needs, Roles and Barriers.

Simonsen, B., (2010), Evidence¬-based Classroom Management: Moving from Research to Practice.

Spilt, L., Leflot, G., Onghena, P., & Colpin, H., (2016), Use of Praise and Reprimands as Critical Ingredients of Teacher Behavior Management: Effects on Children's Development in the Context of a Teacher-mediated Classroom Intervention.

Whitney, T., Cooper, J., Lingo, A., (2017) Increasing Student Engagement through Opportunities to Response

2-100-018 **Reading Difficulties, Disabilities, and Dyslexia**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 20

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 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.

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:

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

- Relate the importance of integrating AT into evidence-based and structured literacy practices.

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 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.

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 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.

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?"

- 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:
    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?

Date approved:

Departments: FDLRS, Professional Learning and Development

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

1-013-001 **Science of Reading: An Introduction**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2023

Department: Professional Leadership & Learning **Maximum Inservice Points**: 5

Course Description:

In this course participants will deepen their knowledge about the science of reading, gain an understanding of how the reading brain develops and take a deeper look into how word recognition and language comprehension are critical to skilled reading. The course will also provide practical ways to incorporate the principles of the science of reading into instruction. Although the content is written for K-12 classroom educators, administrators, other school personnel, pre-service teachers, college and university faculty, and trainers may find it useful to help gain a better understanding of the science of reading.

Specific Course Objectives:

Upon completion of the course, participants should be able to:

- Define the Science of Reading.
- Describe the Simple View of Reading and Scarborough's Reading Rope and how they demonstrate how children learn to read.
- Explain how the Simple View of Reading and Scarborough's Reading Rope work together to build understanding of how children learn to read.
- Clarify common misconceptions about how the brain learns to read.
- Understand the overview of how the reading brain develops.
- Explore the connections between the reading brain and the science of reading.
- Recognize how the individual strands of Scarborough's Reading Rope work together in the development of skilled reading
- Identify practical ways language comprehension and word recognition can be incorporated into the classroom.
- Define explicit and systematic instruction.
- Identify explicit and/or systematic instructional practices within lessons that reflect accomplished use aligned to effective reading instruction.
- Design explicit and systematic instruction.

Course Outline/Overview:

Unit 1: What is the Science of Reading? - provides a definition of the Science of Reading as well as a brief overview of some of the fundamental research behind the Science of Reading. Both the Simple View of Reading and Scarborough's Reading Rope will be introduced and utilized as helpful tools in understanding the skills and abilities needed to achieve skilled reading.

Unit 2: Development of the Reading Brain - presents information on how the reading brain is developed. Research on how the growth of our ability to comprehend written language happens in our brain will be provided. Understanding how the brain learns to read will provide insight into the needed skills humans must acquire in order to become a skilled reader. Connections between the reading brain and the science of reading will be provided.

Unit 3: Components of Skilled Reading - focuses on the research aligned to how children learn to read by taking a deeper look at the roles language comprehension and word recognition play in the development of skilled reading.

Unit 4: Instructional Practices for Reading - provides an overview of evidence-based best practices aligned to effective reading instruction.

Professional Learning Delivery:

Independent study online course with a workbook and a follow-up activity.

Professional Learning Course Activities:

Participants must successfully complete the following activities:

- Review of the course content includes all content, additional links, resources, videos and the Check Your Knowledge at the end of each unit.
- Complete the course workbook.
- Complete one follow-up activity.
- Complete the Satisfaction Survey.

Professional Learning Course Assessments:

Pass 25 question post assessment with 80% accuracy.

Follow-Up Strategies:

Complete one of the follow-up activities by applying what you have learned in this course. Then submit the Follow-up Activity, Workbook, and Verification Form to your supervisor for approval.

- Option 1 – Instructional Plan and Reflection
- Option 2 – Action Plan to Support Teachers
- Option 3 & 4 – Application of Content and Resources

References:

Adams, Marilyn. 1990. *Beginning to read: Thinking and learning about print.* Cambridge, MA: MIT Press (as reprinted in Bell & McCallum, 2016, p.47).

Archer, Anita, and Charles Hughes. 2010. *Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners*. New York: Guilford Publications.

Beck, Isabel L., Margaret G. McKeown, and Linda Duncan. 2002. *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford Publications.

Blevins, Wiley. 2020. "A Fresh Look at Phonics: Make instruction active and engaging to turn students into skilled readers." *Principal* 100(2) (November/December): 16–19.

Carreker, Suzanne, Margaret Goldberg, Elizabeth Liptak, Nicole Lubar, Latrice Seals, and Louise Spear-Swerling. n.d. "Comprehension: In Depth." Accessed May 18, 2023. Comprehension: In Depth | Reading Rockets or https://www.readingrockets.org/teaching/reading101-course/modules/comprehension/in-depth

Dehaene. Stanislas. 2013. "Inside the Letterbox: How Literacy Transforms the Human Brain" Accessed June 1, 2023. Cerebrum or https://dana.org/article/inside-the-letterbox-how-literacy-transforms-the-human-brain/

Dehaene. Stanislas. 2009. *Reading in the Brain: The New Science of How We Read.* New York: Viking Penguin.

Dieter, Hannah, and Tanisha Washington. 2022. "Examining Scarborough's Rope: Literacy Knowledge." Last modified October 7, 2022. Examining Scarborough's Rope: Literacy Knowledge (greatminds.org) or https://greatminds.org/english/blog/witwisdom/examining-scarboroughs-rope-literacy-knowledge

Dieter, Hannah, and Tanisha Washington. 2022. “Examining Scarborough’s Rope: Verbal Reasoning.” Last modified September 13, 2022. Examining Scarborough’s Rope: Verbal Reasoning (greatminds.org) or https://greatminds.org/english/blog/witwisdom/examining-scarboroughs-rope-verbal-reasoning

Farrell, Linda, Michael Hunter, Marcia Davidson, and Tina Osenga. 2019. “The Simple View of Reading.” Accessed May 26, 2023. The Simple View of Reading | Reading Rockets or https://www.readingrockets.org/article/simple-view-reading

Florida Department of Education. 2023. *Florida’ Grades 6-12 Literacy Instruction Practice Profile.* Tallahassee: Florida Department of Education.

Florida Department of Education. 2023. *Practice Profile for PreK-5 Literacy Instruction.* Tallahassee: Florida Department of Education.

International Dyslexia Association. 2018. “Scarborough’s Reading Rope: A Groundbreaking Infographic.” Accessed May 18, 2023. Scarborough’s Reading Rope: A Groundbreaking Infographic - International Dyslexia Association (dyslexiaida.org) or https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/ Jackson, Rob. 2022. “The Science of Reading: Verbal Reasoning – What EdLeaders Need to Know.” Last modified August 9, 2022. The Science of Reading: Verbal Reasoning - What EdLeaders Need to Know (drrobjackson.blogspot.com) or https://drrobjackson.blogspot.com/2022/08/the-science-of-reading-verbal-reasoning.html

Johnson, Kelli. n.d. “What is phonological awareness?” Accessed May 18, 2023. What Is Phonological Awareness? (understood.org) or https://www.understood.org/en/articles/phonological-awareness-what-it-is-and-how-it-works

Lambert, Susan, host. “Deconstructing the Rope: Word Recognition with Alice Wiggins.” Science of Reading: The Podcast (podcast) January 27, 2021. Accessed May 18, 2023. Science of Reading: The Podcast - S3-02. Deconstructing the Rope: Word recognition with Alice Wiggins (google.com) or https://podcasts.google.com/feed/aHR0cHM6Ly9mZWVkcy5idXp6c3Byb3V0LmNvbS82MTIzNjEucnNz/episode/QnV6enNwcm91dC03NDMxMDA0?sa=X&ved=0CAUQkfYCahcKEwiIi_v7tPD-AhUAAAAAHQAAAAAQAQ

Lane, Holly. n.d. “How Children Learn to Read Words: Ehri’s Phases.” Accessed May 18, 2023. Microsoft Word - EhriPhases.docx (ufl.edu) or https://ufli.education.ufl.edu/wp-content/uploads/2022/01/EhriPhases.pdf
National Center on Improving Literacy. n.d. “The Science of Reading: The Basics.” Accessed May 18, 2023. The Science of Reading: The Basics (improvingliteracy.org) or https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/science-of-reading-the-basics.pdf

Neuman, Susan, Tanya Kaefer, and Ashley Pinkham. N.d. "Building Background Knowledge." Accessed May 18, 2023. Building Background Knowledge | Reading Rockets or https://www.readingrockets.org/article/building-background-knowledge
Phillips, Beth M. and Karli B. Willis. 2022. "Focus on Syntax: Supporting you children's development of language and comprehension." *Literacy Today*. (October/November/December) 2022. Phillips_Willis_ILA.pdf (fcrr.org) or https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/Phillips_Willis_ILA.pdf

Reading Rockets. n.d. "Phonics and Decoding." Accessed May 23, 2023. Phonics and Decoding | Reading Rockets or https://www.readingrockets.org/teaching/reading-basics/phonics#:~:text=Phonics%20instruction%20teaches%20the%20relationships%20between%20the%20letters,the%20act%20of%20sounding%20out%20words%20using%20phonics.

Reading Rockets. n.d. "Phonics and Decoding." Accessed May 18, 2023. Phonics and Decoding | Reading Topics A-Z | Reading Rockets or https://www.readingrockets.org/reading-topics/phonics-and-decoding

Reading Rockets. n.d. "Phonological and Phonemic Awareness." Accessed May 18, 2023. Phonological and Phonemic Awareness | Reading Rockets or https://www.readingrockets.org/helping/target/phonologicalphonemic

Reading Rockets. n.d. "Sight Words and Orthographic Mapping." Accessed May 18, 2023. Sight Words and Orthographic Mapping | Reading Rockets or https://www.readingrockets.org/teaching/reading-basics/sight-words-and-orthographic-mapping

Reading Rockets. n.d. "Vocabulary." Accessed May 18, 2023. Vocabulary | Reading Rockets or https://www.readingrockets.org/teaching/reading-basics/vocabulary

Really Great Reading. n.d. "What is Scarborough's Reading Rope?" Accessed May 18, 2023. Scarborough's Reading Rope | Really Great Reading or https://www.reallygreatreading.com/content/scarboroughs-reading-rope

Sedita, Joan. 2020. "The Role of Orthographic Mapping in Learning to Read." Last modified May 5, 2020. The Role of Orthographic Mapping in Learning to Read - Keys to Literacy or https://keystoliteracy.com/blog/the-role-of-orthographic-mapping-in-learning-to-read/

Sedita, Joan. 2022. "What is DIRECT, SYSTEMATIC, AND EXPLICIT INSTRUCTION?" Accessed June 1, 2023. What is DIRECT, SYSTEMATIC and EXPLICIT Instruction? - Keys to Literacy or https://keystoliteracy.com/blog/what-is-direct-systematic-and-explicit-instruction/

Seidenberg, Mark. 2017. *Language at the Speed of Light: How We Read, Why so Many Can't, and What Can Be Done about It*. New York: Basic Book Group.

Stewart, Laura. n.d. “The Science of Reading: Evidence for a New Era of Reading Instruction.” Accessed May 18, 2023. Whitepaper_TheScienceofReading.pdf (zaner-bloser.com) or https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/Whitepaper_TheScienceofReading.pdf

The Reading League. 2021. “Science of Reading: Defining Guide.” Accessed June 1, 2023. Defining Guide eBook - The Reading League or https://www.thereadingleague.org/what-is-the-science-of-reading/defining-guide-ebook/

Willingham, Daniel. 2006. “How Knowledge Helps.” Accessed June 1, 2023. How Knowledge Helps (aft.org) or https://www.aft.org/periodical/american-educator/spring-2006/how-knowledge-helps

Willingham, Daniel. 2017. *The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads.* San Francisco, CA: Jossey-Bass.

Wolf, Maryanne. 2018. *Reader, Come Home: The Reading Brain in a Digital World.* New York: Harper.

9-420-001 Secondary Planning for Students with Disabilities

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 20

Course 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.

The content has been organized around nine topics:

1. Background, History, Models, Reporting and Research Related to Secondary Transition
2. Student-Focused Planning
3. Student Development
4. Family Engagement
5. Interagency Linkages and Collaboration
6. Program Structures
7. Post-School Life
8. Employment: Preparing Students with Disabilities for Employment and Preparing Employment for Students with Disabilities
9. Special Considerations

Specific Objectives:

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 support to individuals with disabilities in transition.
- Select strategies that facilitate interagency collaboration and describe how to 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.

Professional Learning Delivery, Implementation, and Evaluation:
To earn credit, participants must:

- Complete 100% of the "Check for Understanding" question/response sections.
- Complete a final 50-question Final Assessment with at least 80% accuracy.

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.

The nine course topics include 55 objectives to be demonstrated by those who successfully complete the course. Objectives reference the following sources:

- BESE Portal to Professional Development Alternatives (PDA)
- College and Career Readiness and Success Center (CCRS Center) - Improving College and Career Readiness for Students with Disabilities
- Disability and Legislation History
- Division of Blind Services (DBS)
- Elementary and Secondary Education Act of 1965
- Employment Checklist for Students with Disabilities
- The Evolution of Special Education
- Family Network on Disabilities (FND)
- Florida Center for Students with Unique Abilities
- Florida Coordinating Council for the Deaf and Hard of Hearing
- Florida Department of Education, Help Choosing a School or College
- Florida Department of Education, Pathways to Success (2+2 System)
- The Individuals with Disabilities Education Act and Secondary Transition
- Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
- Project 10, Benchmarks for Middle School Transition Planning
- Project 10, Career and Technical Education: Enhancing Educational Experiences in Middle School, High School and Postsecondary Education
- Project 10, Early Warning Systems (EWS)
- Project 10, Employment
- Project 10, Family Involvement
- Project 10, Florida Graduation Pathways Chart

- Project 10, Getting Ready for Educational Opportunity after High School: Families Support Students for Success
- Social Security Administration's Red Book
- Taxonomy for Transition Programming 2.0: A Model for Planning, Organizing, and Evaluating Transition Education, Services, and Programs
- The Meaning of Brown for Children with Disabilities
- Title 34, Code of Federal Regulations (CFR) Section 300.101, Free Appropriate Public Education
- Title 34, CFR §300.320(b), Description of Individualized Educational Program (IEP)
- Vocational Rehabilitation (VR) Transition Youth Services

5-012-001 Strategies to Support Prekindergarten Activities and Routines

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 10

Course Description: *Strategies to Support Pre-K Activities and Routines* 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 the needs of pre-K children with delays and disabilities

This course focuses on the interrelatedness of skills in developmental skills along with suggestions for observing, planning and implementing support for all children in pre-K. It provides an overview of developmental skills and milestones as they relate to children's participation in pre-K classrooms.

Objectives:

- Compare and contrast the classifications and eligibility criteria established under IDEA and in the Florida State Board of Education rules.
- Explore how specially designed instruction for students with disabilities is related to universal instruction.
- Identify instructional strategies for acquisition, generalization and maintenance of standards-based skills.
- Identify instructional tools that can be used to support a differentiated environment that is responsive to individual learner needs.
- Identify models of support for assisting students with disabilities in accessing the general education curricula.
- Identify ongoing informal assessment techniques for adjusting instruction.
- Identify state and federal legislation that has affected the education of students with disabilities.
- Identify the guidelines of differentiated instruction used to maximize achievement for all students.
- Identify the principles and guidelines of Universal Design for Learning to eliminate barriers to learning.
- Identify the six principles of the Individuals with Disabilities Education Act (IDEA).
- Identify various adjustments that can be made to instruction to support a differentiated learning environment.
- Recognize the sequence in the exceptional education process from referral to reevaluation.
- Understand the safeguards that exist to ensure that the rights of children with disabilities and their parents are protected.
- Understand the typical development and characteristics (e.g., language, cognitive-academic, social skills, emotional competencies, sensory, physical-motor) of children.

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

1. Define and identify the federal and state requirements for identification and provision of services to students with disabilities.
2. Compare and contrast development and characteristics of students with disabilities to non-disabled peers.
3. Identify strategies for differentiating, adapting and providing accommodations in the classroom for students with disabilities.
4. Identify instructional methods for integrating instruction in the classroom.

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

Evaluation:
Participants will complete required – “Check Your Understanding" activities in each unit of the course. Participants will be required to complete a final post-assessment at the end of the course and must score a minimum of 80% in order to print out a course completion certificate.
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 three 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. All required documents and instructions are available for download once the participant has completed all previous steps of the course.

1. Review the activities and requirements on the following pages and select ONE follow-up activity option to complete.
   Option 1: Instructional Plan
   Option 2: Written Reflection
   Option 3: Application of Module Content and Resources
2. 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.
3. Upload a scanned copy of the signed Verification Form to the My Independent Study Courses page under Required Next Steps.
4. Complete the Satisfaction Survey.

Verification of completed follow-up activities by the participants' supervisor is required for a district to award 20 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. This component is intended to be completed in its entirety. No partial credit will be granted.

References:

American Speech-Language-Hearing Association (n.d.). *Augmentative and Alternative Communication*. Retrieved from https://www.asha.org/njc/aac/

American Speech-Language-Hearing Association and National Joint Committee for the Communication Needs of Persons with Severe Disabilities (n.d.). *Definition of communication and appropriate targets,* Retrieved from https://www.asha.org/NJC/Definition-of-Communication-and-Appropriate-Targets/

American Speech-Language-Hearing Association. (n.d.). *Definitions of communication disorders and variations*. Retrieved from https://www.asha.org/policy/rp1993-00208/

Blagojevic, E. (2011). Teaching Young Children. *Take a look! Visual supports for learning.* Washington, DC: National Association for the Education of Young Children (NAECY).

Brown, J. (2018). Paths to Literacy. *Ideas to engage students with significant multiple disabilities in activities.* http://www.pathstoliteracy.org/blog/ideas-engage-students-significant-multiple-disabilities-activities-during-summer-holidays

Cooper, T (2017). *Children with intellectual disabilities in your classroom*, National Dissemination Center for Children with Disabilities.

Do2Learn. (2013). *Disabilities: Developmental Delay Characteristics*. Retrieved from https://do2learn.com/disabilities/CharacteristicsAndStrategies/DevelopmentalDelay_Characteristics.html

Early Childhood Technical Assistance Center. (2017). *Adapting children's learning opportunities*. DEC Recommended Practices, Practitioner Practice Guide. Carrboro, NC: Early Childhood Technical Assistance Center.

Florida Department of Education Division of Early Learning. (2017). *Florida early learning and developmental standards*. Tallahassee: Florida Department of Education. Retrieved from http://flbt5.floridaearlylearning.com/

Goodson, B. (2008). *Learning to talk and listen, based on research findings from Developing Early Literacy: Report of the National Early Literacy Panel*, The Partnership for Reading, National Institute for Literacy.

Head Start National Center on Quality Teaching and Learning. *Tips for teachers: Children with disabilities*. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/strengthening-your-program/disabilities-teacher-tips.pdf

Heward, W. (2012). Exceptional Children. *An introduction to special education*. London: Pearson Publishing.

Hogdon, L. (2011). *Visual strategies for improving communication*. Troy, MI: Quirk Roberts Publishing.

IRIS Center. (2017). *Developing and displaying rules*. In Early childhood behavior management: Developing and teaching rules [online tutorial]. Nashville, TN: IRIS Center Peabody College Vanderbilt University. Retrieved from https://iris.peabody.vanderbilt.edu/module/ecbm/cresource/q1/p03/#content

Massachusetts Department of Early Education and Care. (n.d.). *Environments that invite learning*, Brain Building in Progress, Resources for Early Learning. Retrieved from http://resourcesforearlylearning.org/fm/for-educators-in-depth/

Milbourne, S. (2007). *CARA'S Kit: Creating adaptations for routines and activities*. Philadelphia: Thomas Jefferson University Child and Family Studies Research Programs. [Distributed by Division for Early Childhood (DEC)

OT Toolbox. (n.d.). *Visual motor skills*. Retrieved from https://www.theottoolbox.com/p/visual-motor-skills.html

Positive Parenting Connection. (n.d.). *Giant list of self-care skills for babies, toddlers, and preschoolers*, Retrieved from https://www.positiveparentingconnection.net/giant-list-of-self-care-skills-for-babiestoddlers-and-preschoolers/

Sandall, S. (2012) *Building blocks for teaching preschoolers with special needs*. Baltimore: Paul H. Brookes Publishing.

Technical Assistance and Training System (n.d.). *TATS talks to professionals: supporting communication.* Retrieved from https://tats.ucf.edu/wp-content/uploads/sites/32/2025/06/3a-tats-talks-pro-communication-w-blue-1.22-updated-5-6-2025-f.pdf

Technical Assistance and Training System, (n.d.). *Addressing communication skills in the classroom*, Retrieved from https://tats.ucf.edu/rock-your-classroom-focus-on-communication-and-language/

Technical Assistance and Training System. (n.d.). Focus on embedding instruction in developmental domains. Retrieved from https://tats.ucf.edu/rock-your-classroom-focus-on-embedding-instruction-in-developmental-domains/

Technical Assistance and Training System. (n.d.). *Focus on classroom spaces*. Retrieved from https://tats.ucf.edu/resources-great-beginnings-focus-classroom-spaces/

Technical Assistance and Training System. (n.d.). *Focus on Embedding Instruction in Developmental Domains*. Retrieved from https://tats.ucf.edu/rock-your-classroom-focus-on-embedding-instruction-in-developmental-domains/

Technical Assistance and Training System. (n.d.). *Strategies for incorporating adaptive skills into classroom instruction*. Retrieved from https://tats.ucf.edu/strategies-incorporating-adaptive-skills-classroom-instruction/

Technical Assistance and Training Systems. (n.d.). *Lessons that Last a Lifetime, Teaching skills that foster pre-academic readiness*. Retrieved from https://tats.ucf.edu/curriculum-instruction/

Technical Assistance and Training Systems. (n.d.). *Supporting communication and literacy*, Retrieved from https://tats.ucf.edu/communication-skills/

Technical Assistance and Training Systems. (n.d.). *Supports and strategies for literacy and writing centers*. Retrieved from https://tats.ucf.edu/pre-academic-skills-2/

The Nemours Foundation. (2015). *Growth and development*. Kids Health from Nemours web site. Retrieved from http://kidshealth.org/parent/growth/

University of South Florida National Center for Pyramid Model Innovation. *High quality environments* [online checklist]. In The Teaching Pyramid. Retrieved from https://tats.ucf.edu/wp-content/uploads/sites/9/2018/12/Pyramid-Practices-Planning-Checklists.pdf

Weitzman, E. (2002). *Learning language and loving it*, Toronto: The Hanen Center.

Western Oregon University, Teaching Research Institute (n.d.). *Tips for turn-taking, literacy for children with combined vision and hearing loss,* Retrieved from http://literacy.nationaldb.org/index.php/tips-turn-taking/

Delivery and Assessment

Learning (Delivery) Methods: A (knowledge acquisition training event)

Implementation Methods: M (coaching, mentoring) P (product, i.e., lesson plans)

Evaluation Methods: Staff: A (changes in practices implemented in the classroom or in the participant's assigned role in district-level processes)

Evaluation Methods: Student: F (performance assessments that impact students' learning objectives)

2-013-006 **Structured Literacy through a Multi-Sensory Approach**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2020

Department: Professional Leadership & Learning **Maximum Inservice Points**: 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).

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

- 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:
    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?

Date approved:

Departments: FDLRS, Professional Learning and Development

8-420-001 **Supportive Environments for Students with Disabilities**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 10

Course Description: *Building Inclusive Schools* 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 framework for implementing best practices to create an inclusive school culture for students with disabilities.

This 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 has been 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
- 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_0pm1.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://ceedar.education.ufl.edu/wp-content/uploads/2017/11/HLP-flyer-list.pdf

Specific Objectives:

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.

Professional Learning Delivery, Implementation, and Evaluation:
To earn credit, participants must complete five "knowledge check" quizzes, and nine reflection discussions. 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 a Reflection Workbook and ONE of the following options: conducting a presentation to faculty/staff addressing application of course content and resources, developing a comprehensive plan for

creating a more inclusive school or creating a plan of action to address selected School Best Practices for Inclusive Education assessment priority indicators.

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:
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.

Learning (Delivery) Methods: A, C
Implementation Methods: P, S
Evaluation Methods:
Staff: A
Student: F
FEAP: A.2.a, A.2.b, A.2.c, A.2.d, A.2.e

8-103-104 **Surrogate Parent**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2026

Department: Professional Leadership & Learning **Maximum Inservice Points**: 5

Target Group:

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

General Objectives:

This course enables participants to develop, increase and demonstrate knowledge about the requirements and steps involved in becoming a surrogate parent, from application through completion of services. This course 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. The course reviews which students are eligible for surrogate parent and why the need exists for such services.

Specific Objectives:

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

- Identify and describe procedural safeguards and their impact on surrogate parent rights and responsibilities.
- Explain why surrogate parents need a support crew and identify who may serve on the crew.
- Identify the requirements of the Individuals with Disabilities Education Act with regard to surrogate parent eligibility, requirements, and student rights.
- 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.
- Review Florida resources, supports and advocacy organizations relevant for surrogate parents.
- 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.
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 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 course content, related professional articles and websites.
3. Review references and resources.
4. Meet as a group 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 course facilitator. A scoring rubric, developed 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 e-mail with facilitator, and individual and/or 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.

References:

The following brochures, technical assistance paper, and book, previously published by the Florida Department of Education, Bureau of Exceptional Student Education, were coalesced and updated to provide the core content for the development of this online course.

Additional References and Resources

Developing Your Child's IEP. (n.d.). *Center for Parent Information & Resources*. Retrieved from https://www.parentcenterhub.org/pa12/

Developmental Milestones. (n.d.). *Centers for Disease Control and Prevention*. Retrieved from http://www.cdc.gov/ncbddd/actearly/milestones/index.html

Disability etiquette: Tips on interacting with people with disabilities. (n.d.). *United Spinal Association*. Retrieved from www.unitedspinal.org/disability-etiquette/

Evaluating School-Aged Children for Disability. (n.d.). *Center for Parent Information & Resources*. Retrieved from https://www.parentcenterhub.org/evaluation/

~~Evaluations for Special Education Services: Information for Parents. (n.d.). *Florida Problem-Solving and Response to Instruction/Intervention*. Retrieved from http://www.florida-rti.org/_docs/EvaluationsSpecialEd.pdf~~

Florida Department of Education, Bureau of Exceptional Education and Student Services. (n.d.). *Family educational rights and privacy act (FERPA): Information for parents*. Tallahassee, FL: Florida Department of Education. Retrieved from https://www.fldoe.org/core/fileparse.php/7690/urlt/0070103-ferpa.pdf

Florida Department of Education, Bureau of Exceptional Education and Student Services. (n.d.). *Mediation – Parents and School Districts Working Together Fact Sheet*. Tallahassee, FL: Florida

Department of Education. Retrieved from
https://www.fldoe.org/core/fileparse.php/7675/urlt/MediationFactSheet.pdf

Florida Department of Education. (August 2021). *Notice of procedural safeguards for parents of students with disabilities*. Tallahassee, FL. Retrieved from
https://www.fldoe.org/core/fileparse.php/7690/urlt/0070135-procedural.pdf

The IEP Team. (n.d.). *Center for Parent Information & Resources*.
Retrieved from https://www.parentcenterhub.org/iep-team/

Parenting a child with special needs. (n.d.). *Psychology Today.* Retrieved from https://www.psychologytoday.com/us/basics/parenting/parenting-children-special-needs

Q & A on IDEA 2004: Purposes and key definitions. (n.d.). *Center for Parent Information & Resources*. Retrieved from https://www.parentcenterhub.org/qa1/

US, Department of Education. (n.d.). *IDEA - Building The Legacy of IDEA 2004*. Retrieved from http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,3,

US, Department of Education. (n.d.). *IDEA – Topic Areas.* Retrieved from http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,9,

US, Department of Education. (November 2010). *Thirty-five Years of Progress in Education Children with Disabilities through IDEA*. Retrieved from h https://files.eric.ed.gov/fulltext/ED515893.pdf

2-100-007 **Teaching Students with Disabilities in the Content Areas**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 20

Course Description: *Teaching Students with Disabilities in the Content Areas* is designed as a twenty-hour online learning experience. Participants are expected to complete required reading content and check your knowledge quizzes included in each unit, followed by a final assessment and a follow-up implementation activity. The focus of this course is to provide educators with introductory information about the foundations and applications of exceptional student education in Florida. The course outlines the history of the education of students with disabilities, including current policies and procedures. Information is provided related to the variety of characteristics of students with disabilities and the provision of a continuum of services and models of support based on student need. Participants will explore specific educational models and appropriate instructional practices that assist educators in meeting the needs of all students, including students with disabilities.

The content has been organized around four topics:

- Exceptional Student Education Through the Years
- Understanding Disabilities and the Eligibility Categories
- Effective Educational Teaching Practices
- Instructional Tools and Strategies for the Classroom

Specific Objectives:

Topic 1: Exceptional Student Education Through the Years

- Identify state and federal legislation that has affected the education of students with disabilities.
- Identify the six principles of the Individuals with Disabilities Education Act (IDEA).
- Recognize the exceptional education process from referral to reevaluation.
- Understand the safeguards that exist to ensure that the rights of children with disabilities and their parents are protected.

Topic 2: Understanding Disabilities and the Eligibility Categories

- Understand the typical development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children.
- Identify models of support for assisting students with disabilities in accessing the general education curricula.

Topic 3: Effective Educational Teaching Practices

- Explore how specially designed instruction for students with disabilities is related to universal instruction.
- Identify the guidelines of differentiated instruction used to maximize achievement for all students.
- Recognize how the principles and guidelines of Universal Design for Learning eliminate barriers to learning.

Topic 4: Instructional Tools and Strategies for the Classroom

- Recognize different instructional techniques and strategies designed to meet the needs of a variety of learners.
- Identify various adjustments that can be made to instruction that support a differentiated learning environment.

Professional Learning Delivery, Implementation, and Evaluation:

The course is offered in an asynchronous online format. Participants will log into the course delivery system, enroll in the course, and begin by completing a pre-assessment. They are then responsible for completing a thorough review of all course content including written unit content, review of relevant web sites, videos and professional articles, identification of key terms, completion of interactive activities and passing unit quizzes with 100% accuracy. They then must pass a final assessment with at least 80% accuracy.

Participants will be required to complete a follow-up activity option designed as an application of the knowledge gained. In this course, there are four 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. The third option calls for participants to compile a presentation for colleagues, prepare an agenda, and provide a sign-in sheet for the presentation. The fourth option entails engaging with a team of colleagues in a professional study group to facilitate application of course content and encourage ongoing dialogue about the issues and topics.

Verification of completion of the follow-up or implementation activity by the participants' supervisor is required for a district to award the suggested in-service points. A verification form is provided and must be signed by the supervisor, indicating that they have reviewed the participant’s efforts in completing the follow-up implementation activity. This form is then uploaded by the participant into the course system as documentation before the participant can access a Certificate of Completion. The Certificate, and any additional information required by the district, may be presented to the district for potential in-service credits.

2-100-016 **Teaching Students with Disabilities in the Special Areas**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 20

Course Description: *Teaching Students with Disabilities in the Special Areas* is designed as a twenty-hour online learning experience. Participants are expected to complete required reading content and check your knowledge quizzes included in each unit, followed by a final assessment and a follow-up implementation activity. The focus of this course is to provide special area teachers with introductory information about the foundations and applications of exceptional student education in Florida. The course outlines the history of the education of students with disabilities, including current policies and procedures. Information is provided related to the variety of characteristics of students with disabilities and the provision of a continuum of services and models of support based on student need. Participants will explore specific educational models and appropriate instructional practices that assist educators in meeting the needs of all students, including students with disabilities. The course includes specific classroom examples for the special areas of Music, Art, Dance, Theater, and Physical Education.

The content has been organized around four topics:

- Exceptional Student Education Through the Years
- Understanding Disabilities and the Eligibility Categories
- Effective Educational Teaching Practices
- Instructional Tools and Strategies for the Classroom

Specific Objectives:

Topic 1: Exceptional Student Education Through the Years

- Identify state and federal legislation that has affected the education of students with disabilities.
- Identify the six principles of the Individuals with Disabilities Education Act (IDEA).
- Recognize the exceptional education process from referral to reevaluation.
- Understand the safeguards that exist to ensure that the rights of children with disabilities and their parents are protected.

Topic 2: Understanding Disabilities and the Eligibility Categories

- Understand the typical development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children.
- Identify models of support for assisting students with disabilities in accessing the general education curricula.

Topic 3: Effective Educational Teaching Practices

- Explore how specially designed instruction for students with disabilities is related to universal instruction.
- Identify the guidelines of differentiated instruction used to maximize achievement for all students.

- Recognize how the principles and guidelines of Universal Design for Learning eliminate barriers to learning.

Topic 4: Instructional Tools and Strategies for the Classroom

- Recognize different instructional techniques and strategies designed to meet the needs of a variety of learners.
- Identify various adjustments that can be made to instruction that support a differentiated learning environment.

Professional Learning Delivery, Implementation, and Evaluation:

The course is offered in an asynchronous online format. Participants will log into the course delivery system, enroll in the course, and begin by completing a pre-assessment. They are then responsible for completing a thorough review of all course content including written unit content, review of relevant web sites, videos and professional articles, identification of key terms, completion of interactive activities and passing unit quizzes with 100% accuracy. They then must pass a final assessment with at least 80% accuracy.

Participants will be required to complete a follow-up activity option designed as an application of the knowledge gained. In this course, there are three 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. The third option calls for participants to compile a presentation for colleagues, prepare an agenda, and provide a sign-in sheet for the presentation.

Verification of completion of the follow-up or implementation activity by the participants' supervisor is required for a district to award the suggested in-service points. A verification form is provided and must be signed by the supervisor, indicating that they have reviewed the participant’s efforts in completing the follow-up implementation activity. This form is then uploaded by the participant into the course system as documentation before the participant can access a Certificate of Completion. The Certificate, and any additional information required by the district, may be presented to the district for potential in-service credits.

3-013-001 **Technology to Support Reading Comprehension**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2026

Department: Professional Leadership & Learning **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 Education and Student Services, 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.
- Know and understand B.E.S.T. Standards implementation.

- Demonstrate understanding of “What Matters” with the standards and their design.
- Interpret the differences between reading prose and poetry, reading informational text, and reading across genres.
- 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.
- 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 Implementation Plan Reflection.
9. Review references and resources.

Evaluation:

Participants complete 1 Demographic Survey, 1 Quiz, 5 Dropbox Tasks, 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:

Adams, M. (2009). The challenge of advanced texts: The interdependence of reading and learning. In E.H. Heibert (Ed.), Reading more, reading better: Are American students reading enough of the right stuff? (pp. 163-189). New York, NY: Guildford Press.

Barnes, M.A., Dennis, M., & Haefele-Kalvaitis, J. (1996). The effects of knowledge availability and knowledge accessibility on coherence and elaborative inferencing in children from six to fifteen years of age. *Journal of Experimental Child Psychology*, *61*(3), 216-241.

Bergman, J.L. (1992). SAIL: A way to success and independence for low-achieving readers. *Reading Teacher*, *45*(8), 598-602).

Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills* (4th ed.). Paul H. Brookes.

Brown, R. (2002). Straddling two worlds: Self-directed comprehension instruction for middle schoolers. In C.C. Block and M. Pressley (Eds.), *Comprehension instruction: Research-based best practices* (pp. 337-350). Guildford Press.

Cain, K., Oakhill, J.V., Barnes, M.A., & Bryant, P.E. (2001). Comprehension skill, inference making ability and their relation to knowledge. *Memory and Cognition*, *29*(6), 850-859.

Cain, K., Oakhill, J., & Elbro, C. (2020). Reading comprehension: From research to practice. *The Reading League Journal*, *1*(3), 32-38.

Catts, H.W. (2021). Rethinking how to promote reading comprehension. *American Educator, 45*(4).

Catts, H. W., Adlof, S. M., & Weismer, S. E. (2006). Language deficits in poor comprehenders: A case for the simple view of reading. *Journal of Speech, Language,*

and Hearing Research, *49*(2), 278-293.

Catts, H. W., Hogan, T. P., & Few, M. E. (2003). Subgrouping poor readers on the basis of individual differences in reading-related abilities. *Journal of Learning Disabilities*, *36*(2), 151-164.

Center for Applied and Specialized Technology. (2010). *UDL at a glance* [video file]. https://youtu.be/bDvKnY0g6e4

Center for Applied and Specialized Technology. *Free learning tools*. http://www.cast.org/whats-new/learning-tools.html#.Xw6CmChKjIU

Center for Applied Special Technology. (2018). *The UDL guidelines*. http://udlguidelines.cast.org/

Centers for Disease Control and Prevention. (2021). *What is ADHD?* https://www.cdc.gov/ncbddd/adhd/facts.html.

Centers for Disease Control and Prevention. (2019). *Comorbidities*. https://www.cdc.gov/arthritis/data_statistics/comorbidities.htm.

Centers for Disease Control and Prevention. *Attention deficit/hyperactivity disorder fact sheet*. https://www.cdc.gov/ncbddd/adhd/documents/adhdfactsheetenglish.pdf.

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD). (2021). *About ADHD: An overview*. Retrieved from https://chadd.org/about-adhd/overview/.

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD). (2020). ADHD Quick Facts About ADHD. Retrieved from https://chadd.org/wp-content/uploads/2020/04/About-ADHD-ADHD_QF.pdf.

Duke, N.K., and Pearson, P.D. (2002). Effective practices for developing reading comprehension. In Farstrup, A.E., and Samuels, S.J. (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 205-242). International Reading Association.

Eden, G. (n.d.). *How reading changes the brain*. Retrieved from https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/reading-issues/how-reading-changes-the-brain

El-Dinary, P. B. (1993). *Teachers learning, adapting, and implementing strategies-based instruction in reading* [Doctoral dissertation, University of Maryland]. Dissertation abstracts international 54, 5410A.

Elleman, A.M. (2017). Examining the impact of inference instruction on the literal and inferential comprehension of skilled and less skilled readers: A meta-analytic review. The Journal of Educational Psychology, 109(6), 761-781.

Elleman, A.M. What did I just read? Leveraging knowledge, vocabulary, and inference generation to improve reading comprehension [Conference Presentation]. 2021 Plain Talk about Literacy and Learning, New Orleans, LA, United States.

Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2000). *Report of the national reading panel: Teaching children to read: Reports of the subgroups* (00-4754). U.S. Government Printing Office.

Farrell, L., Davidson, M., Hunter, M., & Osenga, T. (2010). *The simple view of reading: Research of importance to all educators*. Center for Development and Learning. https://www.cdl.org/articles/the-simple-view-of-reading/

Farrell, L., Hunter, M., Davidson, M., & Osenga, T. (2019). *The simple view of reading*. Reading Rockets. https://www.readingrockets.org/article/simple-view-reading

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. Guilford Press.

Florida Department of Education. (n.d.). ACCESS: Providing Resources that Facilitate the Teaching and Learning of Access Points [website]. https://accesstofls.org/

Florida Department of Education. (2018). Accommodations: Assisting Students with Disabilities. http://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf

Florida Department of Education. (2015). *Guiding tools for instructional problem solving*. http://www.florida-rti.org/gtips/index.html#introduction

Florida Department of Education. (n.d.). *About CPALMS*. (n.d.) http://www.cpalms.org/CPALMS/about_us.aspx

Florida Department of Education. (n.d.). Florida's B.E.S.T. Standards. http://www.fldoe.org/standardsreview/

Florida Department of Education. (n.d.). *Educator resources.* http://www.fldoe.org/academics/standards/just-read-fl/resources.stml

Florida Department of Education. (n.d.). *Florida's multi-tiered system of supports*. http://www.florida-rti.org/index.htm

Florida Department of Education. (n.d.). *Just read, Florida!* (n.d.) http://www.fldoe.org/academics/standards/just-read-fl/

Florida Department of Education. (n.d.). *MTSS implementation components: Ensuring common language and understanding*. (n.d.) http://www.florida-

rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf

Florida Department of Education. (n.d.). *Reading model lesson series*. (n.d.) http://rmls.florida-ese.org/#/home

Florida Department of Education. (n.d.). *Universal design for learning: The three principles*. (n.d.). https://at-udl.com/tutorials/udl_principles/

Florida Department of Education. (n.d.). What is special about special education? Specially designed instruction for students with disabilities within a multi-tiered system of supports. http://www.floridarti.usf.edu/resources/format/pdf/specially_designed_instruction_mtss.pdf

Florida State University. (2004-2008). *Student center activities*. https://www.fcrr.org/student-center-activities

Florida State University. (2006). *Empowering teachers*. https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/empowering-teachers/index.html

Gersten, R., Fuchs, L.S., Williams, J.P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities. *Review of Educational Research*, *71*(2), 279-320.

Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, *7*(1), 6-10.

Graves, M.F., Watts, S.M., Graves, B.B. (1994). *Essentials of classroom teaching: Elementary reading*. Allyn & Bacon.

Harris, T. L., and Hodges, R.E. (1995). The literacy dictionary. International Reading

Association. Harvard University Center for the Developing Child. (2021). A guide to

executive function.
Retrieved from https://developingchild.harvard.edu/guide/a-guide-to-executive-function/.

Hennessy, N. E. (2018). Working With word Meaning: Vocabulary Instruction. In Birsh, J. R., & Carreker, S. (Eds.), Multisensory teaching of basic language skills (4th ed., pp. 558-599). Paul H. Brookes.

Hennessy, N. (2020). *Thinking about comprehension* [Conference presentation]. 2020 Fox Reading Conference, Middle Tennessee State University, Murfreesboro, TN, United States. https://www.youtube.com/watch?v=HAa04-q3M5M&feature=youtu.be

Hennessy, N. L. (2021). The Reading Comprehension Blueprint: Helping Students

Make Meaning from Text. Paul H. Brookes.

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed). Consortium on Reading Excellence in Education.

Hulme, C., & Snowling, M. J. (2009). *Developmental disorders of language learning and cognition*. Wiley-Blackwell.

Hulme, C., & Snowling, M. J. (2011). Children's reading comprehension difficulties: Nature, causes, and treatments. *Current Directions in Psychological Science*, *20*(3), 139-142.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades*. (NCEE 2009-4045). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

International Dyslexia Association. (n.d.). *Definition of dyslexia*. http://eida.org/definition-of-dyslexia/

Klingner, J.K., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning disabilities*. Guilford Press.

Joshi, R. M. (2005). Vocabulary: A critical component of comprehension. *Reading & Writing Quarterly*, 21(3), 209-219.

Kearns, D. M., Hancock, R., Hoeft, F., Pugh, K.R., & Frost, S.J. (2019). The neurobiology of dyslexia. *Teaching Exceptional Children*, 51(3), 175-188.

Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. John Wiley & Sons.

Learning Disabilities Association of America. (2017). *Getting specific about SLD: A conversation guide for using terms like dyslexia, dyscalculia, and dysgraphia*. https://www.ncld.org/news/policy-and-advocacy/getting-specific-about-sld-a-conversation-guide-for-using-terms-like-dyslexia-dyscalculia-and-dysgraphia/

Liang, L.A. & Dole, J. (2006). Help with teaching reading comprehension: Comprehension instructional frameworks. *Reading Teacher*, 59(8), 742-753.

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Association for

Supervision and Curriculum Development.

McNamara, D.S. (2007). *Reading comprehension strategies: Theory, interventions, and technologies*. Lawrence Erlbaum Associates.

Moats, L. C. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Paul H. Brookes.

Moats, L.C. (2020). Teaching reading *is* rocket science: What expert teachers of reading should know and be able to do. *American Educator* (Summer 2020, 1-32). https://www.aft.org/sites/default/files/moats.pdf

Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems*. The International Dyslexia Association.

Nation, K. (2005). Children's reading comprehension difficulties. In M. J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 248-265). Blackwell's Publishing.

Nation, K., Clarke, P., Marshall, C. M., & Durand, M. (2004). Hidden language impairment in children: Parallels between poor reading comprehension and specific language impairment. *Journal of Speech, Language, and Hearing Research*, 47(1), 199-211.

National Center for Education Statistics. (2018). *About NAEP: A common measure of student achievement*. https://nces.ed.gov/nationsreportcard/about/

National Institute for Literacy. (2006). *Put reading first, kindergarten through grade 3: The research building blocks for teaching children to read* (3rd ed.). https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf

Novak, K. (2016). *UDL Now! A teacher's guide to applying universal design for learning in today's classrooms*. CAST Professional Publishing.

Oakhill, J.V., Cain, K., & McCarthy, D. (2015). Inference processing in children: The contributions of depth and breadth of vocabulary knowledge. In O'Brien, E., Cook, A., & Lorch, R.
(Eds.), *Inferences during reading* (pp. 140-159). Cambridge University Press.

Oxford Owl. (2017). *What is comprehension?* Oxford University Press.
https://www.youtube.com/watch?v=q4Y_67GMkP4

Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology, 8*(3), 317–344. https://doi.org/10.1016/0361-

476X(83)90019-X

Pressley, M. (2000). *What should comprehension instruction be the instruction of?* In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research, 3*, 545–561. Lawrence Erlbaum Associates.

Pressly, M. & Afflerbach, P. (1995). *Verbal protocols of reading: The nature of constructively responsive reading*. Lawrence Erlbaum Associates.

RAND Reading Study Group. (2002). *Reading for understanding: Towards an R&D program in reading comprehension*. RAND Corporation.

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). Guilford Press.

Shanahan, T., Fisher, D., & Frey, N. (2012). The challenge of challenging text. *Educational Leadership*, 69(6), 58-62.

Snow, C.E. & Sweet, A.P. (2003). *Rethinking reading comprehension*. Guilford Press.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. Knopf.

Shaywitz, S., & Shaywitz, J. (2020). *Overcoming dyslexia* (2nd ed.). Knopf.

St. Martin, K., Vaughn, S., Troia, G., Fien, & H., Coyne, M. (2020).*Intensifying literacy instruction: Essential practices*. MiMTSS Technical Assistance Center, Michigan Department of Education.

Understood. (n.d.) *What is executive function?* https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/executive-functioning-issues/what-is-executive-function?_ul=1*1bbl90j*domain_userid*YW1wLVB6UEN4Y21pZk0ya0d1c3J5NVNQTUE.

U.S. Department of Education. Institute of Education Services, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.

University of Florida Literacy Institute. (n.d.). *About UFLI*. https://education.ufl.edu/ufli/.

Vaughn, S., Wanzek, J., Murray, C. S., Roberts, G. (2012). Intensive interventions for students struggling in reading and mathematics: A practice guide. Portsmouth, NH:

RMC Research Corporation, Center on Instruction.

Vellutino. F. R., Fletcher, J. M., Snowling, M. J., & Scanlon, D. M. (2004). Specific reading disability (dyslexia): What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry*, 45(1), 2-40.

Williams, J.P. (2005). Instruction in reading comprehension for primary-grade students: A focus on text structure. *Journal of Special Education*, 39(1) 6-18.

Yudin, M. (2015). *Dear colleague: Dyslexia guidance* [letter from the Assistant Secretary of the Office of Special Education and Rehabilitative Services]. U.S. Department of Education. https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf

2-404-001 **Universal Design for Learning – Creating Lesson Plans**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2025

Department: Professional Leadership & Learning **Maximum Inservice Points**: 5

Course Overview and In-Service Credit Expectations:

- Maximum/Minimum In-Service Points**:** 5 in-service points
- Intended Audience: Sponsored by the Florida Department of Education's (FDOE) Bureau of Exceptional Education and Student Services (BEESS) and developed by the Florida Problem Solving/Response to Intervention – Technology and Learning Connections (PS/RtI-TLC) Project and the Florida Center for Interactive Media (FCIM), this online course is designed for all educators, with a special emphasis on those who support students with disabilities and other exceptionalities. It offers a professional learning opportunity focused on strengthening instructional practices that promote success in Exceptional Student Education (ESE) settings.

General Course Objective: This course is designed to deepen educators' understanding of Universal Design for Learning (UDL) and provide practical tools for planning instruction that meets a broad spectrum of student needs and learning preferences. Special emphasis is placed on supporting those who work directly with students in Exceptional Student Education (ESE) programs, ensuring lessons are both accessible and engaging.

Specific Objectives and Anticipated Learning Outcomes

By the end of this course, participants will be able to:

- Define Universal Design for Learning (UDL) and explain its purpose in creating accessible and supportive learning environments.
- Recognize how UDL addresses the varying needs of students, including those in Exceptional Student Education (ESE).
- Describe the three core principles of UDL—engagement, representation, and action/expression—and their connection to brain-based learning.
- Identify common barriers to learning in instructional materials and suggest strategies to minimize or eliminate them.
- Analyze how different brain networks influence learning and how UDL principles align with these processes.
- Apply UDL strategies to design lessons that offer multiple ways for students to access content, stay engaged, and demonstrate understanding.
- Utilize a UDL lesson plan template to create instructional activities that support a wide range of learners.
- Adapt teaching practices to better meet the needs of students with disabilities and other exceptionalities using UDL principles.
- Evaluate existing lesson plans and modify them to improve accessibility and learner support.
- Reflect on personal teaching practices and identify opportunities to integrate UDL for more supportive
- instruction.

Description of Course Activities and Completion Requirements: To successfully complete the course and earn in-service credit, participants must:

- Complete a pre-assessment.
- Review course content, articles, videos, and websites.
- Participate in interactive quizzes and activities.
- Pass a final assessment with at least 80% accuracy.

Evaluation/ Follow-Up Activity Requirement for In-Service Points:

After finishing the course, participants must:

- Create a lesson plan using UDL strategies.
- Teach the lesson to your students.
- Write a reflection about what worked and what you learned.
- Submit a verification form signed by your supervisor to get your certificate and in-service points.

Impact on Student Outcomes:

This course supports district goals and equips educators with strategies that lead to:

- Greater accessibility: Students encounter fewer learning barriers through thoughtfully designed instruction and the use of assistive technologies.
- More effective lesson planning: Instruction is tailored to a variety of learning preferences and needs, especially for students with disabilities and exceptionalities.
- Higher engagement and motivation: UDL principles and multimedia tools foster active participation and interest across modalities.
- Improved academic achievement: Varied instructional approaches and representations support deeper
- understanding and retention.
- Increased student independence: Learners develop self-awareness and strategic skills through goal setting, formative feedback, and digital supports.
- Supportive learning environments: Classrooms become more responsive and respectful of learner variability, fostering a sense of belonging and ensuring all students feel valued and supported
- Enhanced support for ESE students: Instruction is both accessible and appropriately challenging, improving educational outcomes.
- Informed instructional decisions: Educators use brain-based insights and real-time data to adjust teaching in ways that meet student needs.

4-102-007 **Usher Syndrome Screening**

IDENTIFICATION

Primary Purpose: C – Florida Educators Certificate Renewal **Date Modified:** 2019

Department: Professional Leadership & Learning **Maximum Inservice Points**: 5

2. **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.

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: 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.

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT (Select all that apply and add Protocol Standard Title and Number)

- **Educator Level**

☐Planning-

☒Learning- 1.2.5.

☒Implementing- 1.3.3.

☐Evaluating-

- **School Level**

☐Planning-

☒Learning-2.2.5.

☒Implementing-2.3.3.

☐Evaluating-

- **District Level**

☐Planning-

☒Learning-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:

- 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.

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 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.

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 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.

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?"

- 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:
    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?

Departments: FDLRS, Professional Learning and Development

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

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

APPENDIX D: PROFESSIONAL DEVELOPMENT COMPONENT NUMBER

The component number is a unique seven-digit number assigned by the district to each component and should remain the same throughout the component's life. It is composed of the following codes:

POSITION 1: FUNCTION - A one-digit code which identifies the function that 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 that identifies the principal subject area upon which the component focuses.

INSTRUCTION: Components that focus on activities that 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

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
2021-22 AUTOMATED STAFF INFORMATION SYSTEM
APPENDIX D: PROFESSIONAL DEVELOPMENT COMPONENT NUMBER

Implementation Date:
Fiscal Year 1992-93
July 1, 1992

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

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
2021-22 AUTOMATED STAFF INFORMATION SYSTEM
APPENDIX D: PROFESSIONAL DEVELOPMENT COMPONENT NUMBER

Implementation Date:
Fiscal Year 1992-93
July 1, 1992

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
DOE INFORMATION DATA BASE REQUIREMENTS
2021-22 AUTOMATED STAFF INFORMATION SYSTEM
APPENDIX D: PROFESSIONAL DEVELOPMENT COMPONENT NUMBER

Implementation Date:
Fiscal Year 1992-93
July 1, 1992

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

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
2021-22 AUTOMATED STAFF INFORMATION SYSTEM
APPENDIX D: PROFESSIONAL DEVELOPMENT COMPONENT NUMBER

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.

(a) (1) Purpose. The purpose of these standards is to establish and articulate Florida's expectations for effective educators. These evidence-based standards serve as the foundational framework for educator preparation programs, certification requirements, educator evaluation systems, and the professional learning of educators throughout the state. In support of these standards, the Florida Educator Accomplished Practices Progression Plan provides additional guidance on the knowledge, skills, and competencies an educator must acquire and demonstrate to meet and advance within the standards of an accomplished educator. The creation of these standards and the accompanying progression plan is informed by Florida's vision for high-quality education and reflects the refinement of effective educational practices for increased student achievement.

(2) The Florida Educator Accomplished Practices. Each educator upholds and applies the following standards.

(a) Standard 1: Professional Responsibilities and Ethics. The educator adheres to:

1. 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.;

2. The rights of students and parents enumerated in Sections 1002.20, 1014.04, 1003.42(3)(a), F.S.;

3. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.; and

4. Laws, policies, and professional norms through the timely completion and application of certification and professional learning requirements.

(b) Standard 2: Professional Learning, Content Knowledge, and Pedagogy. The educator:

1. Engages in relevant professional learning to continuously improve content knowledge and instruction grounded in the cognitive science of learning;

2. Embeds content knowledge and grade-level benchmarks into instructional practices; and

3. Reflects on instructional effectiveness for professional growth.

(c) Standard 3: Preparation and Planning. The educator:

1. Plans evidence-based instruction for students to retain knowledge, think critically, and apply learning;

2. Prepares instruction aligned to learning goals, assessments, student learning outcomes, and Florida's state academic standards; and

3. Analyzes student work to plan and adjust instruction.

(d) Standard 4: Learning Environment. The educator:

1. Communicates high expectations for all students;

2. Implements clear rules and routines;

3. Organizes and manages students, classroom resources, time, and space; and

4. Adapts the learning environment with appropriate support to meet the needs of all students while ensuring consistency with Section 1000.071, F.S.

(e) Standard 5: Instructional Delivery. The educator:
1. Maintains an appropriate instructional pace that maximizes student learning time;
2. Uses high-impact instructional practices grounded in the principles of the cognitive science of learning;
3. Checks for understanding to adapt instruction as needed; and
4. Delivers timely, specific, and actionable feedback.
(f) Standard 6: Data and Assessment. The educator:
1. Knows and understands how to assess student mastery of academic standards;
2. Analyzes data from multiple sources to inform instruction; and
3. Monitors student progress, provides feedback, and communicates outcomes to parents and students.
(3) The Florida Educator Accomplished Practices Progression Plan, effective August 2026, (http://flrules.org/Gateway/reference.asp?No=Ref-19727) is hereby incorporated by reference and made a part of this rule.

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, 5-23-23, 8-22-23, 8-25-26.

APPENDIX D

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