



# Professional Learning Catalog 2024 – 2025





**FLORIDA DEPARTMENT OF EDUCATION  
DOE INFORMATION DATA BASE REQUIREMENTS  
VOLUME II: AUTOMATED STAFF INFORMATION SYSTEM  
AUTOMATED STAFF DATA ELEMENTS**

<b>Implementation Date:</b> Fiscal Year 1992-93 July 1, 1992
--

**APPENDIX D**

**PROFESSIONAL LEARNING COMPONENT NUMBER**

The component number is a unique seven-digit number assigned by the district to each individual component and should remain the same during the life of the component. It is composed of the following codes:

POSITION 1: FUNCTION - A one-digit code which identifies the function which is the principal focus of the component (s 1012.98(4)(b)3., F.S.)

- |   |  |
|---|--|
| 1 | Subject Content/Academic Standards                     |
| 2 | Instructional Methodology/Faculty Development          |
| 3 | Technology Integration/Digital Learning Support        |
| 4 | Assessment and Data Analysis/Problem Solving           |
| 5 | Classroom Management                                   |
| 6 | School Safety/Safe Learning Environment/School Culture |
| 7 | Management/Leadership/Planning                         |
| 8 | General Support  |
| 9 | Student Growth/Achievement/Success                     |

POSITIONS 2-4: FOCUS AREA - A three-digit code which identifies the principal subject area upon which the component focuses.

**INSTRUCTION:** Components which focus on activities which deal directly with the teaching of pupils or with pupil-teacher interaction.

**BASIC PROGRAMS:** Basic programs include those instructional programs in grades PK-12 which are not part of the district or agency program in Exceptional Student Education, English Language Learners, Career and Technical Education or Adult/Community Education.

- |     |                                       |
|-----|---------------------------------------|
| 000 | Art                                   |
| 002 | Career Education                      |
| 003 | Computer Science/Technology Education |
| 004 | World Languages                       |
| 005 | Health/Nutrition                      |
| 006 | Humanities                            |
| 007 | Integrated Curriculum                 |
| 008 | Language Arts                         |
| 009 | Mathematics                           |
| 010 | Music                                 |
| 011 | Physical Education                    |
| 012 | Prekindergarten                       |
| 013 | Reading                               |
| 014 | Safety/Driver Education               |
| 015 | Science                               |
| 016 | Social Studies                        |
| 017 | Writing                               |



**FLORIDA DEPARTMENT OF EDUCATION  
DOE INFORMATION DATA BASE REQUIREMENTS  
VOLUME II: AUTOMATED STAFF INFORMATION SYSTEM  
AUTOMATED STAFF DATA ELEMENTS**

<b>Implementation Date:</b> Fiscal Year 1992-93 July 1, 1992
--

**APPENDIX D (Continued)**

**PROFESSIONAL LEARNING COMPONENT NUMBER (Continued)**

**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 Workspace Readiness Skills



**FLORIDA DEPARTMENT OF EDUCATION  
DOE INFORMATION DATA BASE REQUIREMENTS  
VOLUME II: AUTOMATED STAFF INFORMATION SYSTEM  
AUTOMATED STAFF DATA ELEMENTS**

<b>Implementation Date:</b> Fiscal Year 1992-93 July 1, 1992
--

**APPENDIX D (Continued)**

**PROFESSIONAL LEARNING COMPONENT NUMBER (Continued)**

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  
VOLUME II: AUTOMATED STAFF INFORMATION SYSTEM  
AUTOMATED STAFF DATA ELEMENTS**

<b>Implementation Date:</b> Fiscal Year 1992-93 July 1, 1992
--

**APPENDIX D (Continued)**

**PROFESSIONAL LEARNING COMPONENT NUMBER (Continued)**

**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

**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 learning 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

**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.



## **Listing of Professional Learning Catalog Components**

### *Inservice Points*

1.000.001	Performing Arts in Education	60
1.000.002	Visual Arts	60
1.000.003	Dance Education	60
1.002.001	Career Education	60
1.004.048	Curriculum Development for World Languages	60
1.005.001	Health Education	60
1.005.003	Health Issues for Health Personnel	60
1.008.001	6-12 Language Arts Instruction-Content and Process	60
1.008.002	Best Practices Language Arts/Reading	60
1.009.001	Teaching Mathematics	60
1.009.003	Advanced Topics in Mathematics	60
1.009.004	Topics in Mathematics (K-6)	60
1.009.005	Topics in Algebra I	60
1.009.010	Elementary Mathematics II	60
1.009.011	Mathematics Topics for Middle School	60
1.009.014	Mathematical Modeling	60
1.009.015	Mathematical Connections	60
1.009.016	Teaching the Elementary Mathematics BEST Standards	60
1.009.017	BEST Standards in the Mathematics Curriculum Grades 9-12	60
1.009.023	Upscaling My Elementary Mathematics Expertise 4	60
1.009.025	B.E.S.T. Standards for Mathematics in Grades K-12 Curriculum	60
1.010.001	Individualizing the Music Program	60
1.010.002	Student Assessment in Music	60
1.010.004	Music Rehearsal Skills	60
1.010.005	Performance Techniques on Individual Band, Orchestral and Social Instruments	30
1.010.006	Teaching Strings: Hands On	60
1.011.001	Theory and Practice of Coaching A Specific Sport	60
1.011.004	Care and Prevention of Athletic Injuries I	60
1.011.005	Physical Education	60
1.011.006	Elementary Physical Education	60
1.011.007	Coaching Theory I	60
1.012.001	Understanding Child Development	60
1.012.002	Developmentally-Appropriate Practices for Young Children	30
1.012.004	Educational Daycare	60
1.012.005	High Scope Curriculum - Early Childhood	60
1.013.001	Reading Improvement for Teachers	60
1.013.002	Techniques for Teaching Disabled Readers	60
1.013.003	Reading Instruction - Content and Process	60
1.013.004	Strategic Learning Program	60
1.013.006	Hillsborough Accelerated Literacy Learning in the Classroom	60
1.013.008	6-12 Reading and Writing Workshop	60
1.013.009	Elementary Reading Coaches Project	60
1.013.010	Reading in the Content Area	60
1.013.011	Effective Strategies for Teaching "At Risk" Students in the Content Area	60



## **Listing of Professional Learning Catalog Components**

### *Inservice Points*

1.013.012	Foundations of Research Based Practices - Competency 2	60
1.013.014	Foundations in Language and Cognition - Competency 1	60
1.013.015	Foundations of Assessment - Competency 3	60
1.013.016	Foundations and Application of Differentiated Instruction Competency 4	60
1.013.017	Demonstration of Accomplishment - Competency 5	60
1.013.020	Foundations of Research Based Practices - Competency 2 Train the Trainer	60
1.013.025	Content Area Reading (CAR-PD)	60
1.013.042	Foundations of Assessment and Applications of Differentiated Instruction to	120
1.013.044	ELA Benchmarks for Excellent Student Thinking (BEST)	60
1.013.045	Literacy Coach Endorsement	120
1.013.046	Elementary/Secondary Literacy Micro-Credentials	60
1.013.047	Emergent Literacy Micro-Credentials	60
1.013.048	Foundations and Application of Evidence-based Reading Instruction Comp 1 and 2	120
1.014.001	Driver Education Workshop	60
1.015.001	Laboratory Science Instruction	60
1.015.002	Current Issues in Science	30
1.015.003	Florida Wildlife	60
1.015.004	Implementing Environmental Concepts Into Subject Area Instruction	60
1.015.005	Biological Science Update	60
1.015.010	Science Research	60
1.015.011	Earth Sciences Update	60
1.015.013	Middle School Science	60
1.015.014	Environmental Education Topics	60
1.015.022	High School Science Curriculum Implementation	60
1.015.025	Upscaling My Elementary Science Expertise 3 (Physical Science)	60
1.015.026	Next Generation Sunshine State Science Content Training K-12	60
1.016.001	Secondary Subject Area Training	60
1.016.002	Teaching Secondary Social Studies	60
1.016.003	Economic Education	60
1.016.007	Middle School Social Studies	60
1.016.008	Elementary School Social Studies	60
1.016.011	Interactive Instruction for the Elementary Social Studies Classroom	60
1.017.001	Writing Workshop	60
1.700.001	Methods of Teaching English to Speakers of Other Languages	60
1.701.001	Testing and Evaluation of ESOL	60
1.702.001	ESOL Applied Linguistics	60
1.703.001	ESOL Curriculum and Materials Development	60
1.704.003	ESOL Strategies for Professionals (ESOL Empowerment - 18 Hours)	60
1.704.004	ESOL On-Line Administrators	60
1.704.005	ESOL On-Line Guidance Counselors	60
1.704.009	Essentials for Content Teachers	60
1.705.001	ESOL CROSS-CULTURAL COMMUNICATION AND UNDERSTANDING	60
1.705.002	ESOL ERT	60
1.705.003	Content Area Strategies for Limited English Proficient Students	60



## **Listing of Professional Learning Catalog Components**

### *Inservice Points*

1.705.005	ESOL Orientation	60
1.705.006	Teaching Reading Skills to Limited English Proficient Students	60
2.007.001	Mastering Skills for Curriculum Development	60
2.007.002	Understanding Kindergarten Curriculum	60
2.007.004	Middle School	60
2.007.005	Field TripsImplementing Curriculum for Basic Skills	12
2.007.006	Dimensions of Learning	60
2.007.008	Professional Learning for Kindergarten Curriculum	60
2.013.001	Science of Reading	60
2.013.002	PDA: Exploring Structured Literacy	60
2.015.004	Science of Reading for Students with Disabilities	60
2.100.001	Mainstreaming the Exceptional Student	60
2.100.002	Implementing Performance Objectives	60
2.100.003	Teaching Visually Impaired Students	60
2.100.004	Programming for Exceptional Students	60
2.100.005	Special Olympics	60
2.100.006	Cooperative Consultation: Providing Supplementary Instructional Support for	60
2.100.007	Models, Issues, and Activities in the Field of Transition	60
2.100.009	Florida Uniting Students in Education (FUSE)	60
2.100.010	Model Classroom Training Approach	30
2.100.011	Brain Based Instruction	30
2.100.013	Instructional Strategies for Exceptional Students I	40
2.100.015	Teaching Hearing Impaired (TEACH HEARING IMPAIRED)	60
2.100.016	Technological, Medical, and Educational Interventions for the Hearing Impaired	60
2.100.017	Inservice for Speech, Language, and Hearing Teachers	60
2.100.020	Strategies Intervention Model for SLD, and EH	60
2.100.021	Nature and Needs of Students with Autism and Related Disabilities	60
2.100.022	Instructional Strategies to Meet Individual Educational Needs of Students with	60
2.100.029	Teaching Interpersonal Interactions and Participation	30
2.100.030	Transition Process	60
2.100.031	Language Development and Communication Skills	60
2.100.032	Instructional Practices in Exceptional Student Education	60
2.100.033	Foundations of ESE	60
2.100.034	Special Needs Students	45
2.100.040	PDA: Teaching Students w/Disabilities Online PD Module	60
2.100.041	Trend and Issues in Exceptional Student Education	60
2.100.043	Trends and Issues in the Education of the Hearing Impaired	60
2.100.050	ACP: Educating Students with Disabilities	60
2.102.001	Diag., Prescriptive & Management Skills for the Exceptional Student	60
2.102.002	Developing an Intervention Assistance Team	30
2.102.003	Assessment and Evaluation	60
2.103.002	Quality Individual Education Plans/Funding Model	60
2.105.002	Curriculum Development for Exceptional Student Education	60
2.105.003	Social Skills Training for Teachers of Emotionally Handicapped Students	60



## **Listing of Professional Learning Catalog Components**

### *Inservice Points*

2.105.004	Reading for Students With Disabilities	60
2.106.001	Nature and Needs of the Gifted	60
2.106.002	Guidance and Counseling for Gifted	60
2.106.003	Procedures and Curriculum for the Gifted	60
2.106.004	Theory and Development of Creativity of the Gifted	60
2.106.005	Educating Special Populations of the Gifted Students	60
2.106.006	Gifted Education Follow-Up	60
2.200.004	AGRICULTURAL MECHANICS MANAGEMENT SKILLS	60
2.201.001	Updating Technical Skills	60
2.209.001	Design & Problem Solving Based Teaching Methods for Technology Education	60
2.211.003	Vocational Student Organizations	60
2.211.004	Current Trends in Technical and Career Education	60
2.211.005	Special Teaching Methods	45
2.211.009	Leadership Skills for Technical & Career Education	60
2.211.010	Teaching Higher Order Thinking	30
2.211.013	Career and Technical Education Level II Curriculum Writing	45
2.300.001	Teaching Adults	60
2.300.002	Adult Instruction	60
2.404.001	Cooperative Learning	60
2.404.002	Influencing the Classroom Environment	60
2.404.003	ACP: Effective Teaching Strategies	60
2.404.011	The New Art and Science of Teaching	60
2.405.001	Dropout Prevention	35
2.406.002	Conference Skills	60
2.406.003	Interpersonal Communications, Attitude Awareness	30
2.407.002	Multi-Media Techniques	30
2.407.003	Designing Curriculum Support Materials & Techniques for School Library Media	26
2.407.004	Automated Library Systems	60
2.407.005	Updating Media Specialists Skills	60
2.407.006	Video Production Techniques	30
2.408.001	Alternative Certification Program (ACP) Seminar	60
2.408.003	Team Teaching	60
2.408.004	Implementing Curriculum for Basic Skills	60
2.408.005	Training for Individualizing Instruction	60
2.408.006	Teaching By Objectives	60
2.408.007	The Dynamics of Classroom Discussion	60
2.408.009	Learning Channels	60
2.408.010	Teaching Thinking Skills	60
2.408.011	Teacher Expectations and Student Achievement	30
2.408.012	The Client-Centered Middle School	60
2.408.013	Effective Instruction for Middle School	60
2.408.014	Responsive Middle School Programs	60
2.408.015	Early Literacy Participants Course	60
2.408.017	Early Literacy Facilitator's Course	60



## **Listing of Professional Learning Catalog Components**

### *Inservice Points*

2.408.018	Teaching Strategies for Improving Thinking: Patterns for Thinking	30
2.408.019	Content Enhancement Training	60
2.408.020	Creating Independence Through Student-Owned Strategies	60
2.408.021	Applying Learning Theories to Instructional Practice Online	60
2.408.023	Managing Multiple Groups	60
2.408.024	Effective Classroom Management	60
2.408.025	Professional Refinements in Developing Effectiveness	60
2.408.027	Paraprofessionals 101	60
2.408.028	Critical Friends	60
2.408.029	Improving Student Achievement by Incorporating A Framework for Understanding	30
2.408.030	Educational Research and Dissemination Program: Foundations of Effective	60
2.408.031	Advanced Placement Program Strategies	60
2.408.032	Best Practices In Advanced Placement Content	60
2.408.033	Action Research for Instructional Personnel	60
2.408.035	Alternative Certification Program Effective Classroom Management	60
2.408.037	Closing the Achievement Gap	60
2.408.043	Advancement via Individual Determination (AVID)	60
2.408.055	Common Core State Standards: Identifying and Evaluating Text Complexity	30
2.408.079	District-Certified Demonstration Classroom Professional Learning Approach	30
2.411.001	Teaching Students with Education Problems	60
2.411.002	Introduction to Multiple Intelligences	60
2.411.003	Gender Differentiated Instruction	60
2.412.001	Culturally Sensitive Instruction	60
2.412.002	Multicultural Awareness	60
2.412.003	Building a Culturally Responsive Learning Environment	60
2.412.005	Cultural Diversity: A Tool for Maximizing Student Performance	20
2.412.009	African American History Awareness	60
2.421.001	Keys to Motivation	60
3.003.001	Computer Topics	60
3.003.003	Computer Assisted Instruction	60
3.003.005	Networking Topics	30
3.003.006	Technology and Learning	60
3.003.007	Updating Technology Skills	60
3.003.008	Applying Technology in a Classroom	60
3.003.011	Electronic Collaborative Systems	60
3.003.013	Using The Lawson System: Finance, Procurement, Inventory	60
3.003.014	SuccessMaker	60
3.003.016	Microsoft Excel	60
3.003.018	Lawson Asset Management	30
3.003.019	Lawson Human Resource Initiator Trng.	30
3.003.020	Lawson: Ordering Goods and Services	30
3.003.021	Lawson Payroll Initiator	30
3.003.024	Microsoft PowerPoint	60
3.003.028	Design for Distance Learning	60



## **Listing of Professional Learning Catalog Components**

### *Inservice Points*

3.003.029	Microsoft IT Academy	60
3.003.033	Project Based Learning	60
3.003.038	Web Literacy for Educators	60
3.003.039	Microsoft Word	60
3.408.001	Alternative Certification Program/Computer Literacy	45
3.408.010	Interactive Whiteboard	60
3.506.001	WorkPlace Essentials Technology Skills for Support Personnel	60
4.401.001	Professional Learning Plan	20
4.401.002	Construction of Classroom Tests	60
4.401.003	Introduction to Test Standardization	60
4.401.004	Assessing Young Children	60
4.401.006	A Multidisciplinary Approach to Improving Test Scores	60
4.408.001	Performance-Based Teaching/Evaluation	30
4.409.001	Psychological Assessment for School Psychologists	60
4.409.002	Use of New Tests for Educational Diagnosticians	30
4.409.003	Psychosocial Assessment	60
5.101.001	Behavior Management for Exceptional Students I	60
5.101.006	Basic Functional Behavior Assessment & Positive Behavioral Intervention Plans	60
5.101.007	Mediation: The Process of Mediation in Resolving Conflicts/Disputes in Exceptional	60
5.101.009	Nonviolent Crisis Intervention	60
5.101.010	Techniques for Effective Aggression Management	60
5.101.011	The Tough Kid Toolbox	60
5.101.014	Assessing, Designing and Implementing Positive Behavioral Supports	60
5.101.015	Conscious Discipline	60
5.403.003	Improving Social Skills	60
5.403.004	Conflict Resolution	60
5.403.005	Dealing with Conflict	30
5.403.006	Verbal Aggression Awareness	5
5.403.007	Managing Anti-Social Behavior	60
5.404.001	Understanding and Managing Conflict of Students and Colleagues	60
5.404.002	Understanding/Managing Student Behavior - Brain Based Instruction	60
5.404.003	Cooperative Discipline	60
5.404.004	Teacher Induction and Renewal	60
5.404.005	Effective Management Strategies for Youth Services	60
5.404.006	Surviving and Thriving: Tools for Building Your First Year into a Success	60
5.404.010	ACP: TEACHER INDUCTION AND RENEWAL	60
5.404.011	Organizational Orientation	60
6.011.001	Cardiopulmonary Resuscitation/AED	10
6.014.001	Safety Education	18
6.014.002	First Aid	12
6.014.003	Bloodborne Pathogens Inservice Curriculum	30
6.014.004	Certified Supervisor Safety Training	10
6.014.005	Annual Safety Update Training	1
6.014.006	Safety Custodial Training	4



## **Listing of Professional Learning Catalog Components**

### *Inservice Points*

6.205.001	Safety Training: Industrial Arts and Industrial Education	60
6.410.001	Sexual Harassment and Title IX	30
6.414.001	Mental Health Issues for Educators	60
7.406.001	Clinical Education	30
7.406.002	Mentoring for Professional Growth	60
7.410.001	School Law	60
7.410.003	Instructional Materials (Textbook) Training Program for Instructional Leaders	5
7.415.001	Problem Solving for Faculties	60
7.415.002	RTI Problem Solving Leadership Team Essentials	60
7.501.001	Introduction to Program Evaluation	60
7.502.001	Supervisory Skills	60
7.502.002	Professional Learning Evaluation Protocol	60
7.502.003	Data Wise for District Level Administrators	60
7.504.001	Budget Management	60
7.507.001	Time Management and Motivation	60
7.507.002	Interpersonal Influence	30
7.507.003	Teachers as Professionals	30
7.507.005	Interaction Management	60
7.507.007	Administrative Skills	60
7.507.008	Effectiveness Coaching	60
7.507.009	Leadership for Middle Schools	60
7.507.010	Facilitative Leadership	60
7.507.011	Leadership Development for Teachers	60
7.507.012	7 Habits	60
7.507.013	Continuous Quality Improvement	60
7.507.014	Designing Training	60
7.507.015	Executive Leadership Program	60
7.507.016	Creating Learning Communities for the 21st Century	60
7.507.019	Leading Transitions	60
7.507.020	Personality and Intergroup Communication	30
7.507.022	Leadership Competency Cluster	60
7.507.023	Continuous Improvement Competency Cluster	60
7.507.024	Critical Thinking Competency Cluster	60
7.507.026	Communication Competency Cluster	60
7.507.028	Managerial Competency Cluster	60
7.507.029	Advanced Placement Training for Administrators	60
7.507.030	Competency Cluster - Diversity Training	20
7.507.041	Improving Professional Practice(Danielson Framework)	60
7.507.046	Data Wise for Instructional Personnel	60
7.512.001	Effectiveness Training	60
7.512.002	Faculty Self Study for School Renewal /School Improvement	60
7.512.003	School Renewal Plan – 5 Year Accreditation Process	60
7.512.004	Effective Group Interactions for School Improvement	30
7.512.005	Effectiveness Training for School Improvement Teams	60



## **Listing of Professional Learning Catalog Components**

### *Inservice Points*

7.512.006	School Improvement Support Project	60
7.512.007	Reading for Professional Learning	60
7.512.008	Accountability/School Improvement Training	60
7.512.009	Whole School Effectiveness Model	60
7.513.001	Instructional Leadership Skills	60
7.513.003	Management Training	60
7.513.004	Job Competency Training for Productive School Management	60
7.513.005	Preparing New Principals Training	60
7.513.007	Leadership Development	60
7.513.014	4 Roles of Leadership	30
7.513.016	Personnel Issues for Administrators	10
7.513.017	Providing Effective Feedback for Administrators	10
7.513.018	Dealing with Conflict for Administrators	10
7.513.019	Classroom Walk Through for Administrators	10
7.513.021	Elementary Curriculum and Instruction Introductory for Administrators	10
7.513.023	Curriculum Strategies (Middle School) Introductory for Administrators	10
7.513.024	Curriculum Strategies (Middle School) for Administrators Advanced	10
7.513.025	Curriculum Strategies (High School) Introductory for Administrators	10
7.513.026	Curriculum Strategies (Middle School) Advanced for Administrators	10
7.513.027	Data Analysis for Administrators	10
7.513.028	Internal Accounts for Administrators	10
7.513.029	Full Time Equivalence (FTE) for Administrators	10
7.513.031	Time Management for Administrators	10
7.513.032	Administrative Strategies for Administrators	10
7.513.033	Inspirational Leadership for Administrators	10
7.513.035	DataWise for School Level Administrators	60
7.513.036	Specific Skills for New Principals	60
8.012.001	Training for Head Start Personnel	60
8.103.001	Perspective on Exceptional Student Education and Student Services	60
8.103.002	Due Process and Audit - ESE	60
8.103.003	Understanding District Exceptional Education & Student Services Policy &	60
8.104.002	Supervising ESE Paraeducators	60
8.104.003	Exceptional Student Education Para-Educator Training	60
8.104.004	Serve Coordinator and Volunteer Management Training	10
8.301.001	College Level Academic Skills Test (CLAST) Pre-Reading & English	60
8.301.002	College Level Academic Skills Test (CLAST) Prep-Math	60
8.403.001	Social/Emotional Development in Children	30
8.403.002	Crisis, Substance Abuse, and Child Abuse Intervention	10
8.403.004	Child Abuse and Neglect	30
8.403.005	Development of a School Crisis Plan	60
8.404.001	Adviser-Advisee Training	60
8.409.001	Maintaining and Refining Social Work Skills	60
8.409.002	Community Services and School Social Work	60
8.409.004	Counseling Theories and Practices	60



## **Listing of Professional Learning Catalog Components**

### ***Inservice Points***

8.409.005	Peer Counseling	60
8.409.006	Student Services Workshop	60
8.409.007	Psychological Case Review	60
8.409.008	Family Counseling Skills Development for School Guidance Counselors	30
8.409.009	Training Social Workers For Attendance Presentations	60
8.409.010	Attendance Intervention Training for School Social Workers	60
8.413.001	Parent Involvement Education	60
8.416.001	Professionalism Through Integrity	10
8.416.002	Enhancing Professional Practice Through National Board Certification	60
8.416.003	Digital Citizenship	60
8.417.001	Evaluating, Adopting Instructional Materials	30
8.423.001	Professional Learning Experiences	60
8.505.001	Food Service Personnel	60
8.506.002	FDLRS/Paraprofessional Training	60
8.506.003	Public Service - Interpersonal Skills	10
8.506.004	Public Service - Telephone Etiquette	10
8.506.006	Grant Writing	60
8.506.010	Internal Accounts Training	30
8.506.012	Security Services: New Employee Program - Part I	60
8.506.024	Financial Training	60
8.506.025	Student Records	60
8.506.031	Workplace English for Support Personnel	60
8.506.033	WorkPlace Essentials Interpersonal Skills for Support Personnel	60
8.506.034	Communication Skills for Support Personnel	60
8.506.035	Professional Total Image for Support Personnel	60
8.506.036	Resume' Writing/Interview for Support Personnel	60
8.506.037	Time/Stress Management for Support Personnel	60
8.508.001	Data Processing Inservice	60
8.509.001	Clerical Inservice	60
8.512.001	Schools of Excellence	60
8.515.001	Transportation Inservice	60



## **Component: 1.000.001**

### **PERFORMING ARTS IN EDUCATION (Performing Arts)**

#### **General Objective**

To provide participants with knowledge and skills necessary to act as a leader in creative dramatics by:

1. Helping students discover a vehicle for self-expression through drama.
2. Incorporating the performing arts into classroom activities and the curriculum.

#### **Specific Objectives**

The participant will:

1. Discuss the philosophy, and therefore the value, of using the performing arts in the classroom.
2. Describe at least the following aspects of dramatic production, and their interrelationships - role playing, make-up, staging and directing.
3. Identify criteria insuring selection of materials which will lend themselves to dramatization.
4. Demonstrate techniques for the development of creative dramatics in the classroom.
5. Discuss briefly, given a specific genre (puppets, legitimate theater, creative dramatics), the activities appropriate for planning and producing scenery and costumes.
6. Construct various kinds of puppets and demonstrate their uses.
7. Demonstrate use of vocal, instrumental, or musical performance and musical direction skills in the teaching of the basic classroom curriculum.
8. Identify appropriate use of dance skills in classroom.

#### **Description of Activities**

Activities will include participatory workshops, classroom demonstrations, and experiences with theater games, mime, improvisation, play production and lesson plans incorporating all of the above.

#### **Evaluation**

##### **Participant Assessment**

The participant will complete one or more of the following as a post assessment:

1. Paper and pencil posttest to demonstrate understanding of the creative process used in performing arts.
2. A five minute lesson, using the principles of the performing arts as demonstrated by leader at the end of each activity.
3. Three lesson plans, incorporating the use of one of the performing arts into the classroom curriculum.
4. A demonstration with a group of students.

All evaluation activities will meet 80% of objective criteria.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 1.000.001**

### **Follow-Up Plan**

One or more of the following may be used:

1. Sample lesson plans
2. Examples activities/strategies used
3. Evident in work of students
4. Other, as determined by the instructor

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Coordinator, Art & Humanities



## **VISUAL ARTS**

### **General Objective**

To provide teachers with the knowledge and experience, and materials necessary to integrate the visual arts into the basic curriculum.

### **Specific Objectives**

The participant will:

1. Discuss the value of the creative experience to students.
2. Describe what stages of development are expected at each grade level.

#### ***Drawing and Painting***

- a. Demonstrate basic skills in the use of materials (pencil, pen and ink, charcoal, pastels, water color, acrylic, oils).
- b. Define basic elements of art (line, form, color, design/composition, perspective, rhythm).

#### ***Sculpture***

- c. Demonstrate principles of constructing two-and three-dimensional objects through the use of wood, metal, clay, etc.

#### ***Fiber Arts***

- d. Demonstrate skills in the use of weaving, spinning, quilting and soft sculpture.

#### ***Mixed Media***

- e. Manipulate a variety of materials and combine them in the construction of a successful final product.

#### ***Ceramics***

- f. Describe procedures in use and care of kilns and potters wheel.
- g. Demonstrate basic skills in the manipulation of clay to form hand-built and wheel turned products.

#### ***Photography and Filmmaking***

- h. Demonstrate skill in use of the still camera use of video equipment, and film development.
- i. Use the camera or another way of "seeing" the environment.

### **Description of Activities**

Workshop will be conducted in a large area where one or more of the aforementioned disciplines will be taught by a qualified instructor. Teachers will have the opportunity to choose the discipline(s) in which they wish to gain proficiency.

### **Evaluation**

#### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. A pencil and paper test demonstrate understanding of basic vocabulary and students developmental levels.
2. Creation of one product with which the participant and instructor is satisfied.
3. A set of lesson plans to be used in the incorporation of an artistic activity with curriculum.

The standard for successful completion will be 80%.



## **Component: 1.000.002**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

One or more of the following may be used:

1. Sample lesson plans
2. Examples of student portfolios
3. Evident in work exhibited in student competitions

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Coordinator, Art & Humanities



## **Component: 1.000.003**

### **DANCE EDUCATION**

#### **General Objective**

To inform and update dance instructors in current trends, curriculum issues, teaching skills, knowledge, and collaborative projects. Upon completion, participants will be able to incorporate these components into their lesson plans.

#### **Specific Objectives**

The participants will:

1. Identify and define the concepts used in the activity.
2. Plan curriculum to include the activity.
3. Demonstrate instructional techniques used in teaching the activity.
4. Employ appropriate evaluation and assessment of the activity.
5. Demonstrate safe body mechanics.

#### **Description of Activities**

Workshops will incorporate lectures, discussions, videos, demonstrations and practice. Activities will focus on dance technique (ballet, modern, jazz, folk and social dance), dance theory (history, kinesiology, music for dance, notation and dance production), and creative studio work (improvisation, choreography and performance).

#### **Evaluation**

##### **Participant Assessment**

Participants will be evaluated by at least one of the following:

1. Written test.
2. Observation using selected criteria.
3. Cumulative project evaluation.

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-up Plan**

1. Invite another educator into the classroom to observe and/or assist while select instructional strategies are being used.
2. Visit another teacher and observe and/or assist in using select strategies.
3. Videotape students involved in classroom activities or performances.
4. Document examples of participant work.
5. Conduct focused observations by supervisor and peers of implementation strategies.
6. Document evidence of job performance of individuals successfully completing the activities identified in their component.
7. Form coaching teams

#### **Inservice Points – 60 Maximum**

For Additional Information – Supervisor, Secondary Physical Education and Dance



## **Component: 1.002.001**

### **CAREER EDUCATION**

#### **General Objective**

To provide teachers with the skills and knowledge necessary to implement Career Education in any subject in grades K-12.

#### **Specific Objectives**

The participant will describe:

1. The Career Development Components that apply to his or her area of specialization.
2. Appropriate career preparation activities for his or her teaching level.
3. A plan to infuse career development concepts into the regular curriculum and to teach career and self-awareness at the appropriate grade level.
4. The use of instruments designed to help students assess their personal aptitudes, abilities, and interests in relation to career preparation.
5. The significance of technology in the workplace of the future.

#### **Description of Activities**

The instructor will provide the rationale for career preparation and the roles in career planning for students, parents, and the school.

Participant will review a variety of materials useful in providing in-depth information about careers.

The instructor will provide examples of infusion of career information into the basic curriculum. Individually, or in grade-level groups, the participants will develop classroom activities for teaching career and self-awareness, understanding of the value of work, and familiarity with technology.

Participants will practice administering, analyzing, and interpreting student personal assessment instruments. They will also review the occupational clusters in relation to individual aptitudes, interests, and abilities with particular attention to jobs most related to their teaching areas.

#### **Evaluation**

##### **Participant Assessment**

1. Each participant will be assessed about the relationship of individual aptitudes, interests, and abilities to various occupational clusters. The posttest will measure the participant's understanding of career development, particularly in the participant's area of specialization.
2. Each participant will demonstrate the ability to use, analyze, and interpret individual information from personal evaluation instruments
3. Each participant will demonstrate the ability to infuse a career development concept into a regular program concept.
4. Participants will complete pre-posttest on the specific objectives and must show gain on 80% of the objectives.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants will master 80% of the objectives on the posttest.



## **Component: 1.002.001**

### **Follow-Up Plan**

Application activities in the work setting may include one or more of the following:

1. Sample lesson plan with self-evaluation of effectiveness after use with students.
2. Sample of student work.
3. Sharing Best Practice Session with peers.

### **Inservice Points - 30 maximum**

For Additional Information - Supervisor, Career Development Services



## **Component: 1.004.048**

### **CURRICULUM DEVELOPMENT FOR WORLD LANGUAGES STUDENT EDUCATION (Curr Devel)**

#### **General Objective**

Upon completion of this component, participants will gain the skills necessary in planning, developing, and implementing curriculum that is aligned with the current World Language standards and that maximizes the level of proficiency in the target language.

#### **Specific Objectives**

The participant will:

1. Identify and describe appropriate assessment instruments that target the various levels of language proficiency
2. Demonstrate the use of assessments that incorporate the 5C's as stated in the standards for World Languages.
3. Demonstrate skills needed to increase language acquisition.
4. Describe the effective strategies used to increase the level of proficiency in the target language.
5. Demonstrate the ability to implement curriculum appropriate for World Languages students.

#### **Description of Activities**

Participants will participate in:

1. Lecture
2. Demonstration
3. Discussion
4. Learning teams

#### **Evaluation**

##### **Participant Assessment**

Each participant will:

1. Select two instructional objectives for each student in accordance with assessment results and the instructor's criteria for acceptability.
2. Exhibit two lesson plans and/or a student matrix in a directed activity utilizing assessment information to select appropriate instructional methods and curriculum materials to increase proficiency levels in the target language
3. Exhibit a curriculum that is aligned with the World Languages state standards
4. Describe the strategies that the World Languages teacher would use for a given student population to achieve appropriate student responses in the classroom setting.

##### **Component Assessment**

1. All participants and consultants will complete surveys to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Application activity
2. Lesson plan review
3. Technical assistance meeting
4. On-site co-teaching support

##### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, World Languages Program



## **Component: 1.005.001**

### **HEALTH EDUCATION**

#### **General Objective**

To provide instruction for health education teachers to acquire competencies in teaching essential health education/life management skills.

#### **Specific Objectives**

The health educator will:

1. Describe the physical, mental, emotional, social, economic, and legal consequences of use, misuse, and abuse of drugs, including alcohol and tobacco.
2. Identify sound criteria for making consumer decisions.
3. Demonstrate skills for performing one rescuer cardiopulmonary resuscitation (CPR) and the Heimlich maneuver.
4. Plan a program for personal health promotion.
5. Demonstrate coping abilities that will promote healthy and effective living.
6. Understand the qualities associated with a positive self-concept.
7. Demonstrate effective skills to facilitate interpersonal communication and relationships.
8. Identify the steps involved in responsible planning and decision-making processes.
9. Utilize knowledge of good nutrition practices.
10. Identify skills necessary for sound management of personal and family finances.
11. Evaluate health information from multiple resources.
12. Recognize the influence of various cultural beliefs on health.
13. Communicate accurate health information and ideas.
14. Construct test items for health education tests.

#### **Description of Activities**

#### **Evaluation**

##### **Participant Assessment**

Successful completion of each workshop will be based upon a written pre- and posttest to assess knowledge gained about the topic. Each participant must score at least 80% on the posttest.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge and/or competency on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Invite another educator into their classroom to observe and/or assist while select instructional strategies are being used.
2. Visit another teacher and observe and/or assist in instruction using selected strategies.
3. Video/photograph students involved in classroom activities.
4. Examples of participant work.
5. Focused observations by supervisor and peers of implementation strategies.
6. Evidence of the job performance of individuals successful completing the activities identified in this component is gathered.
7. Form coaching teams.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Secondary Health Education



## **Component: 1.005.003**

### **HEALTH ISSUES FOR HEALTH PERSONNEL (Health Issues/Health Pers)**

#### **General Objectives**

To sensitize health personnel to health issues affecting learning and the social adjustment of students.

To enable health personnel to have the timeliest information necessary to recognize and deal with health issues affecting student performance and welfare.

To provide Nursing Personnel with health related or mandated courses needed to maintain their license and certification. Upon completion of the component, all participants will be able to access resources and use references related to the specific topics presented.

#### **Specific Objectives**

1. To outline specific health topics in clear, understandable formats for health personnel.
2. To outline consequences and specific areas of concern.
3. To demonstrate possible barriers to education of specific health concerns.
4. To develop strategies to cope with specific health conditions.
5. To provide handouts or resources for the participant to use at a later date.

#### **Description of Activities**

Workshops, seminars, and conferences may be organized to study health issues. They may be specific to diseases or conditions, such as seizures or diabetes. Mandated requirements for State Nursing Certification requires 24 continuing education hours every two years and National Certification of School Nursing requires 75 credits every five years. Topics that are mandated for licensing every two years are: Domestic Violence, HIV/Aids Update, and Medical Errors.

#### **Evaluation**

##### **Participant assessment**

The participant will be evaluated by at least one of the following:

- a. A paper and pencil test
- b. A review of written work using established criteria

##### **Component Assessment**

1. All participants will complete surveys assessing the degree to which specific objectives have been addressed by component activities. Data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Participants will exhibit expertise of newly acquired knowledge by providing a written product or demonstration of content presented and skills taught.

#### **Inservice Points - 60 Maximum**

For Additional Information — Supervisor, School Health Services



## Component: 1.008.001

### 6-12 LANGUAGE ARTS INSTRUCTION - CONTENT AND PROCESS (Language Arts Curriculum)

#### General Objective

To provide teachers with an understanding of the language arts content and instructional processes necessary to implement language arts instruction.

#### Specific Objectives

The participant will:

1. Demonstrate knowledge of the content and instructional processes necessary to incorporate Sunshine State Standards.
  - a. FCAT-style questioning
  - b. vertical teaming for regular, skills, and honors students with Sunshine State Standards
2. Demonstrate knowledge of the content and instructional processes necessary to incorporate the teaching of literature into a balanced language arts curriculum.
  - a. FCAT-style testing and questioning technique
  - b. tone and meaning
  - c. literary devices in poetry
  - d. literary devices in fiction
  - e. literary devices in non-fiction
  - f. literary devices in drama
  - g. literary periods
3. Demonstrate knowledge of the content and instructional processes necessary to teach writing conventions.
  - a. punctuation
  - b. grammar
  - c. usage
  - d. sentence variety
4. Demonstrate knowledge of the content and instructional process necessary to teach written discourse (i.e., expressive writing) including:
  - a. draft writing for prompt (Florida Writes!)
  - b. creative writing
  - c. writing process
  - d. research and documentation
  - e. word processing and graphic design
5. Demonstrate knowledge of the content and instructional processes necessary to teach speaking, viewing and listening skills.
  - a. speaking modes
    - (1) oral reports
    - (2) debates
    - (3) dramatic performances
    - (4) group presentations
  - b. viewing with a critical eye
    - (1) video production
    - (2) television and movies
    - (3) understanding propaganda
  - c. listening to produce feedback
    - (1) peer response/evaluation
    - (2) checklists for listeners
    - (3) note-taking skills



## **Component: 1.008.001**

### **Description of Activities**

Sessions will address one or more topics of this component. The instructional session may consist of presentations, discussions, lectures and activity-planning sessions. Consultants will present concepts and guide teachers through activities, materials and/or material preparations.

### **Evaluation**

#### **Participant Assessment**

One or more of the following forms or evaluation will be used:

1. Paper and pencil test
2. A finished product
3. Plan for implementation of strategies/skills
4. Classroom observation by S.A.L. and/or supervisor

#### **Component Assessment**

1. All participants and consultants will complete questionnaires for assessment of specific objectives.
2. On-site visitations will be made by supervisor and/or participating teachers.

### **Follow-Up Plan**

One or more of the following may be used:

1. Sample of participant's lesson plan
2. Classroom observation by subject area leader, department head, and/or supervisor
3. Self-assessment after using strategies with students
4. A short participant-made plan of how and when strategies are to be implemented
5. Student interviews to document implementation of strategies and their effectiveness
6. On-site training of other teachers by participant through modeling
7. Written feedback from teachers who observe models
8. School based training of peers by participant

#### **Inservice Points: 60 maximum**

For additional information: Supervisor, Secondary English, Middle School Language Arts, Middle/Secondary Reading



## **Component: 1.008.002**

### **BEST PRACTICES LANGUAGE ARTS/READING (Best Practices Lang/Arts)**

#### **General Objective**

To prepare students for success by providing teachers with a variety of research-based strategies and skills that will help them actively engage students in the learning process.

#### **Specific Objectives**

The participant will:

1. Increase knowledge base of instructional strategies/skills
2. Identify appropriate area/areas to apply strategies/skills
3. Model appropriate strategies/skills with students
4. Monitor effectiveness of applied strategies/skills
5. Modify and update use of strategies/skills as needed

#### **Description of Activities**

A variety of Inservice/training sessions will be offered addressing appropriate strategies/skills for language arts/reading. Varying methods of delivery will be used including interactive lecture, hands-on activities, individual and group activities, and assignments.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. Paper and pencil test
2. A finished product
3. Plan for implementation of strategies/skills
4. Classroom observation by S.A.L. and or supervisor
5. On-site visitation to observe model

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires for assessment of specific objectives.
2. On-site visitations by supervisor and/or participating teachers.
3. Analysis of test score results.

#### **Follow-Up Plan**

One or more of the following may be used:

1. Sample of participant's writing
2. Classroom observation by subject area leader, department head, and/or supervisor
3. Self-assessment after using strategies with students
4. A short participant-made plan of how and when strategies are to be implemented
5. Student interviews to document implementation of strategies and their effectiveness
6. On-site training of other teachers by participant
7. Written feedback from teachers who observe models

#### **Inservice Points - 60 maximum**

For Additional Information Contact: Supervisors of Secondary English, Middle School Language Arts, and/or Middle/Secondary Reading



## **Component: 1.009.001**

### **TEACHING MATHEMATICS**

#### **General Objective**

To provide participants with the knowledge and skills necessary to plan, implement, and evaluate mathematics instruction.

#### **Specific Objectives**

The participant will:

1. Demonstrate a knowledge of the mathematical content presented.
2. Demonstrate a knowledge of methodologies or strategies.
3. Diagnose and prescribe instruction for individual students.
4. Plan a mathematics lesson by:
  - a. Identifying a set of outcomes appropriate to the needs of the learner and/or group.
  - b. Identifying enabling subskills/prerequisites.
  - c. Determining the sequence in which the subskills/objectives will be presented.
  - d. Determining the methodology to be used in presenting each subskill/object.
  - e. Selecting and/or designing appropriate activities and materials.
5. Evaluate student performance by:
  - a. Identifying various evaluation options.
  - b. Selecting an appropriate evaluation technique for the identified set of objectives.
  - c. Developing or selecting an evaluation instrument (when needed) to include student performance standards.
  - d. Analyzing the information gleaned from the evaluation procedure.
  - e. Providing feedback to students.

#### **Description of Activities**

The instructional time will be divided between presentation, instruction, and activity-building sessions. Sessions will be held portions or combinations or portions of this component. Consultants will present concepts and guide teachers through activities and/or material preparation.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following will be used:

1. Participants will integrate content and strategies into lesson plan or an evaluation instrument or both.
2. Successful completion of tasks during training sessions.

##### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objective addressed by component activities. Participant data will be summarized.



## **Component: 1.009.001**

### **Follow-Up Plan**

One or more of the following may be used:

1. Examples of participant work.
2. A sample of participants will be observed, interviewed, or surveyed to determine the level of implementation.
3. Samples of student work.
4. Classroom observation by another educator.
5. Self-assessment of implementation.
6. Sample lesson plans.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Elementary, Middle or Secondary Mathematics



**ADVANCED TOPICS IN MATHEMATICS  
(Adv Topics-Math)**

**General Objective**

To provide teachers the opportunity to expand their knowledge of advanced mathematics concepts.

**Specific Objectives**

***TRIGONOMETRY***

The participant will be able to:

1. Demonstrate knowledge of the circular functions and their properties.
2. Define and graph the trigonometric functions.
3. Demonstrate knowledge of the fundamental trigonometric identities.
4. Solve applied problems using trigonometry.
5. Find special values of the six circular functions using the unit circle.
6. Graph the six circular functions.
7. Prove trigonometric identities.
8. Define angle measure using degrees and radians.
9. Find the angle between two lines.
10. Solve right triangles using trigonometry.
11. Solve triangles using Law of Cosines and Law of Sines.
12. Find area of a triangle.
13. Sketch polar equations of the form  $r = a \cos n\theta$ ,  $r = a \sin n\theta$ ,  $r = a + b \cos \theta$ , and  $r = a + b \sin \theta$  using its corresponding trigonometric graph.

***ALGEBRAIC FUNCTIONS***

The participant will be able to:

1. Solve polynomial and rational equations.
2. Graph polynomial and rational functions.
3. Use the Remainder and Factor Theorems and synthetic division to factor polynomials and solve polynomial equations.
4. Use the Rational Root Theorem, Factor Theorem, and quadratic formula to solve polynomial equations.
5. Make a schematic graph of a polynomial function using intercepts and the dominant term.
6. Find vertical and horizontal asymptotes.
7. Determine symmetry of a rational expression.
8. Make a schematic graph of a rational function.



## **Component: 1.009.003**

### ***QUADRATIC EQUATIONS AND SYSTEMS***

The participant will be able to:

1. Identify the equation of and graph conic sections.
2. Solve systems of linear-quadratic and quadratic-quadratic equations.
3. Graph the equation of a circle.
4. Graph the equation of a parabola.
5. Graph the equation of an ellipse.
6. Graph the equation of a hyperbola.
7. Eliminate the  $xy$ -term from an equation by a rotation of axes.
8. Determine the number of real roots of a system of quadratic equations by graphing.
9. Find solutions of a system of quadratic equations algebraically.

### ***MATRICES***

The participant will be able to:

1. Perform operations with matrices.
2. Solve matrix equations.
3. Evaluate determinants.
4. Determine the inverse of a matrix.
5. Add, subtract, and multiply matrices.
6. Evaluate  $2 \times 2$  and  $3 \times 3$  determinants.
7. Find the multiplicative inverse of  $2 \times 2$  and  $3 \times 3$  matrices.
8. Solve matrix equations.
9. Express a complex number in matrix form.

### ***VECTORS***

The participant will be able to:

1. Represent vectors both geometrically and algebraically.
2. Understand both 2 and 3-dimensional vectors.
3. Determine dot product and cross product of two vectors.
4. Graph vectors and their sums.
5. Find the magnitude of a vector.
6. Find a unit vector with the same direction as the given vector.
7. Find the inner product of both 2 and 3-dimensional vectors.
8. Find the cross product of a two 3-dimensional vectors.

### ***PROBABILITY***

The participant will be able to:

1. Find the number of permutations and combinations of  $n$  things taken  $r$  at a time.
2. Find probability.
3. Find the probability of  $A$  or  $B$ .
4. Find the probability of  $A$  and  $B$ .
5. Find the number of permutations of  $n$  things  $r$  at a time.
6. Find the number of combinations of  $n$  things  $r$  at a time.
7. Solve problems using the fundamental Principle of Counting.



## **Component: 1.009.003**

### **Description of Activities**

The instructional time will be divided between presentations, instruction, and activity-building sessions. Sessions will be held to address portions or combinations of portions of this component. Consultants will use appropriate technology, and instructional and pedagogical techniques, to teach the topics effectively.

### **Evaluation**

#### **Participant Assessment**

One or more of the following will be used:

1. Participants will integrate content and strategies into lesson plan or an evaluation instrument or both.
2. Successful completion of tasks during training sessions.

#### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

### **Follow-Up Plan**

One or more of the following may be used:

1. Examples of participant work.
2. A sample of participants will be observed, interviewed, or surveyed to determine the level of implementation.
3. Samples of student work.
4. Classroom observation by another educator.
5. Self-assessment of implementation.
6. Sample lesson plans.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Secondary Mathematics



## **Component: 1.009.004**

### **TOPICS IN MATHEMATICS (K-6)**

#### **General Objective**

To provide kindergarten through sixth grade teachers with the opportunity to expand their knowledge of elements of a number system, numeration concepts, computational skills using alternative algorithms, number theory concepts, integers, problem solving strategies, principles of geometry and measurement, patterns and relationships, and graphing concepts.

#### **Specific Objectives**

The participant will:

1. Know and use the elements of a number system.
2. Know and use numeration concepts/principles within the Hindu-Arabic System.
3. Demonstrate computational skills and ideas with whole numbers using alternative algorithms.
4. Know and use number theory concepts/principles.
5. Demonstrate computational skills and ideas with rational numbers using alternative algorithms.
6. Know and use integers (signed numbers).
7. Know and use problem solving processes/strategies.
8. Know and use graphing concepts and principles needed in statistics.
9. Know and use basic strategies for solving probability problems and permutations.
10. Know and use principles of geometry and spatial sense.
11. Know and use the various units of measurement (customary and metric).
12. Know and use patterns and relationships.

#### **Description of Activities**

The instructional time will be divided between presentation, instruction, and activity-building sessions. Sessions will be held portions or combinations of portions of this component. Consultants will present concepts and guide teachers through activities and/or material preparation.

#### **Participant Assessment**

One or more of the following will be used:

1. Participants will integrate content and strategies into lesson plan or an evaluation instrument or both.
2. Successful completion of tasks during sessions.

#### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objective addressed by component activities. Participant data will be summarized.

#### **Follow-Up Plan**

1. Examples of participant work.
2. A sample of participants will be observed, interviewed, or surveyed to determine the level of implementation.
3. Samples of student work.
4. Classroom observation by another educator.
5. Self-assessment of implementation.
6. Sample lesson plans.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Elementary Mathematics



## **TOPICS IN ALGEBRA I**

### **General Objective**

To provide the participants with an opportunity to expand their knowledge of Algebra by studying and experiencing the methods and concepts of connecting various algebraic disciplines. To develop the skills necessary to integrate these topics into their algebraic instruction to their students. The topics covered will include:

1. Concepts of variable, expression, equation, and inequality.
2. Use of tables and graphs as tools to interpret concepts.
3. Use of set theory, including domain, range, and solution set.
4. Use of group properties.
5. The concept of relation and function.
6. The connection between algebra and geometry.
7. Techniques of data analysis and probability.
8. Techniques of pedagogy which develop algebraic thinking, number sense, measurement concepts, spatial sense, and data analysis, (Sunshine State Standards).

### **Specific Objectives**

The participant will:

- 1.0 Study ratio, proportions and percents
  - 1.1 define ratio, proportion and percent
  - 1.2 write numerical ratios in lowest terms
  - 1.3 represent a word problem with use of proportions
  - 1.4 solve proportions using cross products
  - 1.5 compare ratios using cross products
  - 1.6 use proportions to find rates, measurements
  - 1.7 use proportions to find the percent of a number
  - 1.8 calculate the percent of increase or decrease
  - 1.9 calculate simple interest;  $I = pr$
  - 1.10 relate percent to fractional form
  - 1.11 find sales tax and discount using ratios and/or percent
- 2.0 Study the basic ideas of number theory
  - 2.1 investigate divisibility rules
  - 2.2 find prime factorization of numbers algebraically
  - 2.3 find prime factorization of a monomial algebraically
  - 2.4 find the greatest common factor and least common multiple of numbers
  - 2.5 find the greatest common factor and least common multiple of monomial algebra expressions
  - 2.6 define prime and composite numbers
  - 2.7 evaluate algebraic expressions to determine if they are prime or composite
  - 2.8 write an algebraic expression to represent verbal expressions and concepts
- 3.0 Investigate probability
  - 3.1 define permutation
  - 3.2 solve problems using permutation
  - 3.3 define combinations
  - 3.4 use diagrams and the counting principle to find the total number of outcomes of an event
  - 3.5 define probability
  - 3.6 find the probability of simple events and compound events using experiments such as dice, cards and spinners



## Component: 1.009.005

- 4.0 Investigate statistics
  - 4.1 represent a set of data using a table, such as a frequency table or stem and leaf plot
  - 4.2 find the range
  - 4.3 find the mean
  - 4.4 find the mode
  - 4.5 find the median
  - 4.6 read and interpret and make decisions based on the information presented on a line, bar, circle or picture graph, or stem and leaf plot
  - 4.7 explore uses and misuses of statistics
- 5.0 Investigate problem solving strategies
  - 5.1 use the following to solve a variety of problems
    - a. use of one or more operations
    - b. guess, check, reuse
    - c. draw a diagram
    - d. make a table
    - e. investigate a pattern
    - f. write an equation
    - g. simplify the problem
    - h. use a table and/or graph provided by technology
    - i. use logical reasoning
    - j. work backwards
- 6.0 Study geometry
  - 6.1 recognize and identify basic geometric figures
  - 6.2 write an algebraic equation to find unknown linear measurement (perimeter) in polygons and circles
  - 6.3 write an algebraic equation to find square measurement (area) of polygons and circles
  - 6.4 write an algebraic equation to find unknown cubic measurement (volume) of polygons and circles
  - 6.5 write and solve an equation to find missing angles, including supplementary and complementary angles, angles of a triangle
  - 6.6 find measures of vertical and corresponding angles and alternate interior angles
  - 6.7 find the midpoint of a segment, given endpoint coordinates
  - 6.8 Use the Pythagorean Theorem to solve real-world problems
- 7.0 Study the real numbers
  - 7.1 investigate the structure of the real numbers
  - 7.2 define the properties of commutative, associative and distributive, additive and multiplicative identities and inverses
  - 7.3 investigate the four operations on the set of real numbers
  - 7.4 represent real numbers on the number line
  - 7.5 define absolute value as distance from zero
  - 7.6 identify and utilize order of operations
- 8.0 Investigate algebraic expressions
  - 8.1 define algebraic expressions
  - 8.2 translate words to symbols
  - 8.3 simplify by distributing and combining like terms
  - 8.4 evaluate algebraic expressions
- 9.0 Study solutions for first degree equations in one variable
  - 9.1 define solution set
  - 9.2 solve equations using additive property of equality
  - 9.3 solve equations using multiplicative property of equality
  - 9.4 solve equations using additive and multiplicative properties of equality
  - 9.5 translate a word problem into a first degree equation
  - 9.6 represent the solution in set notation
  - 9.7 identify a linear equation



## Component: 1.009.005

- 10.0 Study first degree inequalities
  - 10.1 solve inequalities using the additive property of inequality
  - 10.2 solve inequalities using the multiplicative property of inequality
  - 10.3 solve inequalities using additive and multiplicative properties of inequality
  - 10.4 translate a word problem into a first degree inequality
  - 10.5 represent the solution in set notation
  - 10.6 represent the solution on the real number line
  - 10.7 identify a first degree and inequality correct symbolism
- 11.0 Investigate exponents
  - 11.1 define whole number exponents
  - 11.2 define integral exponents
  - 11.3 study the operations on exponents with numerical bases
  - 11.4 study the operations on exponents with like algebraic bases
- 12.0 Investigate radical expressions
  - 12.1 study the rules to simplify radical expressions
  - 12.2 add and subtract radical expressions
  - 12.3 multiply and divide radical expressions
  - 12.4 rationalize the denominator by multiplying numerator and denominator by a radical expression
  - 12.5 find the distance between 2 points by use of the distance formula
- 13.0 Investigate polynomials
  - 13.1 define polynomial
  - 13.2 determine the degree of a polynomial
    - a. add and subtract polynomials
    - b. multiplying polynomials
    - c. dividing a polynomial by a monomial
    - d. dividing a polynomial by a polynomial
- 14.0 Investigate factors of polynomials
  - 14.1 find the greatest common factor of a polynomial
  - 14.2 factor binomials in the difference of squares form
  - 14.3 investigate perfect square trinomials, which factor to  $(AX + B)^2$
  - 14.4 factor trinomials of the form  $AX^2 + BX + C$
  - 14.5 use factoring to solve equations which can be put in the form  $AX^2 + BX + C = 0$
- 15.0 Investigate rational numerical and algebraic expressions
  - 15.1 simplify to lowest terms by GCF
  - 15.2 study the operations on rational expressions
  - 15.3 demonstrate the connections between the operations on numerical and algebraic rational expressions
  - 15.4 define complex fraction
  - 15.5 simplify complex fraction
  - 15.6 solve rational equations
  - 15.7 explore criteria which makes a rational expression undefined (denominator equals 0)
- 16.0 Study relations and functions
  - 16.1 define relation
  - 16.2 define function
  - 16.3 define domain and range
  - 16.4 identify a function by examining graphs, mapping, ordered pairs
- 17.0 Investigate first degree equations and inequalities in two variables
  - 17.1 identify standard forms:  $ax + by = c$ ;  $ax + by < c$  for example - (make coefficients caps)
  - 17.2 find solution sets by substituting
  - 17.3 find solution sets by using x and y-intercepts
  - 17.4 define slope
  - 17.5 find solution sets by slope-intercept method
  - 17.6 write equations of line given slope, y-intercepts, two points and/or the graph
  - 17.7 graph solution sets using equations, slope, y-intercepts and/or two points
  - 17.8 find slope from 2 points, a graph or an equation
  - 17.9 find an appropriate range from a given restricted domain



## Component: 1.009.005

- 18.0 Investigate systems of linear equations and inequalities
  - 18.1 find the solution of the system by the graphical approach
  - 18.2 find the solution of the system by the algebraic approach; using
    - a. substitution method
    - b. elimination method
  - 18.3 use systems as they are applied to real-world situations
  - 18.4 determine if a system will have one, no, or infinite solutions
  - 18.5 explore parallel and perpendicular lines (slopes, systems of)
- 19.0 Investigate quadratic equations
  - 19.1 study the standard form of the quadratic equation -  $ax^2+bx+c=0$
  - 19.2 solve quadratic equations by using
    - a. factoring
    - b. complete the square
    - c. the square root when the linear term is missing
    - d. the quadratic formula
  - 19.3 translate a word problem into a quadratic equation
  - 19.4 graph solution sets of equations of the form  $y=(x-h)^2+k$
- 20.0 Investigate graph theory
  - 20.1 identify changes to an equation that cause a shift or displacement
  - 20.2 identify changes to an equation that cause change in "tilt."
  - 20.3 use graphs to make predictions and to analyze real-world situations
- 21.0 Investigate set theory
  - 21.1 define a set
  - 21.2 define an element, subset and universal set
  - 21.3 list elements in the form of rule or roster
  - 21.4 study the operations of sets
    - a. intersection
    - b. union
    - c. complement
  - 21.5 draw a Venn Diagram to represent the elements of a given universal set and its subsets

### **Description of Activities**

The instructional time will be divided between presentation, instruction, and activity-building sessions. Sessions will be held to address portions or combinations of portions of this component. Consultants will present concepts and guide teachers through activities, materials, and/or material preparation.

### **Evaluation**

#### **Participant Assessment**

One of more of the following will be used:

1. Participants will integrate content and strategies into lesson plan or an evaluation instrument or both.
2. Successful completion of tasks during training sessions.

#### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.



## **Component: 1.009.005**

### **Follow-Up Plan**

One or more of the following may be used:

1. Examples of participant work
2. A sample of participants will be observed, interviewed, or surveyed to determine the level of implementation
3. Samples of student work
4. Classroom observation by another educator
5. Self-assessment of implementation
6. Sample lesson plans

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Middle or Secondary Mathematics



## **Component: 1.009.010**

### **UPSCALING MY ELEMENTARY MATHEMATICS EXPERTISE II**

#### **General Objective**

To provide teachers the opportunity to expand their knowledge of advanced mathematics concepts.

#### **Specific Objectives**

The participant will demonstrate knowledge of:

1. The numbers of ordinary arithmetic and their properties.
2. The concepts and principles related to set theory.
3. The concepts of logic.
4. The history of the development of numeration systems.
5. Numeration systems.
6. The concept and skills related to the set of integers.
7. The set of rational numbers.
8. Irrational numbers.
9. Topics in the real number system.
10. Computational skills and ideas with rational numbers using alternative algorithms.
11. Number theory concepts and principles.
12. Problem solving process and strategies.
13. Mathematical systems.
14. The language of mathematics.
15. The concepts and principles related to solving equations.
16. The concepts and principles related to solving inequalities.
17. The concepts and principles related to solving quadratics.
18. Concepts and principles related to polynomials and functions.
19. Concepts and principles related to exponents, power, and roots.
20. Concepts and principles related to exponential and logarithmic functions.
21. Relations and functions showing their limits, asymptotes, and symmetry.
22. Concepts and principles related to measurement.
23. Concepts and principles related to basic geometry.
24. Concepts related to reasoning and informal verification.
25. Computational algorithms.
26. Basic probability concepts.
27. Basic statistics concepts.
28. Basic principles and concepts related to consumer mathematics.
29. Basic concepts related to ratio, proportion, and percent.
30. Concepts and principles related to the introduction of trigonometry.



## **Component: 1.009.010**

### **Description of Activities**

The instructional time will be divided between presentation, instruction, and activity-building sessions. Sessions will be held portions or combinations of portions of this component. Consultants will present concepts and guide teachers through activities and/or material preparation.

### **Participant Assessment**

1. Participants will integrate content and strategies into lesson plan or an evaluation instrument or both.
2. Successful completion of tasks during training sessions.

### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objective addressed by component activities. Participant data will be summarized.

### **Follow-Up Plan**

One or more of the following may be used:

1. Examples of participant work.
2. A sample of participants will be observed, interviewed, or surveyed to determine the level of implementation.
3. Samples of student work.
4. Classroom observation by another educator.
5. Self-assessment of implementation.
6. Sample lesson plans.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Elementary, Middle or Secondary Mathematics



**MATHEMATICS TOPICS FOR MIDDLE SCHOOL  
(Math Topics/Middle School)**

**General Objective**

To provide participants with the opportunity to increase their knowledge of mathematical concepts for the middle grades, and to develop skills necessary to integrate these concepts in their mathematical instruction of their students.

**Specific Objective**

The participant will:

- 1.0 Study and use the elements of a number system
  - 1.1 classify real and imaginary subsets of the complex number system
  - 1.2 define and apply the field properties on the real number system
  - 1.3 demonstrate computational skills on real numbers using alternative algorithms
  - 1.4 know and use number theory concepts including divisibility rules and prime and composite numbers
  - 1.5 define and study special numbers including amicable, square, triangular, and palindrome numbers
- 2.0 Study the concepts of estimation and mental computation
  - 2.1 investigate the rationale for estimating and approximating
  - 2.2 determine concepts and strategies which apply to computational estimation
  - 2.3 study approximation as an arithmetic process
  - 2.4 apply the use of manipulatives to the estimation of fractions
  - 2.5 use money concepts to develop estimation skills with decimals
  - 2.6 integrate calculator and computer activities with applications involving approximation and estimation
  - 2.7 study angle and distance measurement through estimation
- 3.0 Study an informal approach to geometry, not writing formal proofs, but inducing conclusions by experimentation and logical reasoning.
  - 3.1 perform basic constructions using straightedge and compass
  - 3.2 make drawings of geometric figures and identify patterns in them
  - 3.3 provide counterexamples to disprove statements
  - 3.4 use deductive reasoning to reach conclusions in simple cases
  - 3.5 identify the antecedent and consequent of a conditional sentence
  - 3.6 write the converse, inverse, and contrapositive of a conditional sentence
  - 3.7 use coordinates to find distances on a line and in a plane
  - 3.8 classify angles by their measure
  - 3.9 classify polygons by their number of sides and the measure of their angles
  - 3.10 apply ideas about similar and congruent figures
  - 3.11 develop area formulae and apply to problems involving areas of polygonal regions
  - 3.12 find the reflection, translation image, and rotation image of a figure
  - 3.13 recognize and apply properties of transformations
- 4.0 Study and apply the foundations of probability theory
  - 4.1 study and apply the sequential counting principle
  - 4.2 learn and use the counting concepts of permutations and combinations
  - 4.3 define the probability of a given event
  - 4.4 generate sample spaces and determine probabilities of simple events
  - 4.5 use counting techniques to solve probability problems
- 5.0 Study and apply the foundations of statistical analysis
  - 5.1 study the history of the analyses of data and recognize the importance of the science of statistics in applied mathematics
  - 5.2 display various frequency distributions to organize data and represent the distributions graphically
  - 5.3 study and apply the concepts of measures of central tendency; mean, median, and mode
  - 5.4 study and apply the concepts of measures of dispersions; range, standard deviation
  - 5.5 investigate and use the normal distribution



## **Component: 1.009.011**

- 6.0 Study the fundamental concepts of algebra
  - 6.1 define and illustrate with symbols the commonly used algebraic verb phrases
  - 6.2 compare and contrast open sentences, equations and inequalities
  - 6.3 study and use set theory, including domain, range, and solution set
  - 6.4 study and apply procedures used to solve equations
  - 6.5 define and apply group properties
  - 6.6 represent algebraic sentences graphically and by using interval notation
  - 6.7 define and describe, by mapping, the concept of relation and function
  - 6.8 illustrate the connection between algebra and geometry by use of the coordinate plane

### **Description of Activities**

The instructional time will be divided between presentation, instruction, and activity-building sessions. Sessions will be held to address portions or combinations of portions of this component. Consultants will present concepts and guide teachers through activities, materials and/or material preparation.

### **Evaluation**

#### **Participant Assessment**

One or more of the following will be used:

1. Participants will integrate content and strategies into lesson plan or an evaluation instrument or both.
2. Successful completion of tasks during training sessions.

#### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

### **Follow-Up Plan**

One or more of the following may be used:

1. Examples of participant work
2. A sample of participants will be observed, interviewed, or surveyed to determine the level of implementation.
3. Samples of student work.
4. classroom observation by another educator
5. Self-assessment of implementation
6. Sample lesson plans

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Middle School Mathematics



## **Component: 1.009.014**

### **MATHEMATICAL MODELING**

#### **General Objective**

Participants will increase their knowledge in and understanding of statistics, probability, logic, and consumer related mathematics through developing, analyzing and applying mathematical models.

#### **Specific Objectives**

The participant will:

1. Develop and apply number sense for whole numbers, fractions, decimals, rational numbers and integers.
2. Apply ratio, proportion and percent in problem solving.
3. Explore patterns, such as Pascal's triangle.
4. Given an experiment, describe the sample space.
5. Define a random event.
6. Given an experiment, determine the probability of a simple event.
7. Given an experiment, determine the probability of the complement of an event.
8. Given an experiment, determine the odds of an event occurring.
9. Given an experiment, compute the expected values.
10. Describe mathematical models using Bayes Formula.
11. Compute the number of elements in a set using such counting techniques as tree diagrams, permutations, and combinations.
12. Given an experiment, determine what data to collect and a means to collect the data.
13. Organize data using frequency charts, cumulative frequency, histograms, bar graphs, circle graphs, or class intervals.
14. Analyze data using measures of central tendency (mean, median, mode).
15. Analyze data using measures of dispersion (range, variance, standard deviation).
16. Interpret data using statistical measures.
17. Determine and apply the appropriate statistical measure to analyze and interpret data.
18. Determine, collect, and analyze appropriate data to predict the next unit of times' population using difference equation.
19. Construct and interpret truth tables.
20. Determine the validity of an argument.
21. Use deductive reasoning in solving problems.
22. Determine logical equivalence of two statements.
23. Write converse, contrapositive, inverse, and negation of a given statement.
24. Translate statements to a symbolic representation.
25. Form conjunctions and disjunctions of given statements.
26. Determine whether a given statement is a tautology.
27. Apply logic to real-life situations such as insurance policies.
28. Determine and apply the appropriate estimation or calculation strategies in solving consumer-related problems.
29. Use mathematical modeling to solve consumer related problems.

#### **Description of Activities**

The instructional time will be divided between presentations, instruction, and activity-building sessions. Sessions will be held to address portions or combinations of portions of this component. Consultants will use appropriate technology, and instructional and pedagogical techniques, to teach the topics effectively.



## **Component: 1.009.014**

### **Evaluation**

#### **Participant Assessment**

One or more of the following will be used:

1. Participants will integrate content and strategies into lesson plan or an evaluation instrument or both.
2. Successful completion of tasks during training sessions.

#### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

### **Follow-Up Plan**

One or more of the following may be used:

1. Examples of participant work.
2. A sample of participants will be observed, interviewed, or surveyed to determine the level of implementation.
3. Samples of student work.
4. Classroom observation by another educator.
5. Self-assessment of implementation.
6. Sample lesson plans.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Secondary Mathematics



## MATHEMATICAL CONNECTIONS

### General Objective

To provide the participants with an opportunity to expand their knowledge of mathematics by studying and experiencing the methods and concepts of connecting various mathematical disciplines. To develop the skills necessary to integrate these topics into their mathematical instruction to their students. The topics covered will include how:

1. algebra and geometry connect
2. permutations and combinations connect
3. right triangle ratios and trigonometric functions connect
4. logarithms and laws of growth and decay connect
5. patterns and sequence and recursion in biology connect
6. proportion and symmetry in art and design and geometry connect
7. limits and derivatives and integrals connect

### Specific Objectives

The participant will:

- 1.0 Investigate the algebra and geometry of absolute value
  - 1.1 define  $|x|$  algebraically
  - 1.2 define  $|x-a|$
  - 1.3 solve problems, both algebraically and geometrically, of the nature:
    - i.  $|ax-b| = c$ ,  $|ax-b| < c$ , and  $|ax-b| > c$
- 2.0 Study the algebra and geometry of limits
  - 2.1 discuss the concept of limit informally
  - 2.2 define limit
  - 2.3 solve problems using the concepts of limit
  - 2.4 demonstrate the connection between algebra and geometry with limits by-way-of graphs and charts
- 3.0 Study the algebra and geometry of basic derivatives and their connection to limits
  - 3.1 investigate the slopes of secant lines with both geometric pictures and algebraic charts
  - 3.2 define the slope of the tangent line to a curve using the limit definition
  - 3.3 define the derivative of a function in terms of its limit definition
  - 3.4 find derivatives of polynomial functions
- 4.0 Study the algebra and geometry of polynomial functions
  - 4.1 define a polynomial function
  - 4.2 sketch simple polynomial functions using the point-plotting method
  - 4.3 state the Fundamental Theorem and its Corollary
  - 4.4 approximate zeros of polynomial functions using a calculator
  - 4.5 sketch the graphs of 2nd, 3rd, and 4th degree polynomial functions using the derivative
- 5.0 Investigate the algebra and geometry of the function  $y = (1+x)^{1/x}$ 
  - 5.1 discuss the domain and range of the function
  - 5.2 discuss the asymptotes of the function
  - 5.3 use the point-plotting technique and the calculator to sketch the graph of the function
  - 5.4 use the concept of limit to discover what the y-value approaches when the x-value becomes close to zero
- 6.0 Study the Fundamental Counting Principle
  - 6.1 state the principle
  - 6.2 solve problems using the Fundamental Counting Principle



## Component: 1.009.015

- 7.0 Investigate the connection between permutations and combinations
  - 7.1 define permutation
  - 7.2 solve problems using permutations
  - 7.3 define combination
  - 7.4 solve problems using combinations
  - 7.5 discover the connection between permutations and combinations
- 8.0 Study problem solving techniques using permutations and combinations included but not limited to the following problems
  - 8.1 the handshake problem
  - 8.2 the diagonal/chord problem
  - 8.3 the triangle problem
  - 8.4 the various card problems
  - 8.5 the Lotto problem
  - 8.6 the license plate problem
- 9.0 Study right triangle ratios
  - 9.1 study angles and the coordinate plane
  - 9.2 study the sine, cosine, and tangent functions
  - 9.3 find values of sine, cosine, and tangent functions
  - 9.4 learn to use the calculator to find non-special trigonometric values for the above functions
  - 9.5 solve right triangles
  - 9.6 apply the above knowledge in solving real world problems which connect trigonometry and
    - 9.61 angles of elevation and depression
    - 9.62 surveying
    - 9.63 navigation
    - 9.64 construction
- 10.0 Study trigonometric functions
  - 10.1 study the wrapping function
  - 10.2 study circular functions for the sine and cosine properties
  - 10.3 investigate the connection between right triangle ratios and trigonometric functions
  - 10.4 apply their knowledge in solving real world which connect trigonometric functions and
    - 10.41 electricity
    - 10.42 sound
    - 10.43 AM and FM radio stations
- 11.0 Investigate the number "e"
  - 11.1 define e as:
    - 11.11  $\lim_{x \rightarrow 0} (1+x)^{1/x}$
    - 11.12  $\lim_{x \rightarrow \infty} (1+1/x)^x$
  - 11.2 discuss how "e" arises naturally in mathematics
  - 11.3 use a calculator to approximate the decimal value of "e"
- 12.0 Study the exponential and logarithmic functions
  - 12.1 real exponents
  - 12.2 investigate exponential functions with bases 2, 3, 10, and e
  - 12.3 study inverse functions as they apply to the logarithmic functions
  - 12.4 study logarithmic functions for bases 10 and e
  - 12.5 solve real world problems with a connection to exponents and logarithms
- 13.0 Solve problems dealing with growth and decay in economics and science
  - 13.1 investigate the formula for "interest that is compounded n-times per year"
  - 13.2 discover the formula for "interest that is compounded continuously during the year"
  - 13.3 use the growth and decay formula to solve problems connecting exponents and logarithms to
    - 13.31 bacteria growth in science
    - 13.32 radioactive decay in science
    - 13.33 investigate growth in economics



## Component: 1.009.015

- 14.0 Study the recursive and general term formulas for sequences
  - 14.1 investigate simple numerical sequences
  - 14.2 study recursive formulas as they apply to simple numerical sequences
  - 14.3 study general term, (explicit), formulas as they apply to simple numerical sequences
- 15.0 Investigate the Fibonacci Sequence and how it applies to biology
  - 15.1 write a partial list of the terms of the Fibonacci sequence
  - 15.2 write a recursive formula for the Fibonacci sequence
  - 15.3 write an explicit formula for the Fibonacci sequence
  - 15.4 be able to discuss Fibonacci's rabbit problem
- 16.0 Investigate the Golden Ratio
  - 16.1 investigate the connection of the Fibonacci numbers to the Golden Ratio
  - 16.2 study the concept of a "gnomon"
  - 16.3 discover the Golden Ratio
  - 16.4 study the Golden Ratio in history
  - 16.5 study gnomonic growth
  - 16.6 solve problems involving the above concepts and ideas
- 17.0 Study proportion and symmetry in geometry
  - 17.1 draw geometric figures using line designs
  - 17.2 draw geometric figures using daisy designs
  - 17.3 create op art
  - 17.4 draw the impossible
  - 17.5 create a mandala
  - 17.6 create a know design
- 18.0 Draw geometric figures using the "vanishing point"
  - 18.1 define perspective
  - 18.2 define vanishing point
  - 18.3 draw simple boxes in one-point perspective using vanishing lines
  - 18.4 draw a rectangular solid using two-point perspective
  - 18.5 draw block letters in one and two-point perspective
  - 18.6 create a perspective of a checkerboard
  - 18.7 create a perspective in spacing fence posts
- 19.0 Study simple antiderivatives and simple definite integrals
  - 19.1 review limits and derivatives of simple polynomial functions
  - 19.2 define what an antiderivative is
  - 19.3 define integral notation for antiderivatives
  - 19.4 find antiderivatives of polynomial functions
  - 19.5 state the Fundamental Theorem of Calculus
  - 19.6 solve problems using the F.T.C.
- 20.0 Investigate the area under a curve by-way-of geometry, limits, and integrals
  - 20.1 approximate the area of a plane region, the area under a curve, using:
    - 20.11 the rectangle method
    - 20.12 the trapezoid method
  - 20.2 determine the exact area under a simple polynomial curve using definite integrals
- 21.0 Investigate the volume of a solid of revolution by-way-of definite integrals
  - 21.1 study the use of the disk method for finding the volume of a solid of revolution for simple polynomial curves about the x-axis and y-axis
  - 21.2 study the use of the washer method for finding the volume of a solid of revolution for simple polynomial curves about the x-axis and y-axis



## **Component: 1.009.015**

### **Description of Activities**

The instructional time will be divided between presentations, instruction, and activity-building sessions. Sessions will be held to address portions or combinations of portions of this component. Consultants will use appropriate technology, and instructional and pedagogical techniques, to teach the topics effectively.

### **Evaluation**

#### **Participant Assessment**

One or more of the following will be used:

1. Participants will integrate content and strategies into lesson plan or an evaluation instrument or both.
2. Successful completion of tasks during training sessions.

#### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

### **Follow-Up Plan**

One or more of the following may be used:

1. Examples of participant work.
2. A sample of participants will be observed, interviewed, or surveyed to determine the level of implementation.
3. Samples of student work.
4. Classroom observation by another educator.
5. Self-assessment of implementation.
6. Sample lesson plans.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Secondary Mathematics



## **Component: 1.009.016**

### **TEACHING THE ELEMENTARY MATHEMATICS BEST STANDARDS (Ele Math Sunshine State)**

#### **General Objective**

To provide kindergarten through fifth grade teachers with the knowledge, skills, and strategies needed to assist students in successfully attaining the Sunshine State Standards and District Benchmarks for elementary mathematics.

#### **Specific Objective**

1. Know and apply the Sunshine State Standards and District Expectations when lesson planning and instructing students.
2. Know and use district provided material/resources for lesson planning and instructing students.
3. Know and use district provided assessment materials and resources.
4. Know and apply Best Practices when delivering elementary mathematics instructions.
5. Integrate the use of technology where appropriate when delivering elementary mathematics instruction.
6. Model the correct use of mathematical language when instructing.
7. Model a variety of skills and strategies for problem solving.
8. Model correct application of content knowledge, skills, and strategies.
9. Know and use a variety of alternative instructional strategies.

#### **Description of Activities**

The instructional time will be divided between presentation, instruction, and activity-building sessions. Sessions will be held portions or combinations of portions of this component. Consultants will present concepts and guide teachers through activities and/or material preparation.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following will be used:

1. Participants will integrate content and strategies into lesson plan or an evaluation instrument or both.
2. Successful completion of tasks during training sessions.

##### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objective addressed by component activities. Participant data will be summarized.

#### **Follow-Up Plan**

One or more of the following may be used:

1. Examples of participant work.
2. A sample of participants will be observed, interviewed, or surveyed to determine the level of implementation.
3. Samples of student work.
4. Classroom observation by another educator.
5. Self-assessment of implementation.
6. Sample lesson plans.

#### **Inservice Points — 60 Maximum**

For Additional Information — Supervisor, Elementary Mathematics



**BEST STANDARDS in the MATHEMATICS CURRICULUM GRADES 9-12  
(Grades 9-12 Math Sunshine State)**

**General Objective**

To provide senior high school mathematics teachers with the content, concepts, teaching strategies, and assessment needed to incorporate the Sunshine State Standards into the mathematics curriculum. The five strands are included in the specific objectives as indicated:

NUMBER SENSES	1.0 – 5.0
MEASUREMENT	6.0 – 9.0
GEOMETRY AND SPACIAL SENSE	10.0 – 12.0
ALGEBRAIC THINKING	13.0 – 14.0
DATA ANALYSIS AND PROBABILITY	15.0 – 17.0

**Specific Objectives**

The participant will:

- 1.0 understand the different ways numbers are represented and used in the real world.
  - 1.1 associate verbal names, written word names, and standard numerals with integers, rational numbers, irrational numbers, real numbers, and complex numbers.
  - 1.2 determine relative sizes of integers, rational numbers, irrational numbers, and real numbers.
  - 1.3 use concrete and symbolic representations of real and complex numbers in real-world situations.
  - 1.4 represent numbers in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, absolute values, and logarithms.
- 2.0 understand number systems.
  - 2.1 use the basic concepts of limits and infinity.
  - 2.2 use the real number system.
  - 2.3 understand the structure of the complex number system.
- 3.0 understand the effects of operations on numbers and the relationships among these operations, select appropriate operations, and compute for problem solving.
  - 3.1 explain the effects of addition, subtraction, multiplication, and division on real numbers, including square roots, exponents, and appropriate inverse relationships.
  - 3.2 select and justify alternative strategies, such as using properties of numbers, including inverse, identity, distributive, associative, transitive, that allow operational shortcuts for computational procedures in real-world or mathematical problems.
  - 3.3 add, subtract, multiply, and divide real numbers, including square roots and exponents, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.
- 4.0 use estimation in problem solving and computation.
  - 4.1 use estimation strategies in complex situations to predict results and to check the reasonableness of results.
- 5.0 apply theories related to numbers.
  - 5.1 apply special number relationships such as sequences and series to real-world problems.
- 6.0 measure quantities in the real world and use the measures to solve problems.
  - 6.1 use concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids, cylinders, cones, and pyramids.
  - 6.2 use concrete and graphic models to derive formulas for finding rate, distance, time, angle measures, and arc lengths.
  - 6.3 relate the concepts of measurement to similarity and proportionality in real-world situations.
- 7.0 compare, contract, and covert within systems of measurement
  - 7.1 select and use direct or indirect methods of measurement as appropriate.
  - 7.2 solve real-world problems involving rated measures (miles per hour, feet per second).



## Component: 1.009.017

- 8.0 estimate measurements in real-world problem situations.
  - 8.1 solve real-world and mathematical problems involving estimates of measurements, including length, time, weight/mass, temperature, money, perimeter, area, and volume, and estimate the effects of measurement errors on calculations.
- 9.0 select and use appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.
  - 9.1 determine the level of accuracy and precision, including absolute and relative errors or tolerance, required in real-world measurement situations.
  - 9.2 use appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.
- 10.0 describe, draw, identify, and analyze two- and three-dimensional shapes.
  - 10.1 use properties and relationships of geometric shapes to construct formal and informal proofs.
- 11.0 illustrate ways in which shapes can be combined, subdivided, and changed.
  - 11.1 use geometric concepts such as perpendicularity, parallelism, tangency, congruency, similarity, reflections, symmetry, and transformations including flips, slides, turns, enlargements, rotations, and fractals.
  - 11.2 analyze and apply geometric relationships involving planar cross-sections (the intersection of a plane and a three-dimensional figure).
- 12.0 use coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.
  - 12.1 represent and apply geometric properties and relationships to solve real-world and mathematical problems including ratio, proportion, and properties of right triangle trigonometry.
  - 12.2 use a rectangular coordinate system (graph), apply and algebraically verify properties of two- and three-dimensional figures, including distance, midpoint, slope, parallelism, and perpendicularity.
- 13.0 describe, analyze, and generalize a wide variety of patterns, relations, and functions.
  - 13.1 describe, analyze, and generalize relationships, patterns, and functions using words, symbols, variables, tables, and graphs.
  - 13.2 determine the impact when changing parameters of given functions.
- 14.0 use expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.
  - 14.1 represent real-world problem situations using finite graphs, matrices, sequences, series, and recursive relations.
  - 14.2 use systems of equations and inequalities to solve real-world problems graphically, algebraically, and with matrices.
- 15.0 use the tools of data analysis for managing information.
  - 15.1 interpret data that has been collected, organized, and displayed in charts, tables, and plots.
  - 15.2 calculate measures of central tendency (mean, median, and mode) and dispersion (range, standard deviation, and variance) for complex sets of data and determine the most meaningful measure to describe the data.
  - 15.3 analyze real-world data and make predictions of larger populations by applying formulas to calculate measures of central tendency and dispersion using the sample population data, and using appropriate technology, including calculators and computers.
- 16.0 identify patterns and make predictions from an orderly display of data using concepts of probability and statistics.
  - 16.1 determine probabilities using counting procedures, tables, tree diagrams, and formulas for permutations and combinations.
  - 16.2 determine the probability for simple and compound events as well as independent and dependent events.
- 17.0 use statistical methods to make inferences and valid arguments about real-world situations.
  - 17.1 design and perform real-world statistical experiments that involve more than one variable, then analyze results and report findings.
  - 17.2 explain the limitations of using statistical techniques and data in making inferences and valid arguments.



## **Component: 1.009.017**

### **Description of Activities**

Activities under this component will be designed to provide rigorous content training in order to accomplish the objectives outlined above. These activities will include, but not be limited to: lectures, discussions, demonstrations, problem solving techniques and question and answer periods. The instructor(s) will use the appropriate technology and pedagogy necessary to teach the materials effectively.

### **Evaluation**

#### **Participant Assessment**

One or more of the following will be used:

1. Participants will integrate content and strategies into lesson plan(s) or an evaluation instrument or both.
2. Successful completion of tasks during training sessions.

#### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

### **Follow-Up Plan**

One or more of the following may be used:

1. Examples of participant work.
2. A sample of participants will be observed, interviewed, or surveyed to determine the level of implementation.
3. Samples of student work.
4. Classroom observation by another educator.
5. Self-assessment of implementation.
6. Sample lesson plans.

#### **Inservice Points - 60 Maximum**

For Additional Information: Supervisor of Secondary Mathematics



## **Component: 1.009.023**

### **UPSCALING MY ELEMENTARY MATHEMATICS EXPERTISE 4 (Elementary Mathematics 4)**

#### **General Objective**

To provide elementary educators the opportunity to expand their knowledge and skill level of advanced number, number theory, number operations, statistics, and analysis concepts.

#### **Specific Objectives**

The participant demonstrate knowledge of, and competency with:

1. The concepts and principles related to number theory.
2. The concepts and principles related to advanced number and number operations.
3. Problem-solving processes and strategies.
4. Mathematical systems.
5. The language of mathematics, especially number notions and their role in describing the real world.
6. Relations, including functions, in describing physical/real world relationships.
7. The concepts and principles related to solving equations in physical/real world applications.
8. The concepts and principles related to solving inequalities in physical/real world applications.
9. Concepts and principles related to solving quadratics in physical science applications.
10. Concepts and principles related to polynomials and functions in physical science application.
11. Advanced probability concepts and skills in physical science/real world applications.
12. Advanced statistics concepts and skills in science/real world applications.
13. Introductory analysis methods.
14. Basic calculus notions.

#### **Description of Activities**

The instructional time will be divided between presentation, instruction, cooperative learning activities, inquiry activities, and pedagogy strategies for the elementary science classroom. Sessions will be held for portions or combinations of portions of this component. Consultants will present concepts and guide participants through activities and/or material preparation.

#### **Evaluation**

##### **Participant Assessment**

1. Participants will integrate content, skills, and strategies into lesson plans or an evaluation instrument, or both.
2. Successful completion of tasks during training sessions.

##### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives were addressed by component activities. Participant data will be summarized.

#### **Follow-up Plan**

One or more of the following may be used:

1. Examples of participant work products.
2. A sample of participants will be observed, interviewed, or surveyed to determine the level of implementation.
3. Samples of student work.
4. Classroom observation by another educator.
5. Self-assessment of implementation
6. Sample lesson plans.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Elementary Mathematics



## **Component: 1.009.025**

### **B.E.S.T. Standards for Mathematics in Grades K-12 Curriculum**

#### **General Objective**

Participants will understand how to teach mathematics content specific to the B.E.S.T. Standards for Mathematics implementation. Participants can expect to 1) increase their knowledge of the

B.E.S.T. Standards for Mathematics, 2) gain resources for their classrooms to implement the

B.E.S.T. Standards for Mathematics with fidelity, 3) actively engage in student-centered instruction, and 4) take part in a community of learners and leaders with their peer schools.

#### **Specific Objectives**

The B.E.S.T. Standards for Mathematics in Grades K-12 Professional Learning will allow teachers to come together for explicit, systematic training on the content and implementation of the B.E.S.T. Mathematics Standards for grade bands K-5, 6-8 and 9-12. The training sets out to support teachers with effectively implementing the B.E.S.T. Standards for Mathematics.

Participants of this professional learning can expect to

1. Increase their knowledge of the B.E.S.T. Standards for Mathematics,
2. Gain resources for their classrooms to implement the B.E.S.T. Standards for Mathematics with fidelity,
3. Actively engage in student-centered instruction, and
4. Take part in a community of learners and leaders with their peer schools.

Participants will engage in an understanding of implementation science, mathematical thinking and reasoning standards, B.E.S.T. Instructional Guides for Mathematics (BIG-M), planning for student learning - horizontal and vertical alignment, and/or B.E.S.T. Stages in Arithmetic Operations: Developing and Understanding Fluency.

#### **Descriptions of Activities**

Participants will be actively engaged in research-based content designed to develop knowledge of student learning levels, including students at the foundational and fluency levels, as well as to apply research-based instructional methodology to minimize mathematical learning gaps and to promote acceleration of mathematics progress.

Professional development activities may be collaborative and include, but are not limited to:

1. Lesson planning for instructional differentiation based on data analysis
2. Differentiated instruction demonstration
3. Article review
4. Reflection after viewing model of effective instruction
5. Individual study and report on an effective practice for instructional differentiation
  
6. Case studies of intensive and/or accelerated-level students
7. Administration, analysis and interpretation of formal and informal student assessment data including diagnosis, progress monitoring and summative measures to inform instruction.



## **Component: 1.009.025**

### **Evaluation**

#### **Participant Assessment -**

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities that may include:

1. Structured coaching/mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
2. Action research related to training (should include evidence of implementation)
3. Collaborative planning related to training
4. Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
5. Study group participation
6. Electronic; interactive
7. Electronic; non-interactive
8. Evaluation of practice indicators

#### **Component Assessment -**

The district uses the prescribed evaluation form "Course and Instructor Opinionnaire Instructional Evaluation".

### **Follow-Up Plan**

This course will be offered as part of an on-going program through which participants will gain experience in implementing the B.E.S.T. Standards for mathematics. Instructional strategies learned in this course will be implemented in the classroom and will demonstrate attainment of the competencies of each component. Follow-up will be provided through on-going support of the program instructors, site-based math coaches, district math coaches, and district resource teachers.

### **Rationale**

B.E.S.T. Standards for Mathematics reflect best practices in mathematics instruction using current research-based instructional practices. In 2018, the Florida Student Success Center established workgroups to identify current challenges in mathematics pathways and develop policy and practice recommendations to improve student achievement across Florida's education system. Courses and mathematics pathways aligned to the B.E.S.T. Standards were developed to support the work of the Mathematics Re-Design Project.

### **Cultural Competence**

B.E.S.T. Standards for Mathematics in Grades K-12 Curriculum courses embed cultural competency by addressing differentiation of instruction to give participants a broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations.

### **Researched-Based**

Course Descriptions and the B.E.S.T. Instructional Guides for Mathematics (BIG-M) assist educators with planning for student learning and instruction aligned to Florida's B.E.S.T. Standards for Mathematics. These guides are designed to aid high-quality instruction through the identification of components that support the teaching and learning of the B.E.S.T. Mathematics standards and benchmarks. These guides include an analysis of information related to the B.E.S.T. Standards within each course, the instructional emphasis and aligned resources. The BIG-M includes an analysis of information related to the B.E.S.T. Standards within each specific mathematics course, the instructional emphasis and aligned resources. The BIG-M was created in collaboration with educational stakeholders across the state of Florida. Each of these guides will serve as a foundation to professional learning.



## **Component: 1.009.025**

In 2018, the Florida Student Success Center established three inter-connected workgroups to identify current challenges in mathematics pathways and develop policy and practice recommendations to improve student achievement across Florida's education systems. The charge of the Florida Mathematics Re-Design workgroups was to explore complex issues surrounding mathematics pathways to prepare high school students for transition into Florida College System institutions and Florida College System students for transition into four-year universities. More than 90 mathematics faculty, administrators and key stakeholders from Florida's K-12 system, the Florida College System and the State University System served as members of the workgroups in 2018-19.

The recommendations presented in the Mathematics Redesign Product below reflect a synthesis of the policy and practice recommendations that emerged, which will be addressed in these trainings:

Recommendation 1: Create common mathematics pathways by aligning mathematics courses to programs, meta-majors and careers in Florida.

Recommendation 2: Use a "multiple measures" model to help improve placement, especially in mathematics.

Recommendation 3: Ensure mathematics prerequisites align with mathematics pathways.

Recommendation 4: Revise the statewide learning outcomes for developmental and gateway mathematics courses and identify essential mathematical processes.

Recommendation 5: Encourage colleges and universities to implement instructional models (such as the co-requisite model) that place students, when appropriate, directly into college- level mathematics courses carrying general education credit.

Recommendation 6: Create recurring opportunities for K-20 stakeholders to promote collaboration to strengthen mathematics pathways for students via standing advisory groups/working groups and "big meetings."

Recommendation 7: Determine the K-12 standards that align with the postsecondary courses identified for each major or meta-major to inform student course selection in high school.

Recommendation 8: Offer professional learning opportunities for instructors.

Recommendation 9: Establish on-demand foundational mathematical skills modules for students to access in high school and postsecondary.

Recommendation 10: Increase the availability of advising resources and enlist the help of mathematics faculty, where appropriate.

Recommendation 11: Ensure parents/guardians are informed of how to support and advise high school students into mathematics sequences aligned with the student's college and career pathway.

## **Best Practices**



## **Component: 1.009.025**

This professional learning will incorporate the following best practices:

- Content focused
- Incorporates active learning
- Supports collaboration
- Uses models of effective practice
- Provides coaching and expert support
- Offers feedback and reflection
- Is of sustained duration and provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

### **Inservice points - 60 hours**

For Additional Information

K-12 Math Supervisors



## **Component: 1.010.001**

### **INDIVIDUALIZING THE MUSIC PROGRAM (Ind Music Program)**

#### **General Objective**

To assist teachers in developing and implementing a music program to meet individual needs of students.

#### **Specific Objectives**

The participant will:

1. Choose appropriate materials specific to individual needs and abilities.
2. Design music activities specific to individual abilities and needs.
3. Design individual and class record keeping systems for recording student progress.

#### **Description of Activities**

Workshops may include, 1) review of assessment instruments, 2) instructor techniques for developing contracts and activities, 3) meeting needs of exceptional children, 4) use of computers in music education, 5) examination of various curricular materials.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by one or more of the following:

1. Written plans indicating appropriate materials activities, objectives, and assessments specific to individual needs.
2. "Hands-on" assessment of computer skills.
3. Demonstration lessons.

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

- Mentoring and coaching
- Network support group

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Elementary Music and Secondary Music



## **Component: 1.010.002**

### **STUDENT ASSESSMENT IN MUSIC (Stu Assessment in Music)**

#### **General Objective**

Music teachers will gain knowledge and skills in developing, administering, and interpreting student assessment items and instruments in music education.

#### **Specific Objectives**

The participant will:

1. Write or select long range unit and performance objectives in the complete category of student music behavior: cognitive, psychomotor, and affective domains.
2. Develop assessment instruments for measuring student achievement of objectives.
3. Administer assessment tests to students.
4. Interpret assessment scores to determine the student's progress.

#### **Description of Activities**

From state and county guides and individual school teaching manuals, workshop participants will, with the aid of a consultant, select or write objectives most appropriate for their own teaching responsibilities and school levels.

From these selected objectives, teachers will learn how to develop assessment instruments, administer them, and how to interpret the scores.

#### **Evaluation**

##### **Participant Assessment**

Evaluative activities will include a pencil-paper pre and posttest to assess change in knowledge about the topic and actual products such as a test blueprint and test items to assess application of knowledge. The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Mentoring and coaching
2. Networking support group
3. Self-assessment of implementation
4. Invite another educator into the classroom to observe and/or assist while select activities are being used
5. Sample lesson plans for a specific curricular approach
6. Site visitation by at least the third and sixth month after completion of workshop

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisors, Elementary and Secondary Music



## **Component 1.010.004**

### **MUSIC REHEARSAL SKILLS**

#### **General Objective**

To provide participants with skills in vocal/instrumental music performance and musical direction in teaching the basic classroom music curriculum.

#### **Specific Objectives**

The participant will:

1. Demonstrate understanding of the specified musical scores to include
  - a. compositional styles
  - b. performance styles
  - c. meter and tempo with changes
  - d. difficult technical passages
  - e. melody and counter melodies
  - f. use of instrumentation and voices for special effects
2. Demonstrate baton techniques and conducting skills to communicate
  - a. performance styles (Legato, Marcato, Staccato)
  - b. tempo/beat with changes
  - c. dynamics with changes
  - d. tonal attacks and releases
  - e. phrasing
  - f. rhythmic passages
3. Identify those skills used by the clinician/conductor to establish and maintain rapport with the student music ensemble.

#### **Description of Activities**

Participants will attend workshops featuring demonstrations, practice, and feedback.

#### **Evaluation**

##### **Participants Assessment**

Successful completion of each workshop will be based upon a pre- and posttest to assess knowledge gained about the topic. Each participant must score at least 80% on the posttest.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

One or more of the following may be used:

1. self-assessment of implementation
2. invite another educator into the classroom to observe and/or assist while select activities are being used
3. sample lesson plans for a specific curricular approach
4. site visitations by at least the third and sixth month after completion of workshop

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Secondary Music



## **Component: 1.010.005**

### **PERFORMANCE TECHNIQUES ON INDIVIDUAL BAND, ORCHESTRAL AND SOCIAL INSTRUMENTS (Per Tech on Ind Inst)**

#### **General Objective**

Participants will be able to demonstrate knowledge, understanding, performance techniques, and teaching skills using individual band, orchestral, and social instruments.

#### **Specific Objectives**

The participant will:

1. Recognize design, size, and materials of construction having effects on timbre and technical facility.
2. Identify proper storage, handling, holding positions, and playing position for the instrument.
3. Recognize method of initiating, sustaining, and terminating a musical tone on the instrument.
4. Recognize proper embrasure (bowing) for performance.
5. Demonstrate proper basic fingerings and alternate fingerings.
6. Demonstrate performance at medium, high, and low ranges of pitch on the instrument.
7. Apply minor temporary repairs on the instrument.
8. Identify recommended instructional materials for instruction and practice.
9. Recognize appropriate music literature for performance on the instrument.
10. Recognize role of the instrument as a solo instrument, member of small ensemble, and as part of the section of the band or orchestra.

#### **Description of Activities**

Participants will attend a series of clinics conducted by nationally acclaimed instrumental soloists and music educators.

#### **Evaluation**

##### **Participant Assessment**

Participants will be evaluated based on their actual skills by demonstrating 80% of the skills on a checklist. They must also earn at least 80% on a written post-test.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

One or more of the following may be used:

1. self-assessment of implementation
2. invite another educator into the classroom to observe and/or assist while select activities are being used
3. sample lesson plans for a specific curricular approach
4. site visitations by at least the third and sixth month after completion of workshop

#### **Inservice Points - 30 maximum**

For Additional Information - Supervisor, Secondary Music



## **Component: 1.010.006**

### **TEACHING STRINGS: HANDS ON (Teaching Strings)**

#### **General Objectives**

To provide general music teachers with skills for using the Nuts and Bolts Practice String Instrument to teach elementary children some basic concepts about strings.

To demonstrate the use of this approach in developing better listening skills among elementary children.

#### **Specific Objectives**

The participant will:

1. Demonstrate the basic handling of the instrument.
2. Complete the course of study prepared for the students.
3. Name the parts of the instrument and describe their functions.
4. Demonstrate ways of teaching music skills and concepts included in the regular music program, using the practice string instrument (listening, timbre, pitch discrimination).
5. List criteria for identifying a student's interests and abilities specific to stringed instruments.

#### **Description of Activities**

The workshop will consist of some lecture, demonstration, and individual practice with the instrument and application of the skills.

#### **Evaluation**

##### **Participant Assessment**

1. "Hands-on" assessment of performance skills
2. Written test on parts of the instrument
3. Demonstration of lesson plan
4. Written test on criteria for student evaluation

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

- Ž Mentoring and coaching
- Ž Network support group

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Elementary Music and Secondary Music



## **Component: 1.011.001**

### **THEORY AND PRACTICE OF COACHING A SPECIFIC SPORT (Coaching-Specific Sport)**

#### **General Objective**

To broaden professional competencies of athletic coaches in the knowledge of instruction and physiological principles applied to coaching a specific sport.

#### **Specific Objectives**

Appropriate training techniques will enable the participant to:

1. Select appropriate instructional strategies for athletic coaching.
2. Outline the development of athletic program philosophy, including goals and objectives.
3. Recognize the importance of pre-assessment in establishing instructional level.
4. Distinguish characteristics of coaching an activity or sport.
5. List feedback methods used in athletic coaching.
6. Define methods used to evaluate student athletes and program effectiveness.
7. Analyze and utilize evaluated data when redesigning programs.
8. Identify available and suitable professional resources for coaching.
9. Identify basic training principles (e.b., overload, progression, specificity).
10. Identify the variables by which overload can be modified.
11. Evaluate and interpret the results of pre-physical fitness and motor assessments.
12. Using evaluated data, apply principles of training to formulate individual and group conditioning programs.
13. Explain body composition factors related to athletic performance potential including body weight as it affects performance and the percentage body fat related to conditioning.
14. Identify environmental conditions and their effects on personal health, safety, and learning (e.g., temperature, humidity, lighting, etc).

#### **Description of Activities**

A qualified professional through one or more of the following method will provide athletic coaches with additional knowledge and the opportunity to develop skills relative to meeting the specific objectives in coaching a selected sport:

1. Lecture
2. Discussion
3. Demonstration
4. Audio visual aids
5. Laboratory activities
6. Conference and Seminars

#### **Evaluation**

##### **Participant Assessment**

Participants will satisfy this component through:

1. Participants will successfully complete tasks during training sessions and activities.

##### **Component Assessment**

1. All participants/consultants will complete opinionnaires to assess the degree to which specific objectives have been met.
2. Criteria for program judgement will be that participants will show an increase on at least 80% of the specific objectives.



## **Component: 1.011.001**

### **Follow-up Plan**

Each participant will complete one or more of the following:

1. Develop an action plan for demonstrating the objectives in the workplace.
2. Maintain a journal/folder of activities supporting objectives.
3. Other as determined by instructor.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Athletics



## **Component: 1.011.004**

### **CARE AND PREVENTION OF ATHLETIC INJURIES I (Athletic Injuries I)**

#### **General Objective**

To provide instruction to athletic coaches in the care and prevention of athletic injuries.

#### **Specific Objectives**

Appropriate training techniques will enable the participant to:

1. Develop skills in detecting athletic injuries.
2. Demonstrate the selection of proper athletic injury treatment modalities.
3. Identify and demonstrate appropriate first aid emergency and care procedures for the following:
  - a. The unconscious athlete
  - b. Suspected head, neck and spine injuries
  - c. Other life threatening circumstances
4. Demonstrate proficiency in performing skills in administering cardiopulmonary resuscitation.
5. Identify appropriate techniques for rehabilitation and reconditioning.
6. Identify the basic skills involved in athletic injury counseling.
7. Establish a criteria for safe playing conditions to facilitate injury prevention and enhance athletic performance to include:
  - a. The selection of appropriate athletic uniforms
  - b. Use of protective equipment
  - c. Sanitary maintenance of uniforms and equipment
  - d. Use of facilities
  - e. Avoidance of extreme weather conditions (e.g., heat, humidity, cold, lightening, etc.)
8. Identify appropriate athletic injury reporting systems.
9. Demonstrate knowledge of health related policies and procedures for student athletes to include:
  - a. Parental medical consent
  - b. Referral procedures
  - c. Medical examinations
  - d. The responsibility of the: 1) athletic trainer; 2) on-call physician; 3) coach; and, 4) administration.

#### **Description of Activities**

A certified athletic trainer and physicians will provide coaches with information relating to the specific objectives through one or more of the following methods:

1. Lecture
2. Discussion
3. Demonstration
4. Laboratory activities
5. Conference and Seminars

Through active participation, participants will practice skills and demonstrate proficiency in the application of First Aid, CPR and strapping techniques.



## **Component: 1.011.004**

### **Evaluation**

#### **Participant Assessment**

1. Participants will successfully complete tasks during training sessions and activities.

#### **Component Assessment**

1. All participants/consultants will complete opinionnaires to assess the degree to which specific objectives have been met.
2. Criteria for program judgement will be that participants will show an increase on at least 80% of the specific objectives.

### **Follow-up Plan**

1. Develop an action plan for demonstrating the objectives in the workplace.
2. Maintain a journal/folder of activities supporting objectives.
3. Other as determined by instructor.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Athletics



## **Component: 1.011.005**

### **PHYSICAL EDUCATION**

#### **General Objective**

To inform and update physical education personnel in current trends, teaching skills, knowledge, and equipment in physical education.

#### **Specific Objectives**

The participant will:

1. State rules governing the sport or activity.
2. Analyze skills involved in the sport or activity.
3. Demonstrate instructional techniques used in teaching the sport or activity.
4. Plan curriculum to include the sport or activity.
5. State safety principles or regulations which apply to the sport or activity.
6. Demonstrate proper use and care of equipment used in the sport or activity.

#### **Description of Activities**

Workshops will be planned around films, lectures, demonstrations and practice. Sports or activities will include beginning, intermediate and advanced levels of weight training, gymnastics, aerobics, and dance, as well as all other elective courses.

#### **Evaluation**

##### **Participant Assessment**

Participants will be evaluated by at least one of the following:

1. Written test.
2. Observation using objective checklist.

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Invite another educator into their classroom to observe and/or assist while select instructional strategies are being used.
2. Visit another teacher and observe and/or assist in instruction using selected strategies.
3. Video/photograph students involved in classroom activities.
4. Examples of participant work.
5. Focused observations by supervisor and peers of implementation strategies.
6. Evidence of the job performance of individuals successfully completing the activities identified in their component is gathered.
7. Form coaching teams.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Physical Education



## **Component: 1.011.006**

### **ELEMENTARY PHYSICAL EDUCATION (Ele Phy Ed)**

#### **General Objective**

To provide teachers with an understanding of elementary physical education curriculum and appropriate strategies necessary to implement the curriculum.

#### **Specific Objectives**

The participant will:

1. Recognize that the district curriculum is founded on the vision of a physically educated person as defined by the National Association for Sport and Physical Education and the Standards/Benchmarks contained within the Sunshine State Standards for Health Education and Physical Education.
2. Understand that a curriculum framework has been developed to assist teachers when developing and implementing activities for students.
3. Adapt instruction to accommodate the guidelines of physical education curriculum model theory.
4. Develop; and implement activities for students that are developmentally appropriate pertaining to educational games, dance, gymnastics and fitness.
5. Develop appropriate assessment strategies.

#### **Description of Activities**

Activities conducted will include but not limited to presentations, discussions, activity sessions and video playback.

#### **Evaluation**

##### **Participant Assessment**

Participants will be evaluated by one of the following:

1. Observations using an objective checklist.
2. Observations at school sites to determine extent of curriculum implementation.

##### **Component Assessment**

Participants will complete questionnaires to assess the degree to which specific objectives have been addressed by component activities. Participants' data will be summarized.

#### **Follow-Up Plan**

1. Share knowledge with peers at the school site.
2. Produce a demonstration lesson plan to be implemented at the school site.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Elementary Physical Education



## **Component: 1.011.007**

### **COACHING THEORY I**

#### **General Objective**

To provide athletic coaches with additional knowledge and skills in human growth and development, bio-mechanical foundations and human psychology as related to athletic coaching.

#### **Specific Objectives**

Appropriate training techniques will enable the participant to:

1. Recognize the physical, cognitive, social, and emotional development of student athletes including normative differences in chronological age groups, maturation's readiness to learn, train and compete.
2. Identify learning and competitive experiences appropriate for student athletes at various stages of growth development.
3. Define individualized, age appropriate, non-injurious training methods for student athletes.
4. Define normal human anatomical features and abnormal deviations.
5. Identify bio-mechanical principles and concepts appropriate to athletic coaching.
6. Apply appropriate physics principles in the acquisition of basic movement skills.
7. Recognize the psychological aspects of athletic coaching.
8. Identify instructional and humanistic coaching methods which assist student athletes in developing appropriate self-perceptions.
9. Identify instructional and humanistic coaching methods which enhance appropriate and constructive peer interactions.
10. Outline theoretical principles and strategies for successful athletic coaching.
11. Identify managerial principles in the use of equipment, facilities and deployment of personnel.
12. Outline athletic budget development and control procedures.
13. Define personnel and program evaluation techniques as used in athletic coaching.
14. Distinguish unethical coaching behavior from ethical behavior.

#### **Description of Activities**

A qualified professional through one or more of the following methods will provide the participants with knowledge and the opportunity to develop skills relative to meeting the specific objectives:

1. Lecture
2. Discussion
3. Demonstration/Illustration
4. Laboratory activities
5. Conference and seminars

#### **Evaluation**

##### **Participant Assessment**

1. Participants will successfully complete tasks during training sessions and activities.

##### **Component Assessment**

1. Participant/consultants will complete opinionnaires to assess the degree to which specific objectives have been met.
2. Criteria for program judgement will be that participants will show an increase on at least 80% of the specific objectives.



## **Component: 1.011.007**

### **Follow-Up Plan**

1. Develop an action plan for demonstrating the objectives in the workplace.
2. Maintain a journal/folder of activities supporting objectives.
3. Other as determined by instructor.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Athletics



## **Component: 1.012.001**

### **UNDERSTANDING CHILD DEVELOPMENT**

#### **General Objectives**

To provide experiences leading to a deeper appreciation of developmental changes in children.

To help teachers identify the factors which affect child growth and development.

To study progressive patterns of child growth and development and their implications for planning for and working with children.

#### **Specific Objectives**

The participant will:

1. Prepare an anecdotal record for a child with whom he/she is working.
2. Identify from a list of activities those appropriate for children at a given stage of development.
3. Identify and describe one or more specific factors (physiological, psychological, or sociological) which affect the learning modes of children, and to draw the implications of these factors for planning and working with youngsters.

#### **Description of Activities**

Participants will attend workshops and small group sessions dealing with typical activities and behaviors at specific developmental levels. Participants will receive instruction in techniques of observing and recording child behavior. They will observe children at each level, with emphasis on commonalities and differences. They will discuss developmental deviations and plan to meet needs of particular children.

#### **Evaluation**

##### **Participant Assessment**

Post examination will be used to evaluate the performance of the workshop participants. The criterion for successful completion will be 80%. Program evaluation will also include classroom observation to determine if child development is being applied in the classroom.

##### **Component Assessment**

1. All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Participants will complete follow-up assignments and/or group tasks.
2. Participants will maintain weekly lesson plans that incorporate activities that include an understanding of basic child development of young children.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Early Childhood Programs



## **Component: 1.012.002**

### **DEVELOPMENTALLY-APPROPRIATE PRACTICES**

#### **General Objectives**

To develop in the participant the knowledge and skills necessary for assisting in the implementing of a developmentally-appropriate, anti-bias program for pre-kindergarten children.

#### **Specific Objectives**

The participant will:

1. Develop an understanding of active learning and how to provide these opportunities for young children.
2. Recognize a developmentally-appropriate environment which includes well-defined, appropriately-labeled interest areas in the classroom.
3. Develop a daily schedule that provides for a balance of quiet and active child-and adult-initiated activities.
4. Identify the essential experiences for optimum language, social, emotional, cognitive, and physical development in young children.
5. Develop the ability to provide many varied opportunities for children to hear and use language.
6. Demonstrate how to facilitate children's successful completion of tasks by providing support, focused attention, physical proximity, and verbal encouragement.
7. Identify the characteristics of stress in children's behavior and the effective methods of dealing with these characteristics.
8. Develop techniques for facilitating the development of self-esteem and creativity in children.
9. Develop techniques for facilitating the development of self-control in children by treating children with dignity and using appropriate discipline techniques.
10. Identify strategies and develop the ability to encourage independence in children as skills are acquired.
11. Develop techniques for establishing and maintaining effective relationships with each child's family and encourage family involvement in the pre-kindergarten program.
12. Develop techniques for showing respect for the child's family make-up, cultural background, and religious beliefs.
13. Identify strategies for sharing information with families about child development, age-appropriate learning activities, and pre-kindergarten programming.
14. Acquire knowledge of methods to prevent and/or confront bias in the classroom related to gender, race, ethnicity, and different physical abilities.

#### **Description of Activities**

Participants will attend workshops and small and large group sessions where they will discuss, plan, prepare and present appropriate materials to other participants. They will generate strategies that can be used in a pre Kindergarten classroom, and will complete reading, written and hands-on assignments.

#### **Evaluation**

##### **Participant Assessment**

Pre and post examinations will be used to evaluate the performance of the workshop participants. The criterion for successful completion will be 80%. Program evaluation will also include classroom observation to determine if concepts are being applied in the classroom.

##### **Component Assessment**

1. Participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 1.012.002**

### **Follow-Up Plan**

1. Participants will complete follow-up assignments, and/or group tasks.
2. Participants will be assigned a curriculum specialist to provide support and observation feedback.
3. Participants will demonstrate developmentally appropriate practices in weekly lesson plans with anti-bias relating to gender, race, ethnicity, and physical abilities.

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Early Childhood Programs



## **Component: 1.012.004**

### **EDUCATIONAL DAYCARE**

#### **General Objective**

To train instructional staff to be knowledgeable and effective in all aspects of educational daycare programming for young children ages birth - 5 years.

#### **Specific Objectives**

Participant will demonstrate knowledge and proficiency in the following areas:

1. Rules and regulations governing daycare programs including federal and state regulations, local licensing laws and individual center policies and procedures.
2. Health and sanitation
  - a. Nutrition
  - b. Keeping facility clean and germ free
  - c. Food handling
  - d. Toileting
  - e. Recognizing and controlling communicable diseases
  - f. Recognizing and making referrals for health problems and child abuse
3. Safety
  - a. First aid (complete approved Red Cross course)
  - b. General safety practices
    1. on the bus
    2. on the playground
    3. in the lunchroom
    4. in the classroom/halls, etc.
  - c. Emergency procedures
4. Child development, ages birth - 5 years
5. Handling children with special needs
6. Guiding child behavior and discipline techniques
7. Effective interactions with children
8. Use of space
  - a. Design of facility
  - b. Room arrangement
9. Child care programming and activities
10. Working with parents

#### **Description of Activities**

Participants will attend workshops and small group sessions dealing with all topics listed. Participants will take part in in-room practicums designed to follow up materials taught in the workshops and/or introduce new material. Participants will complete reading, written, and hands-on assignments designed to reinforce material presented at workshops and introduce new material. Participants will make materials appropriate for use within their classrooms.

#### **Evaluation**

##### **Participants Assessment**

Posttests will follow up workshops and will assess knowledge of the material presented. Participants will be expected to answer 80% of the questions correctly.



## **Component: 1.012.004**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-up Plan**

1. Participants will be observed in their classrooms to assess individual and group needs and to insure that material presented is being put into practice.
2. Participants will maintain weekly lesson plans that incorporate activities that include an understanding of infant development 0-24 months.
3. Participants will be assigned a curriculum specialist to provide support and observation feedback.

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Early Childhood Programs



## **Component: 1.012.005**

### **HIGH/SCOPE CURRICULUM - EARLY CHILDHOOD**

#### **General Objective**

To train instructional staff in the early Childhood Learning Centers and/or other early childhood programs to be knowledgeable and effective in the understanding of the High Scope curriculum for young children ages two-six years of age.

#### **Specific Objectives**

Participants will:

1. Become familiar with the ingredients of active learning and understand the importance of child initiated active learning activity in the education of preschool age children.
2. Be able to arrange a classroom in interest areas to support active learning.
3. Learn to effectively utilize the adult communication strategies as prescribed by the High Scope methodology.
4. Understand and utilize the key experiences for intellectual development in preschool children.
5. Become effective in implementing a daily routine which includes all of the elements of the High Scope guidelines.
6. Become familiar and be able to utilize all assessment instruments prescribed by the High Scope methodology.

#### **Description of Activities**

Participants will attend workshops and small group sessions dealing with all topics listed. Participants will complete reading, written, and hands-on assignments designed to reinforce material presented at workshops and introduce new material. Participants will make materials appropriate for use within their classrooms.

#### **Evaluation**

##### **Participant Assessment**

1. Participants will be observed in their classroom to assess individual and group needs and to insure that material being presented is being put into practice.
2. Written assignments (post tests) will follow up workshops and will assess knowledge of the material presented.
3. Participants will be expected to answer 80% of the questions in the post test correctly.

##### **Component Evaluation**

1. Participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Participants will take part in in-room practicums and observation and feed back sessions designed to follow-up materials taught in the workshops and/or introduce new materials.
2. Participants will be assigned a curriculum specialist to provide support and observation feedback in the implementation of the High Scope methodology.
3. Records of technical support will be maintained.
4. Participants will demonstrate weekly lesson plans incorporating the High/Scope elements of the daily routine.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Early Childhood Programs



## **Component: 1.013.001**

### **READING IMPROVEMENT FOR TEACHERS (Reading For Teachers)**

#### **General Objective**

To enable teachers to set and carry out goals for self improvement in reading in rate, comprehension and vocabulary.

#### **Specific Objectives**

The participant will:

1. Determine through analysis of standardized test results individual strengths and weaknesses in reading ability.
2. Design a program for improving reading ability in rate, vocabulary or comprehension.
3. Assess progress in individual reading program through interpretation of standardized reading posttest.
4. Recognize the need for a personal reading program as an integrated part of professional growth.

#### **Description of Activities**

Participants will work in a reading laboratory setting. They will take a standardized reading pretest. Through conference with the instructor, they will assess their strengths and weaknesses and set individual goals for improvement in the areas of rate, comprehension or vocabulary. Laboratory experiences will provide instruction and practice in the targeted areas using a variety of media for instructional delivery. Interaction with the instructor during the course will provide constant feedback to the participant. At the end of the course, participants will take a standardized reading posttest and interpret the results in a final conference with the instructor.

#### **Evaluation**

##### **Participant Assessment**

The participant will:

1. Demonstrate all the steps in the self assessment and improvement reading program.
2. Increase percentile ranking in targeted area of improvement on the standardized reading test.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Participants will self report to instructor one book read for professional growth within 3 months after course ends.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Elementary or Secondary Reading



## **Component: 1.013.002**

### **TECHNIQUES FOR TEACHING DISABLED READERS (Teaching Disabled Readers)**

#### **General Objective**

To enable teachers to learn and demonstrate competency in the techniques of diagnosing and correcting reading disabilities.

#### **Specific Objectives**

The participant will:

1. Identify and use a variety of effective tools for diagnosing reading disabilities.
2. Use checklists to identify factors that cause reading disabilities.
3. Define the term "disabled reader" and list four behaviors typical of students considered as disabled readers.
4. Identify and use an effective repertoire of instructional strategies for correcting reading disabilities.
5. Select appropriate materials for individualizing the instruction of the disabled reader.

#### **Description of Activities**

Inservice sessions will consist of lectures, discussions, demonstrations, and opportunities for participants to practice their new skills. The content of college courses in this area may be also used to meet the component requirements.

#### **Evaluation**

##### **Participant Assessment**

Participants' knowledge and skills of the specific objectives taught in the Techniques for Teaching Disabled Readers will be evaluated using a product or post-test. Participants must formulate a plan to implement instructional strategies into group or individualized instruction or score at least an 80% on the post test (on knowledge base and strategies) to receive credit for training.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Learning journals kept by participant.
2. Observation feedback by administrator or peer.
3. Random survey of participants to determine implementation of new information.
4. Application activity produced by participant.
5. Instructor-led review/update session.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Middle/Secondary Reading

MEETS READING REQUIREMENTS



## **Component: 1.013.003**

### **READING INSTRUCTION - CONTENT AND PROCESS (Reading Curriculum)**

#### **General Objective**

To provide participants with an understanding of the reading content and instructional process necessary to implement reading instruction.

#### **Specific Objectives**

The participant will:

1. Demonstrate knowledge of the content in the reading skills areas
  - a. print concepts
  - b. word identification
  - c. comprehension
    - (1) meaning vocabulary
    - (2) literal comprehension
    - (3) inferential comprehension
    - (4) evaluative comprehension
  - d. applied reading
    - (1) study skills
    - (2) content area reading
    - (3) critical and creative reading
    - (4) literature
  - e. developmental stages of learners
2. Demonstrate knowledge of reading instructional processes
  - a. developmentally appropriate practices for the emergent, early, fluent and mature reader
  - b. teaching word identification/strategies
  - c. teaching comprehension/strategies
  - d. teaching applied reading/strategies
  - e. teaching various achievement levels
    - (1) above grade level
    - (2) at grade level
    - (3) below grade level
  - f. using county-adopted materials
    - (1) reading basal systems
    - (2) tradebooks
    - (3) supplementary materials
  - g. using questioning techniques
  - h. using a computer
    - (1) reading instruction
    - (2) reading management
3. demonstrate knowledge of assessment measures and analysis of results necessary to identify and meet needs of individual students.
4.
  - a. selecting assessment measures
  - b. using a variety of assessment measures
  - c. interpreting data from assessment measures
  - d. using a variety of instructional strategies for increasing reading achievement
  - e. selecting appropriate materials and strategies for individualizing reading instruction



## **Component: 1.013.003**

### **Description of Activities**

Sessions will address one or more topics of this component. The instructional session may consist of presentations, discussions, lectures and activity - planning sessions. Consultants will present concepts and guide teachers through activities, materials and/or material preparation.

### **Evaluation**

#### **Participant Assessment**

Posttests will be administered or materials will be developed and assessed using a quantifiable checklist. Participants must achieve 80% on post assessment.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

Participants will complete one or more of the following:

1. Prepare a lesson plan using one or more of the strategies
2. Journal: Record reflections as strategies are used in the classroom
3. Other as determined by trainer

#### **Inservice Points - 60 points maximum**

For Additional Information - Supervisor, Elementary Reading/Language Arts

MEETS READING REQUIREMENT



## **Component: 1.013.004**

### **STRATEGIC LEARNING PROGRAM (Strategic Learning)**

#### **General Objective**

To provide teacher and any other classroom personnel with knowledge base, skills, and strategies critical to the learning process.

#### **Specific Objectives:**

The Participant will

1. Increase their knowledge base of instructional strategies common to any content area.
2. Expand their application of the knowledge of instructional strategies.
3. Identify appropriate instructional strategies to specific content areas.
4. Differentiate appropriate uses of instructional strategies.
5. Model and/or demonstrate appropriate strategies related to specific content.
6. Analyze effectiveness of applied strategies.
7. Use analysis data regarding effectiveness of applied strategy to modify instructional practices.
8. Formulate a plan to implement instructional strategies into their content areas.
9. Implement and modify the plan created to increase instructional effectiveness.
10. Assess five or more strategies appropriate for the various content areas.

#### **Description of Activities**

Inservice sessions will consist of discussions, demonstrations, and opportunities for participants to engage in activities to achieve five or more of the following instructional strategies of this component.

#### **Evaluation**

##### **Participant Assessment**

Participants knowledge and skills of the specific objectives taught in the Strategic Learning Program will be evaluated using a product or posttest. Participants must formulate a plan to implement five or more learning strategies into each of their content areas or score at least 80% on the post test (on knowledge base and strategies) to receive credit for the training component.

##### **Component Assessment**

1. All participants will complete an opinionnaire to assess the degree to which a specific strategy addressed their program needs. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increase use of instructional strategies in the content areas.



## **Component: 1.013.004**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor of Reading



## Component: 1.013.004

### INSTRUCTIONAL STRATEGIES

#### 1. Prereading

- |                               |                          |
|-------------------------------|--------------------------|
| a. Activating Prior Knowledge | e. LINK                  |
| b. Advanced Organizers        | f. List-Group-Label      |
| - graphic organizers          | g. Predictions           |
| - lesson objectives           | h. PReP                  |
| - structured overviews        | i. Preview Strategies    |
| c. Anticipation Guide         | j. Purpose Setting       |
| d. Brainstorming              | k. What Do I Know? (KWL) |

#### 2. Vocabulary Instruction

- |                        |                                |
|------------------------|--------------------------------|
| a. Analogies           | g. Morphemic Analysis          |
| b. Classification      | h. Possible Sentences          |
| c. Contextual Analysis | i. Semantic Feature Analysis   |
| d. Frayer Model        | j. Teacher Interaction Model   |
| e. List-Group-Label.   | k. Vocabulary into Essay Guide |
| f. Mapping             |                                |

#### 3. Guided Reading

- |  |                                  |
|--|----------------------------------|
| a. Developing Purpose for Reading      | g. ReQuest                       |
| b. Directed Reading Activity           | h. SQ3R, REAP, PReP              |
| c. Directed Reading Thinking Activity  | i. Study Guides                  |
| d. Framed Paragraphs                   | j. Textbook Activity Guide (TAG) |
| e. Question Answer Relationships (QAR) | k. Think Aloud                   |
| f. Reading from Different Perspectives |                                  |

#### 4. Study Strategies

- |                           |                               |
|---------------------------|-------------------------------|
| a. Mnemonic Devices       | d. Story/Chapter Mapping      |
| b. Organizing Information | e. Text Organization Patterns |
| - divided page            | - cause/effect                |
| - outlining               | - comparison/contrast         |
| c. Self-questioning       | - listing/classification      |
|                           | - time order                  |

#### 5. Post Reading

- |                               |                                 |
|-------------------------------|---------------------------------|
| a. Cloze Procedure            | d. Related Recreational Reading |
| b. Creative Writing Exercises | e. Vocabulary into Essay Guide  |
| c. One Sentence Summary       |                                 |



## **Component: 1.013.006**

### **HILLSBOROUGH ACCELERATED LITERACY LEARNING IN THE CLASSROOM (ACCEL LITERACY IN CLASSRM)**

#### **General Objectives**

To assist classroom teachers in the application of the strategies and philosophy of HALL.

To increase the quantity and quality of small group work with struggling readers in the classroom.

#### **Specific Objectives**

The participant will:

1. Apply and practice strategies for helping students become independent and strategic readers.
2. Select and use appropriate reading materials for struggling readers.
3. Incorporate and utilize fully analyzed Running Records as an on-going part of the instructional process.
4. Strive to meet with struggling readers on a daily basis.
5. Incorporate and practice Teacher Strategy Talk in order to scaffold students' reading progress.

#### **Description of Activities**

Training may include lecture, demonstrations, discussions, simulations, written materials, video presentations and on-site coaching.

#### **Evaluation**

##### **Participant Assessment**

Participants will be assessed on three main learning strands: Use of Running Records, Teacher Strategy Talk and Small Group Management. Trainers will use observation forms in order to document learned behaviors on a consistent basis.

Participants will also have assignments from each of the learning strands that will be filed in a portfolio and evaluated by the trainers.

##### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

#### **Follow-Up Plan**

The effect of the training in the educational setting will be measured by:

1. Focused observation and feedback given to participants
2. Demonstration of the application of knowledge gained to the classroom setting
3. Peer coaching and peer observation at school site
4. Sharing of knowledge gained with peers at school site
5. Demonstration lessons provided at school site
6. After-school follow-up meetings based on participant needs

##### **Inservice points – 60 maximum**

For Additional Information – Supervisor, Elementary Language Arts



## **Component: 1.013.008**

### **6-12 READING & WRITING WORKSHOP (6-12 Reading & Writing)**

#### **General Objectives**

1. To inform teachers of recent research on teaching reading and composition and to demonstrate how findings may be translated into classroom practice.
2. To provide an intense writing experience so that teachers may upgrade their own writing skills.
3. To demonstrate the integration of reading and writing skills in a workshop atmosphere.

#### **Specific Objectives**

The participant will:

1. Develop positive attitudes toward personal writing and the teaching of writing.
2. Discuss recent research in teaching composition and describe how findings may be translated into classroom practice.
3. Recognized that writing is a recursive process including the following steps: prewriting, writing, revising, responding, editing, and publishing.
4. Use strategies to generate ideas for writing (e.g., brainstorming, mapping, webbing, clustering).
5. Vary writing for different audiences (e.g., self, peers, teachers, public).
6. Write in narrative, descriptive, expository, and argumentative modes.
7. Write in various genre (e.g., poetry, prose, short fiction, universe of language, mandala).
8. Write for personal, creative, and academic purposes.
9. Recognize and manipulate elements of individual writing style (i.e., voice).
10. Use critical thinking skills to organize and revise writing.
11. Use sentence combining techniques to vary sentence length and structure.
12. Analyze and respond to the elements of style (e.g., word choice, usage, tone, syntax) in own and others' writing.
13. Proofread writing to correct mechanics and usage.
14. Respond effectively to a writer (e.g., provide specific feedback, suggest alternatives, reinforce effective writing techniques).
15. Demonstrate classroom presentational skills in the teaching of writing.
16. Apply all the foregoing skills to the planning and implementation of writing instruction.

#### **Description of Activities**

Participants will receive instruction in recent research findings and current theories of instruction via lectures and interactive learning. They will be required to write for various audiences or purposes or in various modes each day of the institute. Classroom tested activities (stimulus prompts, student products, evaluation strategies) will be demonstrated and discussed.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms or evaluation will be used:

1. Paper and pencil test
2. A finished product
3. Plan for implementation of strategies/skills
4. Classroom observation by S.A.L. and/or supervisor

##### **Component Assessment**

1. All participants and consultants will complete questionnaire for assessment of specific objectives
2. On-site visitations by supervisor and/or participating teachers.



## **Component: 1.013.008**

### **Follow-Up Plan**

One or more of the following may be used:

1. Sample of participant's lesson plan
2. Classroom observation by subject area leader, department head, and/or supervisor
3. Self-assessment after using strategies with students
4. A short participant-made plan of how and when strategies are to be implemented
5. Student interviews to document implementation of strategies and their effectiveness
6. On-site training of other teachers by participant through modeling
7. Written feedback from teachers who observe models
8. School based training of peers by participant

### **Inservice Points: 60 maximum**

For additional information: Supervisors, Secondary English, Middle School Language Arts, Middle/Secondary Reading



## **Component: 1.013.009**

### **ELEMENTARY READING COACHES PROJECT (Elem Rdg Coaches Project)**

#### **General Objectives**

To develop a support network between K-2 teachers and reading coaches by training teachers involved in the coaching project in effective reading assessment and instruction. To train teachers involved in the coaching project to provide training, modeling and/or coaching to K-2 teachers at school sites. To develop the knowledge of the teachers involved in the coaching project in the use of materials, strategies and the philosophy of the Hillsborough County Elementary Language Arts and Reading Program.

#### **Specific Objectives**

The participant will:

1. Become knowledgeable about early literacy and the reading process.
2. Demonstrate the ability to diagnose reading difficulties and identify instructional strategies for intensive reading instruction.
3. Identify and model effective classroom instruction that will increase reading achievement.
4. Demonstrate ability to effectively coach others to facilitate change in their instructional practices, behaviors, attitudes and expectation.

#### **Description of Activities**

Inservice sessions may include lectures, cooperative activities, discussions, demonstrations, simulations, written materials, independent study materials and video presentations.

#### **Evaluation**

##### **Participant Assessment**

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post- assessment or by other valid means of measurement, in compliance with Section 231.608Z(1), Florida Statutes and Rule 6A-5.071 (5), FAC.

##### **Program Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-up Plan**

The effect of the training in the educational setting will be measured by:

1. Focused observation and feedback given to participants on implementation of course content.
2. Application of knowledge as demonstrated in role as a reading coach.
3. Per coaching and peer observations at school site.
4. Sharing of knowledge gained with peers at school site.
5. Performance of demonstration lessons at school site.
6. Follow-up sessions held based on participant needs.

#### **Inservice Points – 60 Maximum**

For Additional Information – Supervisor, Language Arts/Reading Supervisor, Early Childhood/Kindergarten



## **Component: 1.013.010**

### **READING IN THE CONTENT AREAS (Rdg - Content Areas)**

#### **General Objective**

To provide reading teachers and content area teachers with the opportunity to expand their knowledge of teaching strategies that will teach students the reading skills necessary for success in the content area classrooms.

#### **Specific Objectives**

The participant will:

1. Use effective methods of planning a well-managed classroom.
2. Teach the reading skills common to the content areas.
3. Describe some of the causes of reading difficulties in the various content areas.
4. Assess students' ability to read.
5. Determine the readability level of passages selected from major reading sources in the content areas.
6. Write materials at specified readability levels and alter the readability levels of passages related to the content areas.
7. Use an Informal Suitability Survey to determine the suitability of content area materials.
8. Assess interest by developing a student interest inventory.
9. Use reading skills tests to determine if students have acquired the reading skills related to the content areas.
10. Pre-teach difficult vocabularies.
11. Introduce and expand word meanings in the content areas.
12. Assess reading comprehension through cloze procedure.
13. Prepare a lesson plan that uses the Introspective Comprehension Strategy to improve the comprehension achievement of students in the content areas.
14. Use pre-reading activities to facilitate reading and learning in the content areas.
  - a. asking and answering questions before reading
  - b. forecasting a passage
  - c. pre-teaching vocabulary
  - d. previewing graphically represented information
15. Help students use book parts.
16. Examine content area textbooks for comprehensibility.
17. Become acquainted with three study strategies including the SQ3R strategy.
18. Use a textbook study system (PGR) designed for mathematics or applied mathematics course.
19. Use the scientific method to help students read their science textbooks with deeper understanding.
20. Determine the word pronunciation strategies used by students and help them use a strategy for pronouncing multisyllable words.
21. Use prediction strategies to increase content area interest and understanding.
22. Refine the art of questioning.
23. Teach summarization strategies for helping students summarize both expository and narrative materials.
24. Acquire and use the provided strategy for motivating reluctant readers (PARS).
25. Group students according to reading skills for instruction.
26. Design simple reading guides in the content areas.
27. Collaborate with team members (content area teachers and reading teachers) to improve students' language abilities while they learn the required content.
28. Assist principal in promoting a total reading program and developing free reading in the content areas.
29. Design study guides in order to integrate reading skills into the content areas.
30. Identify problem readers and factors which may be interfering with their responsiveness to reading tasks and adapt the instructional procedures to help problem readers succeed in the content areas.



## **Component: 1.013.010**

### **Description of Activities**

The Inservice activities will consist of lectures, discussions, demonstrations and textbook assignments. The participants will practice the skills and strategies being learned.

### **Evaluation**

#### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. Written products/paper and pencil test.
2. Classroom observation.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

1. Instructor-led review/update session.
2. Examples of implemented activity.
3. Demonstration/observational feedback.
4. Sharing Best Practice(s) session.
5. Journal / Log / Portfolio.
6. Application Activity.
7. Samples of student work.
8. Random survey of participants to determine implementation of new information.
9. On-site mentoring/coaching.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Secondary Reading

MEETS READING REQUIREMENTS



**EFFECTIVE STRATEGIES FOR TEACHING "AT RISK"  
STUDENTS IN THE CONTENT AREA  
(Content Read For At-Risk)**

**General Objective**

To provide participants with an opportunity to expand their knowledge of pertinent educational research and theories for the "at risk" student. Topics included will enable participant to plan, implement, and evaluate alternative approaches to reading in the content area.

**Specific Objectives**

The participant will:

- I. Describe the impact of pertinent new educational research for the "at risk" student.
  - A. Effective classroom instruction in content area reading
- II. Know and use the key instructional components in a complete content area reading program.
  - A. Language experience
  - B. Directed reading lesson in content area reading
  - C. Skill lesson
  - D. Use of materials
- III. Know and use new instructional strategies for reading and listening comprehension in content area.
  - A. Directed reading/thinking activity
  - B. Directed listening/thinking activity
  - C. Story mapping
  - D. Cloze procedure
  - E. Prereading guided reading procedure
  - F. Guided reading procedure
  - G. Request
- IV. Know and use methods for building automaticity.
  - A. Repeated reading
  - B. Echo reading
  - C. Cloze reading
  - D. Choral reading
- V. Know and use corrective techniques for identifying words in context.
  - A. Sight vocabulary
  - B. Phonic analysis
  - C. Comprehension
  - D. Commercial materials
  - E. Teacher-made materials
- VI. Know and use enrichment techniques (in Science, Mathematics, and Social Studies)
  - A. Creative dramatics
  - B. Story telling
  - C. Story listening
  - D. Story reading to lower grade level students
  - E. Plays
  - F. Recording and reporting on science and mathematics projects
  - G. Correlating field trips to curriculum



## **Component: 1.013.011**

### **Description of Activities**

Participants will receive instruction via lectures, demonstrations, discussions and written materials. Approximately 80% of the time will be spent studying new alternative reading techniques in content areas and the rest will be used for a discussion of how, when and where these techniques can be used in the classroom.

### **Evaluation**

#### **Participant Assessment**

The participants will be given a pretest and posttest on the course content. Credit will be awarded to any participant scoring 80% on the posttest or showing improvement on 80% of the objective.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

Participants will complete one or more of the following:

1. Develop a lesson plan for using an alternative approach to reading in the content area.
2. Develop and use appropriate questions during a directed reading lesson.
3. Use at least two of the instructional strategies in the classroom.
4. Other as determined by instructor.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisors, Elementary Curriculum (PEP/LIFT)



## **Component: 1.013.012**

### **Foundations of Research Based Practices- Competency 2 (Rdg Endorsement-Competency 2)**

#### **General Objective**

This component will provide training for teachers in the scientifically based reading research practices to improve reading instruction for learners grades K-12. Upon successful completion of the component, participants will be able to:

- Scaffold instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- Provide a supportive learning environment that meets the needs of all students.

#### **Specific Objectives**

The participants will:

1. Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g., phonemic blending, segmentation, etc.)
2. Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and academic language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations)
3. Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader's theater, etc.)
4. Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g., common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.)
5. Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition (e.g., key questioning strategies such as reciprocal teaching, analysis of relevance of details, prediction; "think-aloud" strategies, sentence manipulation, paraphrasing, etc.)
6. Identify comprehensive instructional plans that synchronize the major reading components (e.g., a lesson plan: structural analysis, morphemic analysis, reciprocal teaching, rereading, etc.)
7. Identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills (e.g., morphemic analysis, semantic analysis, reciprocal teaching, writing to learn, etc.)
8. Identify research-based practices that create both language-rich and print-rich environments (e.g., large and heterogenous classroom libraries; questioning the author; interactive response to authentic reading and writing tasks, etc.)
9. Identify resources that create both language-rich and print-rich environments (e.g., large and heterogenous classroom libraries; questioning the author; interactive response to authentic reading and writing tasks, etc.)
10. Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency



## **Component: 1.013.012**

### **Description of Activities**

In the knowledge acquisition portion of Competency 2, participants will acquire understanding of the reading process, actively engage in research-based content designed to inform participants of exemplary instructional practices in reading, learn to apply appropriate instructional strategies, acquire techniques for improving students' reading at all grade levels, and identify elements of a print-rich environment. Florida-On-Line Reading Professional Learning (FOR-PD) is one possible delivery model.

The investigative activities will be chosen from a menu by the component instructor based participant knowledge, instructional assignment and assessed student needs. Investigative activities may be a collaborative and include, but are not limited to:

- Lesson plan design
- Article review (selected from reading endorsement bibliography)
- Individual study and report on research-based practices
- Reflective writing after study of research-based practices
- Conduct clinical interviews with students to begin a portfolio of reading profiles

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators of this competency.

### **Evaluation**

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities which may include:

- pre/post test (written and/or oral)
- participant product (e.g., portfolio, presentation, video tape, audio tape, reflective journal)
- performance indicator (e.g., rubric/checklist)
- observation

### **Follow-up**

Participants in this component will receive ongoing instruction in research-based reading instruction culminating in a supervised practicum where the participants will demonstrate attainment of each component's competencies. Site-based personnel, other program designees and the practicum supervisor will provide continuing support.

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 1.013.014**

### **Foundations in Language and Cognition- Competency 1 (Rdg Endorsement-Competency 1)**

#### **General Objective**

The purpose of this component is to provide training that develops teachers' comprehensive knowledge of language structure, function and cognition for each of the five major components of the reading process. Upon successful completion of the course participants will be able to: analyze and apply basic concepts of phonology as they relate to language development; recognize and apply structural analysis as it relates to words; understand the role of fluency in reading development; apply principles of morphemic analysis; and understand the foundations necessary to construct meaning.

#### **Specific Objectives**

The participants will:

1. identify and apply basic concepts of phonology as they relate to language development and reading performance (e.g., phonological processing, inventory of phonemes, phonemic awareness skills, phonemic analysis).
2. distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
3. identify structural patterns of words as they relate to reading development and reading performance (e.g., inventory of orthographic representations, syllable conventions, spellings of prefixes, root words, affixes).
4. apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, advanced phonics skills).
5. identify the principles of reading fluency as they relate to reading development.
6. understand the role of reading fluency in development of the reading process.
7. identify and apply principles of English morphology as they relate to language acquisition (e.g., identify meanings of morphemes, inflectional and derivational morphemes, morphemic analysis).
8. identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
9. identify principles of syntactic function as they relate to language acquisition and reading development (e.g., phrase structure, types of sentences, sentence manipulations).
10. understand the impact of variations in written language of different text structures on the construction of meaning.
11. identify cognitive task levels and the role of cognitive development in the construction of meaning of a variety of texts (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation).
12. understand the transactive nature of the reading process in constructing meaning from a wide variety of texts and for a variety of purposes (e.g., text connections: within texts, across texts, from text to self, from text to world).
13. identify language characteristics related to informal language and cognitive academic language.
14. identify phonemic, semantic, and syntactic variability between English and other languages.
15. understand the interdependence between each of the major reading components and their effect upon fluency in the reading process (e.g., reading rate: phonological processing and construction of meaning).
16. understand the interdependence between each of the major reading components and their affect upon comprehension (e.g., construction of meaning: vocabulary, fluency). Understand the impact of dialogue, writing to learn, and print environment upon reading development.



## **Component: 1.013.014**

### **Description of Activities**

In the knowledge acquisition portion of Competency 1, participants will actively engage in research-based content designed to inform participants of substantive knowledge of language structure, function and cognition for each of the five major elements of the reading process. Study will include stages of development in phonemic awareness, phonics, fluency, vocabulary and comprehension; and phonemic, semantic, and syntactic variability between English and other languages.

Based upon participants' knowledge, instructional assignments, and student needs the instructor will customize investigative activities for participants. Investigative activities may be collaborative and include, but are not limited to the following:

1. lesson plan design
2. article review selected from reading endorsement bibliography
3. individual study and report on research-based practices
4. reflective writing after study of research-based practices
5. conduct clinical interviews with students to begin a portfolio of reading profiles

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for this competency.

### **Evaluation**

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities which may include:

1. pre/post test (written and/or oral)
2. participant product (e.g., portfolio, presentation, video tape, audio tape, reflective journal)
3. performance indicator (e.g., rubric/checklist)
4. observation

### **Follow-up**

Participants in this component will receive ongoing instruction in research-based reading instruction culminating in a supervised practicum where the participants will demonstrate attainment of each component's competencies. Site-based personnel, other program designees and the practicum supervisor will provide continuing support.

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 1.013.015**

### **Foundations of Assessment- Competency 3 (Rdg Endorsement Competency 3)**

#### **General Objective**

This component will provide training on the role of assessments in guiding reading instruction and instructional decision making. To achieve this objective, teachers will learn the skills needed to administer and interpret instructional assessments to include screening, diagnosis, and progress monitoring with the purposes of prevention, identification, and remediation of reading difficulties. Upon successful completion of the component, participants will:

1. Have knowledge of test formats in the five areas of reading;
2. Understand test reliability and validity;
3. Use data to identify trends and differentiate instruction; monitor student progress over time; and
4. Identify assessment issues and techniques appropriate for LEP students, struggling readers, and students with disabilities

#### **Specific Objectives**

The participants will:

1. describe or recognize appropriate test formats and types of test items for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
2. understand the role of assessment in planning instruction to meet student learning needs.
3. interpret students' formal and informal test results.
4. identify measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests.
5. understand the meaning of test reliability and validity and describe major types of derived scores from standardized tests.
6. demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, diagnosis, progress monitoring, and outcome measures).
7. analyze data to identify trends that indicate adequate progress in student reading development.
8. understand how to use data to differentiate instruction (grouping strategies, intensity of instruction: ii vs. iii).
9. understand how to interpret data with application of instruction that matches students with appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate curricular materials, and with appropriate strategies.
10. identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
11. identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students.
12. identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students, struggling readers, and students with disabilities in the area of reading.

#### **Description of Activities**

In the knowledge acquisition portion of Competency 3, participants will be actively engaged in research-based content designed to inform participants of the knowledge and skills needed to demonstrate an understanding of the role of screening, diagnostic, progress monitoring and outcome assessments in guiding reading instruction and instructional decision making. Content and activities for knowledge acquisition will be drawn from a variety of research based information and assessment materials (e.g., DIBELS training materials, DAR, and training on state and district assessments.)



## **Component: 1.013.015**

The component instructor will choose investigative activities based on participant knowledge, instructional assignment and student needs. In addition to reviewing state assessment data, participants will use a variety of screening, diagnostic and progress monitoring instruments to assess students. The assessments may include, but are not limited to DIBELS, DAR, QRI, fluency rating scales, vocabulary assessments, Concepts About Print, and Running Records. Student outcome measures gleaned from component assessment will be included as a part of the program evaluation data. Investigative activities may be collaborative and include, but are not limited to:

1. article review
2. field experience log
3. clinical interview(s) to enhance a portfolio of reading profiles
4. individual study and report on a reliable and valid assessment instrument
5. reflection after viewing the administration of reliable and valid screening, diagnostic or progress monitoring assessment instrument
6. administration of assessments necessary for conducting a case study of a struggling reader(s)
7. analysis and interpretation of state and district student test data to inform instruction
8. administration, analysis and interpretation of formal and informal student assessment data including screening, diagnosis, progress monitoring and outcome measures to inform instruction.

Investigative activities will be aligned with evaluation requirements and thus provide meaningful and authentic demonstration of the specific indicators for this competency.

### **Evaluation**

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities that may include:

1. an oral or written pre/post test
2. class participation (informal assessment)
3. performance indicator (e.g., rubric, checklist, or portfolio)
4. product (e.g., case study, action research project, lesson or unit plan, or reflective writing, and/or video or audio tapes)
5. course evaluation
6. peer observations and/or coaching

### **Follow-up Plan**

This course will be offered as a part of an ongoing program leading to a reading endorsement. Component knowledge and skills will culminate in a supervised practicum through which participants will gain experience in implementing instructional strategies learned in this course. Follow-up will be provided through ongoing support of program instructors and through the practicum supervisor

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 1.013.016**

### **Foundations and Application of Differentiated Instruction Competency 4 (Rdg Endorsement Competency 4)**

#### **General Objective**

This component will provide training that develops broad knowledge of students at the developmental, corrective, and remedial instructional reading levels. Teachers will apply research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress at all levels. Upon successful completion of the component, participants will be able to:

1. Identify the conventions of language;
2. Recognize cognition and reading acquisition;
3. Understand and apply the principles of differentiating instruction for all students;
4. Discern and utilize strategies and accommodations for the development of each of the major reading components; and
5. Select appropriate materials and monitor and assess student reading progress

Participants will also be able to apply research-based instructional practices and materials appropriate for:

1. Preventing reading difficulties;
2. Accelerating both language and literacy development;
3. Scaffolding instruction;
4. Developing students' phonemic awareness;
5. Developing phonics and word recognition skills;
6. Applying critical thinking skills;
7. Developing comprehension skills; and
8. Promoting lifelong literacy

Participants will use both formal and informal methods to assess student learning based on reliable and valid assessment procedures.

#### **Specific Objectives**

##### ***Foundations of Differentiation***

The participants will:

1. identify the characteristics of both language and cognitive development and their impact on reading proficiency.
2. compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
3. identify language acquisition characteristics of learners from mainstream, students with exceptional needs, and different populations.
4. identify stages of reading development for all learners, including mainstream students, LEP students, and students with disabilities in reading.
5. identify common difficulties in development of each of the major reading components.
6. understand specific appropriate reading instructional accommodations for students with exceptional needs and LEP students.
7. identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.
8. identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.
9. select appropriate materials that address cultural and linguistic differences.
10. identify structures and procedures for monitoring student reading progress.



## **Component: 1.013.016**

### ***Application of Differentiated Instruction***

The participants will:

11. apply knowledge of scientifically based reading research in each of the major reading components as it applies to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension).
12. apply research-based practices and materials for preventing and accelerating both language and literacy development.
13. identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth.
14. apply research-based instructional practices for developing students' phonemic awareness.
15. apply research-based instructional practices for developing students' phonics skills and word recognition.
16. apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.
17. apply research-based instructional practices for developing both general and specialized content area vocabulary.
18. apply research-based instructional practices for developing students' critical thinking skills.
19. apply research-based instructional practices for facilitating reading comprehension.
20. identify instructional strategies to facilitate students' metacognitive skills in reading.
21. identify reliable and valid assessment procedures to validate instructional applications.
22. identify and set goals for instruction and student learning based on assessment results to monitor student progress.

### **Description of Activities**

Participants will be actively engaged in research-based content designed to develop broad knowledge of students, including students at the developmental, corrective, and instructional reading levels, as well as to apply research-based instructional methodology to prevent reading difficulties and to promote acceleration of reading progress.

The investigative activities for these competencies will be chosen from a menu by the component instructor based on participant knowledge, instructional assignment and assessed student needs. Investigative activities may be collaborative and include, but are not limited to:

1. Lesson plan for instructional differentiation based on data analysis
2. Differentiated instruction demonstration
3. Article review
4. Field experience log
5. Individual study and report on an effective practice for instructional differentiation
6. Reflection after viewing model of effective instruction for LEP, ESE, or AIP students
7. Clinical interview(s) to enhance a portfolio of reading profiles
8. Case studies of developmental, corrective, and/or remedial readers
9. Student tutoring

Investigative activities will be aligned with evaluation requirements, thus providing meaningful and authentic demonstration of the specific indicators for this competency.



## **Component: 1.013.016**

### **Evaluation**

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities that may include:

1. Pre/post test
2. Observation
3. Performance indicator (e.g., rubric / checklist / portfolio)
4. Product (e.g., case study, action research project, lesson / unit plan, reflective writing)

The component assessment will be evaluated by using the School District of Hillsborough Office of Professional Learning Inservice Education Participation Record form.

### **Follow-up**

This course will be offered as part of an on-going program leading to a reading endorsement culminating in a supervised practicum through which participants will gain experience in implementing the instructional strategies learned in this course and will finally demonstrate attainment of the competencies of each component. Follow-up will be provided through the on-going support of the program instructors, reading coaches, and reading resource specialists located at each school site.

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 1.013.017**

### **Demonstration of Accomplishment - Competency 5 (Rdg Endorsement-Competency 5)**

#### **General Objective**

This component provides participants with a capstone experience through a supervised reading practicum. Add-on endorsement candidates will demonstrate their proficiency by applying their knowledge of reading development to reading instruction in a practical setting with readers of varying profiles. Upon successful completion of this component, participants will have documented evidence of their competence in applying scientifically-based reading research that addresses the prevention, identification and remediation of struggling readers.

#### **Specific Objectives**

The participants will:

1. apply knowledge of language development, literacy development, and assessment to instructional practices.
2. demonstrate knowledge of research-based instructional practices for developing students' phonemic awareness.
3. demonstrate knowledge of research-based instructional practices for developing phonics skills and word recognition.
4. demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance.
5. demonstrate knowledge of research-based practices for developing both generalized and specialized content area vocabulary.
6. demonstrate knowledge of research-based instructional practices for facilitating reading comprehension.
7. demonstrate knowledge of instruction to facilitate students' metacognitive efficiency in reading.
8. demonstrate knowledge of research-based instructional practices for developing critical thinking and content reading skills.
9. demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student learning trends in reading over time.
10. demonstrate knowledge of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.
11. demonstrate knowledge of creating both language-rich and print-rich environments.

#### **Description of Activities**

During a clinical experience, participants will work with students of varying abilities to apply the knowledge and skills acquired through the reading endorsement coursework. Participants will produce evidence of increased reading proficiency with these students. A qualified practicum supervisor will provide guidance and feedback.

After an orientation with program supervisors, participants will work for at least 60 hours on this component over a ten week period. Teachers will work with struggling readers in clinical sessions for a minimum of 36 hours. Instruction may occur during the school year or as part of a summer reading camp. Participants will spend the additional required time in collaborative groups or with clinical supervisor, reflecting upon clinical experiences, analyzing data and planning instruction.

Each participant will complete one of the following products:

1. a clinical portfolio that documents the effective use of assessment and differentiated instructional activities with struggling readers, or
2. an action research project that identifies an instructional problem, develops potential solution(s), and utilizes effective monitoring of student achievement.



## **Component: 1.013.017**

Practicum activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators for this competency.

As evidence of participant competence, the final product will include:

1. educational plans that align with the reading instructional needs of specific students based on reliable and valid reading assessments of the five core elements of reading;
2. evidence of differentiated reading instruction designed to meet the needs of students with varying profiles;
3. records that track the progress of readers with varying profiles using valid monitoring instruments;
4. evidence of reading proficiency gains made by readers with varying profiles.

The clinical supervisor will evaluate the clinical product using the School District of Hillsborough County's clinical experience rubrics. Documentation of increased student achievement must be evident.

### **Evaluation**

The participants will demonstrate mastery at or above an 80% level of all required competencies for this component through multiple activities that will include:

1. observation- a checklist documenting mastery of performance indicators will be completed during clinical visits, and
2. product- action research project or clinical portfolio that the clinical supervisor will evaluate according to a rubric aligned with the competency performance indicators.

### **Component Assessment**

As part of the program evaluation, the district will track the number of participants who complete the component. Participants will be surveyed to determine the extent to which the practicum met their needs as reading instructors.

### **Follow-Up**

Participants will demonstrate implementation of skills by one or more of the following: classroom observation, coaching, submission of lesson plans, or participating in follow-up workshops.

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 1.013.020**

### **Foundations of Research Based Practices- Competency 2 Train the Trainer (Rdg Endorsement-Competency 2 Train the Trainer)**

#### **General Objective**

This component will provide training for teachers in the scientifically based reading research practices to improve reading instruction for learners grades K-12. Upon successful completion of the component, participants will be able to:

1. scaffold instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
2. provide a supportive learning environment that meets the needs of all students.

#### **Specific Objectives**

The participants will:

1. identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g., phonemic blending, segmentation, etc.)
2. identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and academic language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations)
3. identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader's theater, etc.)
4. identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g., common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.)
5. identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition (e.g., key questioning strategies such as reciprocal teaching, analysis of relevance of details, prediction; "think-aloud" strategies, sentence manipulation, paraphrasing, etc.)
6. identify comprehensive instructional plans that synchronize the major reading components (e.g., a lesson plan: structural analysis, morphemic analysis, reciprocal teaching, rereading, etc.)
7. identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills (e.g., morphemic analysis, semantic analysis, reciprocal teaching, writing to learn, etc.)
8. identify research-based practices that create both language-rich and print-rich environments (e.g., large and heterogeneous classroom libraries; questioning the author; interactive response to authentic reading and writing tasks, etc.)
9. identify resources that create both language-rich and print-rich environments (e.g., large and heterogeneous classroom libraries; questioning the author; interactive response to authentic reading and writing tasks, etc.)
10. identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency



## **Component: 1.013.020**

### **Description of Activities**

In the knowledge acquisition portion of Competency 2, participants will acquire understanding of the reading process, actively engage in research-based content designed to inform participants of exemplary instructional practices in reading, learn to apply appropriate instructional strategies, acquire techniques for improving students' reading at all grade levels, and identify elements of a print-rich environment. Florida-On-Line Reading Professional Learning (FOR-PD) is one possible delivery model.

The investigative activities will be chosen from a menu by the component instructor based participant knowledge, instructional assignment and assessed student needs. Investigative activities may be a collaborative and include, but are not limited to:

1. lesson plan design
2. article review (selected from reading endorsement bibliography)
3. individual study and report on research-based practices
4. reflective writing after study of research-based practices
5. conduct clinical interviews with students to begin a portfolio of reading profiles

Investigative activities will be aligned with evaluation requirements thus providing meaningful and authentic demonstration of the specific indicators of this competency.

### **Evaluation**

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities which may include:

1. pre/post test (written and/or oral)
2. participant product (e.g., portfolio, presentation, video tape, audio tape, reflective journal)
3. performance indicator (e.g., rubric/checklist)
4. observation

### **Follow-up**

Participants in this component will receive ongoing instruction in research-based reading instruction culminating in a supervised practicum where the participants will demonstrate attainment of each component's competencies. Site-based personnel, other program designees and the practicum supervisor will provide continuing support.

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 1.013.025**

### **Content Area Reading – Professional Learning (CAR-PD)**

#### **General Objective**

This course is designed to help content area teachers improve instruction with the goal of helping every student become a good reader/writer, able to use literacy for a variety of purposes. The experience is intended as a support for content area teachers to implement a comprehensive approach to teaching and learning within a collegial network. The course is one component of implementation, which involves a comprehensive range of actions designed to develop literacy education in the content areas. The course is an essential step and it implies long-term school change based on scientifically based reading research.

#### **Specific Objectives**

This course will help content area teachers to:

1. Understand and implement effective instructional practices in classrooms;
2. Understand the scientifically based research for the elements of effective literacy instruction in the content areas;
3. Understand the five critical elements of reading identified by the National Reading Panel;
4. Reflect on how the five critical elements are inherent in the content areas;
5. Become skilled observers of students' reading and writing behavior in the content areas;
6. Interpret and use dynamic and static data as a basis for teaching in the content areas;
7. Develop instructional plans for individuals, small groups, and classes in the content areas;
8. Reflect on and analyze their teaching of literacy in the content areas;
9. Evaluate and select literacy materials based on content;
10. Collect data to assess student learning;
11. Learn how to address issues in content area reading;
12. Develop a common language;
13. Investigate the creation of conditions for learning in content area classrooms;
14. Investigate strategic activities for sustaining literacy learning across content areas;
15. Investigate strategic activities for expanding literacy learning across content areas; and
16. Amplify instruction utilizing writing to enhance literacy learning in content areas.

#### **Description of Activities**

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Lecturettes
2. Discussions
3. Modeling of strategic activities
4. Demonstrations of instructional practices
5. Hands-on training

#### **Evaluation**

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of a reflection journal on outside readings. Participants must demonstrate increased competencies in 80% or more of the specific objectives in order to earn Inservice credits.



## **Component: 1.013.025**

### **Follow-up**

Participants will demonstrate attainment of the CAR-PD component by participating in a supervised practicum. Site-based personnel, other program designees, and the practicum supervisor will provide continuing support.

### **Rationale**

Content Area Reading components reflect best practices in reading instruction using current research-based instructional practices identified by the National Reading Panel Report (2000) in response to the mandate of *No Child Left Behind* to include cultural competence through differentiated instructional practices.

### **Cultural Competence**

Content Area Reading Program courses embedded cultural competency by addressing differentiation of instruction to give participants a broad knowledge of students from differing profiles, including students with disabilities and students from a variety of populations.

Objectives 6, 8, 10, and 14 exemplify this component.

### **Research-Based**

Nationally recognized guidelines for researched-based instruction include the Florida K – 12 Reading Endorsement, International Reading Association's *Standards for Reading Professionals*, National Institute for Literacy's *Using Research and Reason in Education*, National Institute for Child Health and Development's *Preventing Reading Difficulties in Young Children*, and the National Reading Panels *Teaching Children to Read*.

Objectives 1, 2, 3, 4, and 7 exemplify this component.

### **Best Practices**

1. Understanding of reading as a process;
2. Scientifically-based reading instruction as a foundation to synchronize and scaffold reading process towards students mastery;
3. Use of assessments to guide reading and instructional decision making and use of data to identify, prevent, or remediate reading difficulties;
4. Differentiation of instruction through broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations;
5. Knowledge of instructional methodology to prevent reading difficulties and to promote acceleration of reading progress for struggling readers; and
6. Application of knowledge of reading development to reading instruction to increase student reading proficiency

Objectives 4 and 5 exemplify this component.

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 1.013.042**

### **Foundations of Assessment and Applications of Differentiated Instruction to Improve Student Achievement: Blended Competencies 3 and 4**

#### **General Objective**

Participants 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 have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem-solving process.

#### **Specific Objectives**

Participants will engage in the systematic problem-solving process to conduct a case study of a student who experiences reading struggles in the classroom. Based upon an analysis of screening assessments, the participant will determine diagnostic assessments to administer, and then based upon the results, develop and implement an instructional plan, monitoring the student's progress and deciding what the next steps for the student will be.

Participants will engage in the systematic problem-solving process to design, implement, assess learning of, and reflect on the effectiveness of a Tiered Lesson. Specific considerations for English language learners and students with disabilities.

Participants will gather knowledge about selecting, administering, and analyzing the data from appropriate assessments from course readings, activities, videos, and their action research plan. In addition, they will gather knowledge about differentiating instruction and assessment from course readings and activities, videos, and application tasks.

#### **Description of Activities**

Participants will be actively engaged in research-based content designed to develop broad knowledge of students, including students at the developmental, corrective, and instructional reading levels, as well as to apply research-based instructional methodology to prevent reading difficulties and to promote acceleration of reading progress.

Investigative activities may be collaborative and include, but are not limited to:

1. Lesson plan for instructional differentiation based on data analysis
2. Differentiated instruction demonstration
3. Article review
4. Field experience log
5. Individual study and report on an effective practice for instructional differentiation
6. Reflection after viewing model of effective instruction for LEP, ESE, or AIP students
7. Clinical interview(s) to enhance a portfolio of reading profiles
8. Case studies of developmental, corrective, and/or remedial readers
9. Administration, analysis and interpretation of formal and informal student assessment data including screening, diagnosis, progress monitoring and outcome measures to inform instruction

#### **Evaluation:**

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities that may include:

1. Pre/post test
2. Observation
3. Performance indicator (e.g., rubric / checklist / portfolio)
4. Product (e.g., case study, action research project, lesson / unit plan, reflective writing)

#### **Follow up Plan**



## **Component: 1.013.042**

This course will be offered as part of an on-going program leading to a reading endorsement culminating in a supervised practicum through which participants will gain experience in implementing the instructional strategies learned in this course and will finally demonstrate attainment of the competencies of each component. Follow-up will be provided through the on-going support of the program instructors, reading coaches, and reading resource specialists located at each school site.

### **Rationale**

Reading Endorsement programs reflect best practices in reading instruction using current research-based instructional practices identified by the National Reading Panel Report (2000) in response to the Mandate of No Child Left behind to include cultural competence through differentiated practices.

### **Cultural Competence**

Reading Endorsement Program courses embedded cultural competency by addressing differentiation of instruction to give participants a broad knowledge of students from differing profiles, including students with disabilities and students from different populations.

### **Research-Based**

Nationally recognized guidelines for research-based instruction include the Florida K-12 Reading Endorsement, International Reading Association's *Standards for Reading Professionals*, National Institute for Literacy's *Using Research and Reason in Education*, National Institute for Child Health and Development's *Preventing Reading Difficulties in Young Children*, and the National Reading Panel's *Teaching Children to Read*.

**Inservice Points: 120 Maximum**



## Component: 1.013.044

### B.E.S.T. Standards for ELA in Grades K-12

#### General Objective

Participants will understand how to teach ELA content specific to the B.E.S.T. Standards for ELA implementation. Participants can expect to 1) increase their knowledge of the B.E.S.T. Standards for ELA, 2) gain resources for their classrooms to implement the B.E.S.T. Standards for ELA with fidelity, 3) actively engage in student-centered instruction, and 4) take part in a community of learners and leaders with their peer schools.

#### Specific Objectives

The B.E.S.T. standards ELA grades K-12 will allow teachers to come together for explicit, systematic training on four strands of learning, including Foundations, Reading, Communication, and Vocabulary.

- **Foundations:** This first strand requires acquiring basic reading skills and standards for bringing students to an appropriate reading level. Some of the benchmarks are understanding writing concepts, becoming fluent language users, phonics, and knowledge of phonology.
- **Reading:** This learning strand encompasses reading skills with prose, poetry, informational texts, and other genres. Students should understand arguments, figurative language, bias, and comparing genres.
- **Communication:** The following strand requires students to build oral and written communication skills. Students will build skills in narrative, argumentative, and expository writing and have tasks that require giving presentations, using multimedia tools, and conducting research.
- **Vocabulary:** The final strand is on vocabulary and understanding the meaning of words. Students will build vocabulary used in an academic setting, build an understanding of morphology, and learn how to use context to find the meaning of words.

The training sets out to support teachers with effectively implementing the B.E.S.T. Standards for ELA.

#### Descriptions of Activities

Participants will be actively engaged in research-based content designed to develop knowledge of the B.E.S.T. standards ELA with a focus on the four strands of learning, including Foundations, Reading, Communication, and Vocabulary.

Professional learning activities may be collaborative and include, but are not limited to:

1. Lesson planning for instructional differentiation based on data analysis
2. Differentiated instruction demonstration
3. Article review
4. Reflection after viewing model of effective instruction
5. Individual study and report on an effective practice for instructional differentiation
6. Case studies of intensive and/or accelerated-level students
7. Administration, analysis and interpretation of formal and informal student assessment data including diagnosis, progress monitoring and summative measures to inform instruction.

#### Evaluation:

##### **Participant Assessment -**

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities that may include:

1. Structured coaching/mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
2. Action research related to training (should include evidence of implementation)
3. Collaborative planning related to training
4. Participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
5. Study group participation
6. Electronic; interactive
7. Electronic; non-interactive
8. Evaluation of practice indicators

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program completion will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 1.013.044**

### **Follow-Up Plan**

This course will be offered as part of an on-going program through which participants will gain experience in implementing the B.E.S.T. Standards for ELA. Instructional strategies learned in this course will be implemented in the classroom and will demonstrate attainment of the competencies of each component. Follow-up will be provided through on-going support of the program instructors, site-based instructional coaches, district content coaches, and district resource teachers.

### **Research-Based**

The B.E.S.T standards were created by Florida Educators for Florida students. Specifically, the standards emphasize the following:

- Literacy is achievable through content-rich instruction rather than merely through a skills-based approach to reading comprehension.
- Explicit, systematic phonics instruction is the foundation of literacy.
- Decoding and fluency are essential to creating proficient readers.
- Reading comprehension depends more on relevant background knowledge than on mastery of reading strategies.
- Benchmarks, clarifications, and appendices represent the expected outcomes and are designed to be user-friendly.
- Reading and writing standards are intertwined utilizing accompanying text lists at every grade.

### **Best Practices**

This professional learning will incorporate the following best practices:

- Content focused
- Incorporates active learning
- Supports collaboration
- Uses models of effective practice
- Provides coaching and expert support
- Offers feedback and reflection
- Is of sustained duration and provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

**Inservice points** - 60 hours

**For Additional Information-** Literacy Department or Professional Learning Departments



## **Literacy Coach Endorsement**

### **General Objective**

Participants will gain advanced knowledge of highly effective literacy instruction, aligned with Florida's B.E.S.T. Standards, and evidence-based coaching strategies to enhance teachers' knowledge and skills, ultimately improving literacy outcomes for students. Participants will explore the Science of Reading and the big domains of reading development.

### **Specific Objectives**

Participants will engage in modules covering a variety of topics including:

1. **Knowledge Building of Coaches-** In this module, participants will be introduced literacy coaching, summarize research on how coaching can transform student literacy outcomes, and describe what coaches need to know to implement standards-based literacy instruction grounded in the science of reading.
2. **Use of Data to Inform Coaching-** In this module, participants will learn the principles of data-driven coaching, including steps for planning and facilitating data-informed conversations. Participants will be offered strategies for collecting and using data to inform and implement professional learning opportunities.
3. **Application of Pedagogy and Andragogy-** In this module, participants will learn the foundational concepts of pedagogy and andragogy, proven methods of coaching support, features of effective professional learning and how to support teachers as they plan for differentiated reading instruction.
4. **Building Relationships to Establish a Culture of Coaching-** In this module, participants will learn the principles of effective coaching partnerships, structures that promote collective responsibility for student and professional learning, including PLCs, collaborative planning, and lesson study.
5. **Continuous Improvement and Professional Growth-** Participants will concentrate on a coach's ability to grow professionally including using individual performance data to engage in professional learning. They will also learn strategies on how to continually seek out and evaluate evidence-based instructional practices to share with colleagues.

### **Description of Activities**

Participants will be actively engaged in research-based content designed to develop highly effective literacy instruction strategies, as well as to apply research-based instructional methodology to prevent reading difficulties and to promote acceleration of reading progress.

Investigative activities may be collaborative and include, but are not limited to:

1. Comprehensive Pre and Post Assessments
2. Self-paced Videos
3. Module Knowledge Checks
4. Guided Notes
5. Discussion Forums
6. Coaching Conversation videos

### **Evaluation:**

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities that may include:

1. Pre/post test
2. Observation



## **Component: 1.013.045**

3. Performance indicator (e.g., rubric / checklist / portfolio)
4. Product (e.g., coaching videos, reflective writing)

### **Follow up Plan**

Follow-up will be provided through the on-going support of the program instructors as well as virtual access to resources and colleagues.

### **Rationale**

Literacy Coach Endorsement programs reflect best practices in reading instruction using current research-based instructional practices. The Florida Department of Education (2021) defines a literacy coach as an instructional leader with specialized knowledge in literacy instruction, coaching, and principles of adult learning. Literacy coaches provide collegial, job-embedded support to ensure that literacy instruction is data-informed and student-centered. To fulfill these responsibilities, you need to develop a robust level of expertise in all these areas and maintain a stance of continuous learning. And you must take time out of your very busy schedule to pause, reflect, read, learn, research - all of which should impact your beliefs, knowledge, and habits of practice as a coach. Modeling these actions among your colleagues and with the teachers you support can also be powerful. Effective literacy coaches actively question, discuss, and build knowledge with their peers. Literacy coaches visibly engage in learning alongside teachers and colleagues. They engage teachers and instructional leaders in on-going conversations to deepen their understanding of literacy instruction and improve their coaching practice.

### **Cultural Competence**

Literacy Coach endorsement Program courses embedded cultural competency by addressing differentiation of instruction to give participants a broad knowledge of students from differing profiles, including students with disabilities and students from different populations.

### **Research-Based**

Nationally recognized guidelines for research-based instruction include the Florida K-12 Reading Endorsement, International Reading Association's *Standards for Reading Professionals*, National Institute for Literacy's *Using Research and Reason in Education*, National Institute for Child Health and Development's *Preventing Reading Difficulties in Young Children*, and the Nation Reading Panel's *Teaching Children to Read*.

**Inservice Points: 120 Maximum**



## **Component: 1.013.046**

### **Elementary/Secondary Literacy Micro-Credentials**

#### **General Objective**

Participants will learn to identify literacy difficulties and determine appropriate interventions, apply evidence-based practices, as well as how to effectively use progress monitoring and intervention materials to support student outcomes for school readiness grades PreK through Fifth.

#### **Specific Objectives**

Participants will engage in three components of learning covering a variety of topics including:

**Foundations of Literacy: Science of Reading-** In this module, participants will be introduced to the six components of reading: oral language, phonological awareness, early and advanced decoding, fluency, vocabulary, and comprehension.

**Instructional Practice-** In this module, participants will learn how to provide reading intervention and practice using student data to inform their teaching strategies. Class exemplar data sets will be provided for the following grades: Kindergarten, First and Second Grade, Third Grade, Fourth and Fifth Grade.

**Practicum-** In this job-embedded, practicum module, participants will receive personalized feedback from facilitators as they implement strategies from Components 1 & 2, in their classrooms and use case study data based on either STAR or Cambium progress monitoring.

#### **Description of Activities**

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.

Learning outcomes include, but are not limited to:

- Deepen the learner's understanding of reading instruction and development
- Build upon participant knowledge of oral language, phonological awareness, early and advanced decoding, fluency, vocabulary, comprehension
- Connect reading instruction with assessments and interventions
- Demonstrate ability to analyze data and provide targeted reading interventions for students in Kindergarten to Fifth grade
- Utilize practicum-provided case study data, based on either STAR or Cambium progress monitoring assessments, to provide specific reading interventions and instruction.
- Identify student need based on data and create a detailed plan for intervention. Plan must include targeted lessons that will be implemented, and data reported.
- Record providing one of the intervention lessons, submit the video, and provide a reflection on the strengths and areas for improvement throughout the lesson.

#### **Evaluation**

Participants will demonstrate mastery of all required indicators through multiple activities that may include:

1. Pre/post test (minimum score of 80%)
2. Observation
3. Performance indicator (e.g., rubric / checklist / portfolio)
4. Product (e.g., coaching videos, reflective writing)

#### **Follow-up Plan**

Follow-up will be provided through the on-going support of the program instructors as well as virtual access to resources and colleagues.



## **Component: 1.013.046**

### **Rationale**

The Elementary Literacy Micro-credential course reflects best practices in reading instruction using current research-based instructional practices. Created in partnership with the Florida Department of Education and the Division of Early Learning, the UF Lastinger Center for Learning's Flamingo Literacy Micro-Credentials provide educators with evidence-based, high-quality online courses to build their literacy knowledge and skills. Through a job-embedded practicum, teachers will implement their new instructional strategies in real-time, and receive one-on-one feedback from assessors to refine, enhance, and improve their literacy practice.

### **Cultural Competence**

The Elementary Literacy Micro-credential course embeds cultural competency by addressing differentiation of instruction to give participants a broad knowledge of students from differing profiles, including students with disabilities and students from different populations.

### **Research-Based**

The University of Florida Lastinger Center for Learning improves the quality of teaching, learning, and childcare. UF researches, develops, and scales equitable educational innovations for adults and children that put all learners on trajectories for lifelong success. The team of over 100 associates combines research, practice, and policy to improve teaching and learning. UF promotes learning that is: Competency-based, leading to the demonstration of new knowledge and skills; Technology-enhanced, including personalized and adaptive learning opportunities; Research-informed and validated, shaping the ongoing design and implementation of solutions; Rooted in public-private partnerships, leveraging catalytic philanthropic investments toward sustainable public support.

**Inservice Points: 60 Maximum**



## **Emergent Literacy Micro-Credentials**

### **General Objective**

Participants will learn to identify literacy difficulties and determine appropriate interventions, apply evidence-based practices, as well as how to effectively use progress monitoring and intervention materials to support student outcomes for school readiness.

### **Specific Objectives**

Participants will engage in modules covering a variety of topics including:

**Early Childhood Literacy-** In this module, participants will be introduced to preschool language development, the building blocks of preschool literacy, and language development for infants and toddlers.

**Oral Language-** In this module, participants will learn about oral language and shared Storybook Reading, alphabet knowledge and print awareness, phonological awareness, emergent reading, and writing.

**Practicum-** In this job-embedded, practicum module, participants will receive personalized feedback from facilitators as they implement strategies from Components 1 & 2, in real time, in their classrooms.

### **Description of Activities**

Participants will learn strategies to support infants and toddlers to develop language and communication skills they need to be successful. These strategies are embedded into the teaching schedule.

Learning outcomes include, but are not limited to:

- Implement communication loops with the infants and toddlers in your care.
- Select appropriate toys, books, and other materials to facilitate exploration of the environment and enhance language development.
- Facilitate early language and speech skills with infants and toddlers through mediation.
- Facilitate toddlers' language development through conversations and questions throughout the day.
- Provide quality feedback to toddlers by expanding and extending what they say.
- Encourage peer conversations between the toddlers in your care.
- Identify ways to increase print awareness in your learning environment.
- Discuss ways to teach letter and accompanying sound recognition that addresses diverse learning styles.
- Identify the skill levels of phonological awareness and implement activities that support phonological awareness.
- Discuss the importance of and conduct multiple, interactive read alouds.
- Identify the stages of emergent writing and implement a variety of ways to support developing writers.
- Discuss the attributes of story retells and reenactments and provide ways to engage families with their children's early literacy development.
- Identify ways to increase print awareness in your learning environment.
- Discuss ways to teach letter and accompanying sound recognition that addresses diverse learning styles.
- Identify the skill levels of phonological awareness and implement activities that support phonological awareness.
- Discuss the importance of and conduct multiple, interactive read alouds.
- Identify the stages of emergent writing and implement a variety of ways to support developing writers.



## **Component: 1.013.047**

- Discuss the attributes of story retells and reenactments and provide ways to engage families with their children's early literacy development.

### **Evaluation**

Participants will demonstrate mastery of all required indicators through multiple activities that may include:

1. Pre/post test
2. Observation
3. Performance indicator (e.g., rubric / checklist / portfolio)
4. Product (e.g., coaching videos, reflective writing)

### **Follow-up Plan**

Follow-up will be provided through the on-going support of the program instructors as well as virtual access to resources and colleagues.

### **Rationale**

The Emergent Literacy Micro-credential course reflects best practices in reading instruction using current research-based instructional practices. Created in partnership with the Florida Department of Education and the Division of Early Learning, the UF Lastinger Center for Learning's Flamingo Literacy Micro-Credentials provide educators with evidence-based, high-quality online courses to build their literacy knowledge and skills. Through a job-embedded practicum, teachers will implement their new instructional strategies in real-time, and receive one-on-one feedback from assessors to refine, enhance, and improve their literacy practice.

### **Cultural Competence**

The Emergent Literacy Micro-credential course embeds cultural competency by addressing differentiation of instruction to give participants a broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations.

### **Research-Based**

The University of Florida Lastinger Center for Learning improves the quality of teaching, learning, and childcare. We research, develop, and scale equitable educational innovations for adults and children that put all learners on trajectories for lifelong success. Our team of over 100 associates combines research, practice, and policy to improve teaching and learning. We promote learning that is: Competency-based, leading to the demonstration of new knowledge and skills; Technology-enhanced, including personalized and adaptive learning opportunities; Research-informed and validated, shaping the ongoing design and implementation of solutions; Rooted in public-private partnerships, leveraging catalytic philanthropic investments toward sustainable public support.

**Inservice Points: 60 Maximum**



## **Component: 1.013.048**

### **Foundations and Application of Evidence-based Reading Instruction: Blended Competencies 1 & 2**

#### **General Objective**

In Blended Reading Competency 1 and 2, participants will develop a substantive understanding of the six components of reading: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. Participants will apply the principles of explicit, systematic and sequential evidence-based reading instruction and scaffold student learning while integrating the six components of reading. Participants will engage in the systematic problem-solving process to identify students with reading difficulties, including identification of students with characteristics of dyslexia, providing appropriate interventions and conduct effective progress monitoring.

#### **Specific Objectives**

##### **Module 1:**

Understand how the students' development of oral language (i.e., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension. Apply intentional, explicit, systematic and sequential instructional practices for scaffolding development of oral/aural language skills.

Understand that writing enhances the development of oral language. Use word building and writing experiences to enhance oral language (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).

Understand and differentiate 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.

Understand the importance and document opportunities of providing and documenting extended discussion in discerning text meaning and interpretation.

Recognize the importance of English learners' home languages and their significance in learning to read English.

Understand the role of oral language and administer informal and formal assessment, including documentation of results to inform instruction determined by individual student strengths and needs.

##### **Module 2:**

Understand the differences between phonological awareness (e.g., words, syllables, rhymes) and phonemic awareness (phonemes) and that they develop independently from one another.

Understand the role and importance of and apply phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.

Understand evidence-based and multisensory practices and provide opportunities to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters).

Understand and Apply knowledge of 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).

Understand and 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).

Understand that evidence-based phonics and provide instruction that improves phonemic awareness and results in enhanced encoding and decoding skills.

Understand and Apply knowledge of the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonemic awareness.



## **Component: 1.013.048**

Understand and Apply knowledge of evidence-based practices for teaching phonemic awareness to English learners.

Understand the role of and administer phonological awareness informal and formal assessment, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.

### **Module 3:**

Understand and Apply knowledge of the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.

Understand and Apply knowledge of grapheme-phoneme patterns and how they relate to spelling and written expression.

Understand and Apply knowledge of structural analysis and morphology of words.

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).

Understand and Apply knowledge of the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development.

Understand and Apply knowledge of an English learner's home language as a foundation and strength to support the development of phonics in English.

Understand the role of and administer phonics informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

### **Module 4:**

Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension.

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).

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.

Understand how and apply evidence based-practices to develop automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.

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.

Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.

Understand and Apply knowledge of the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency development and reading endurance.

Understand the role of and administer fluency informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

### **Module 5:**

Understand and Apply knowledge of impact of receptive and expressive vocabulary on reading comprehension.

Understand and Apply knowledge of morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.

Identify and Apply knowledge of intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).

Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary.



## **Component: 1.013.048**

Understand how to apply evidence-based reading and writing practices to enhance vocabulary.

Understand how to provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.

### **Module 6:**

Understand and Apply knowledge of the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.

Understand and incorporate instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).

Understand the role of and administer vocabulary informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

Understand that evidence-based oral language and written experiences (i.e., language experiences, dictation, summary writing) facilitate comprehension.

Understand and apply evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).

Understand and apply the varying demands of text on readers' comprehension, including the demands of domain-specific texts.

Understand and provide purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students' capacity for comprehension.

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.

Understand the importance of and provide opportunities for planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.

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.

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).

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.

### **Description of Activities**

Participants will be actively engaged in research-based content designed to develop the participant's knowledge of the reading process. Each module will cover an area of the reading components: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Each module includes investigative activities that define each component, explore best practices, differentiation, and assessment.

### **Evaluation**

The participants will demonstrate mastery at or above an 70% level of all required objectives through multiple activities that may include:

1. Discussion questions
2. Reflection questions
3. Stop and Think activities
4. Lesson plans
5. Quizzes
6. Case studies



## **Component: 1.013.048**

### **7. Summative Assessments**

#### **Follow-up Plan**

The course will be offered as part of an on-going program leading to a state-approved reading endorsement. This course is the first one in the series, which lays the foundational knowledge of reading instruction. Participants will use the knowledge from this course to implement instructional strategies in a culminating supervised practicum. Follow-up will be provided through the on-going support of the program facilitators, reading coaches, and reading resource teachers located at each school site.

#### **Rationale**

The Florida Reading Endorsement Competencies are aligned with evidence-based instructional and intervention strategies grounded in the science of reading. The competencies address identification of the characteristics of conditions such as dyslexia, implementation of evidence-based classroom instruction and interventions including evidence-based reading instruction and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. The elements of Florida's Formula for Success are integrated throughout the Reading Endorsement Competencies by focusing on six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

#### **Research-Based**

Teachers will apply their knowledge of the Reading Endorsement Competency Performance Indicators to support standards-aligned instruction in reading and writing. The course is grounded in the science of reading research. Teachers will understand that all students have instructional needs and apply the systematic problem-solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem-solving process is recursive and ongoing, utilized for effective instructional decision making.

**In-service Points:** 120 Maximum

For Additional Information - Professional Learning



## **Component: 1.014.001**

### **DRIVER EDUCATION WORKSHOP**

#### **General Objective**

To provide instruction to enable driver education teachers to acquire competencies for implementing the state curriculum framework in the area of driver education.

#### **Specific Objectives**

The participant will:

1. Describe the intended program outcomes.
2. Identify the student performance standards.
3. Demonstrate skills for evaluating and selecting instructional materials needed to implement the curriculum framework.
4. Demonstrate skills for assessing and evaluating student achievement.

#### **Description of Activities**

Training will consist of 20 hours of group instruction covering the objectives listed above. Additional instruction will be provided until participants have successfully met the objectives.

#### **Evaluation**

##### **Participant Assessment**

A product evaluation of this program will be conducted to indicate:

1. Increased knowledge and skill of participants as indicated by pre-test and post-test data, successful completion of post-test must be at least 80%.
2. Successful demonstration of knowledge and skills gained by program participants in their regular work setting.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Invite another educator into their classroom to observe and/or assist while select instructional strategies are being used.
2. Visit another teacher and observe and/or assist in instruction using selected strategies.
3. Video/photograph students involved in classroom activities.
4. Examples of participant work.
5. Focused observations by supervisor and peers of implementation strategies.
6. Evidence of the job performance of individuals successful completing the activities identified in this component is gathered.
7. Form coaching teams.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Driver Education



## **Component: 1.015.001**

### **LABORATORY SCIENCE INSTRUCTION (Lab Science)**

#### **General Objective**

The purpose of this training component is to present instruction in laboratory instructional techniques, materials selection and evaluation of laboratory instruction.

#### **Specific Objectives**

The participant will:

1. Determine which course objectives can best be met by laboratory instruction.
2. Select appropriate laboratory strategies to meet course objectives.
3. Identify safety considerations for each laboratory experience and design appropriate safety instructions or activities for each.
4. Effectively organize material for specific laboratory experiences including assembly distribution, maintenance and inventory of all supplies and equipment involved.
5. Effectively manage student behavior in a laboratory setting.
6. Design and use a system to evaluate specific laboratory experiences.
7. Identify laws, regulation and policies regarding laboratory instruction.
8. Design a storage and maintenance system for commonly used equipment and material.
9. Evaluate laboratory and related storage facilities at their school by means of a checklist.
10. Evaluate percentage of total instructional time used in laboratory instruction for a specified course period.

#### **Description of Activities**

Workshop; activities will include demonstrations, curriculum design, small group discussions, laboratory experiences, field trips and audio visual presentations.

#### **Evaluation**

##### **Participants Assessment**

A pre- and post-test will assess achievement of content objectives. Demonstration of process objectives will be assessed by checklists and observation of laboratory instruction. Product objectives will be assessed by means of specified evaluation criteria. Participants must show mastery of 80% of the objectives for credit to be awarded.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow Up Plan**

One or more of the following may be used:

1. Examples of participant work
2. Examples of student work
3. A random sample of participants will be observed or surveyed to determine the implementation of new information
4. Forming coaching teams
5. Attendance at next level of training



**Component: 1.015.001**

**Inservice Points - 60 maximum**

For Additional Information - Supervisor, Secondary Science



## **Component: 1.015.002**

### **CURRENT ISSUES IN SCIENCE**

#### **General Objective**

The purpose of this training component is to provide teachers with information and experiences resulting in an update on current advances and issues in the sciences; demonstrate appropriate methods for presentation of current and controversial issues that arise in the science classroom; and identify sources of information to monitor future developments in the sciences of interest to the science teacher.

#### **Specific Objectives**

The participant will:

1. Identify five current issues in the science area.
2. Devise an appropriate method (activity, demonstration or other presentation) to make students aware of new developments for each issue.
3. Identify periodical sources of information to enable the teacher to "keep current" on each issue.
4. Demonstrate effective methods of handling controversial questions posed by students in classroom simulations.
5. Present a strategy for classroom presentation of the current issues to other teachers in a concurrent session during a pre-planning Inservice workshop.
6. Identify current research trends and research centers associated with the science area.
7. Identify textbook excerpts that have been outdated by current research.
8. Design or select replacement information for textbook excerpts that are outdated.
9. Review new audiovisual materials for current science issues.

#### **Description of Activities**

Workshops will focus on active participation, research, and demonstrations. When college work and conferences can be shown to cover objectives of this component, credit shall be awarded for the portion of the activity related to such objectives.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. Successful completion of tasks during training sessions.
2. Participant will integrate content and strategies into lesson plans or an evaluation instrument.
3. Demonstration of a strategy of skill as observed by peer, subject area leader, site administrator or supervisor.

##### **Component Assessment**

All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

#### **Follow Up Plan**

One or more of the following may be used:

1. Examples of participant work
2. Examples of student work
3. A random sample of participants will be observed or surveyed to determine the implementation of new information
4. Forming coaching teams
5. Attendance at next level of training

#### **Inservice Points - 60 Maximum**

For Additional Information - Middle Grades Science



## **Component: 1.015.003**

### **FLORIDA WILDLIFE**

#### **General Objective**

To provide teachers with information and teaching materials concerning Florida wildlife and their habitats.

#### **Specific Objectives**

The participant will:

1. Report based on field observation on common Florida wildlife and their behavior in their native habitats.
2. Identify appropriate teaching materials about Florida wildlife.
3. Denote types and causes of endangered species in Florida.
4. Denote trends in habitat destruction in Florida.
5. Incorporate information and activities concerning Florida wildlife into existing courses.

#### **Description of Activities**

1. Inservice training in this area will include lecture, discussion, laboratory and field observation.
2. Independent reading and field observation may be used to extend the participants' knowledge beyond the specific concepts covered in the workshop contact time.
3. In some cases materials from wildlife curriculum projects such as project W.I.L.D. or O.B.I.S. will be used to provide teachers with model lessons which they can use with their students.
4. Instructors will include peer teachers, environmental education staff members, professional wildlife personnel or other selected individuals with expertise and training about Florida wildlife.
5. These training sessions may be held at school sites, local parks or in camps and wildlife management areas throughout the state of Florida.
6. Due to the unique nature of wildlife studies, the workshops sessions may extend over several days and nights and involve nocturnal observation as well as daytime studies.
7. Reports and lesson plans prepared by participants will be filed in the environmental education office for use by other teachers.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. A paper and pencil test.
2. Active participation in written products and successful completion of tasks during training sessions.
3. Where the workshop involves the use of professionally prepared materials from wildlife curriculum projects, each participant will be able to demonstrate proficiency in the use of the materials.

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 1.015.003**

### **Follow-Up Plan**

One or more of the following may be used:

1. Reflective journal of strategy use
2. Classroom observation by peer, team leader, subject area leader, site based administrator, instructor or supervisor.
3. Field observation by peer, team leader, subject area leaders, instructor or supervisor.
4. Attendance at next level of training.
5. Formation of users groups/coaching and feedback groups.

### **Inservice Points - 60 maximum**

For Additional Information contact the General Supervisor of Middle School Education



## **Component: 1.015.004**

### **INTEGRATING ENVIRONMENTAL EDUCATION INTO SUBJECT AREA INSTRUCTION (Elementary, Middle and High School)**

#### **General Objectives**

To enable teachers to obtain or improve professional competencies and implement best practices in using environmental education concepts, ideas, skills and techniques in a variety of subject areas.

To provide experience and practice in identifying environmental educational opportunities in daily instructional programs.

#### **Specific Objectives**

The participant will:

1. correlate the content and course requirements provided in the Sunshine State Standards and Florida DOE course Descriptions for their individual disciplines or grade levels with environmental concepts, ideas, skills and techniques;
2. identify areas in their textbooks which emphasize concepts, ideas, skills and techniques;
3. develop or modify lesson plans which reinforce various discipline areas while teaching environmental concepts, ideas, skills and techniques;
4. integrate state laws and initiatives with regard to environmental education into classroom and field instruction;
5. plan and present environmental lessons in a manner congruent with the Florida Curriculum Framework for the appropriate subject areas and current best practices;
6. evaluate student achievement using traditional and alternative assessments that are congruent with the Florida Curriculum Framework. Incorporate research findings and interpretations applicable to the Florida Curriculum Framework provided by DOE.
7. recognize interdisciplinary connections between various disciplines and environmental education;
8. adapt environmental education instruction to meet the needs of different student populations in a variety of class settings classes;

#### **Description of Activities**

Training activities may address one or more of the specific objectives. Modes of delivery may include lecture, demonstration, AV presentation, discussion, group work, experiential learning, interactive lecture, individual and group activities and assignments and individual activities.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. A paper and pencil test
2. Active participation in written products and successful completion of tasks during training sessions.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 80% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 1.015.004**

### **Follow Up Plan**

One or more of the following may be used:

1. Reflective journal of strategy use
2. Classroom observation by peer, team leader, subject area leader, site based administrator, instructor or supervisor.
3. Field observation by peer, team leader, subject area leader, instructor or supervisor.
4. Attendance at next level of training
5. Formation of users groups/coaching and feedback groups.

### **Inservice Points - 30 maximum**

For Additional Information - Supervisor, Environmental Education



## **BIOLOGICAL SCIENCES UPDATE**

### **General Objective**

To provide biology and life science teachers with research information, laboratory skills and a content background to understand recent advances in the biological sciences.

### **Specific Objectives**

The participant will:

1. Recognize current research in molecular biology and its impact on technology.
2. Recognize new laboratory instrumentation procedures and techniques that have application to molecular biology.
3. List laboratory instrumentation, techniques, procedures and safety procedures.
4. Identify specific common and endangered flora of the Tampa Bay area.
5. Identify factors which contribute to botanic endangerment.
6. Identify dangers of exotic plant encroachment on native species.
7. Recognize examples of the major type of human cancers, their causes and current therapy.
8. Recognize physiological and anatomical changes characteristic of selected major cancers of the human systems.
9. Describe life style changes dictated by recent cancer research.
10. Discuss environmental causes of various cancers.
11. Describe those cancers specially related to Florida environmental conditions.
12. Apply statistical techniques to epidemiological problems involving cancers.
13. List laboratory instrumentation, techniques, procedures, and safety procedures related to cancer research and treatment.
14. Describe new laboratory instrumentation procedures and techniques that have application to medical sciences and cancer research.
15. Describe ethical considerations of animal research and animal preserves.
16. Explain changes in examples of local population on the basis of the Hardy-Weinberg equilibrium.
17. Identify areas of ecological concern in the Tampa Bay area.
18. Discuss implications of new biological technologies and their industrial applications on society.
19. Discuss economic implications of new biological technologies and their industrial applications on education and society.
20. Identify new research trends in animal anatomy, physiology, and behavior.
21. Describe public health practices for minimizing the incidences of several cancers.
22. Describe characteristics of pseudoscientific claims for cancer "cures", "quack" therapy.
23. Describe genetic research dealing with chromosomal markers for susceptibility to specific types of cancer.
24. Receive background information and training in the safe effective use of gel electrophoresis apparatus.
25. Receive background information and training in the safe and effective use of interface devices to record light level, respiratory rate, and temperature.
26. Recognize the mechanisms of the antigen-antibody reactions and other immune responses.
27. Identify current research in immunology and its impact on medical technology.
28. Describe symptoms, causes and treatment of immune deficiency diseases both genetic and acquired.
29. Describe mechanisms of immuno-suppression resulting from chemotherapy.
30. Discuss implication of bone marrow transplantation as a therapeutic treatment for various types of immune disorder.

### **Description of Activities**

Lecture, lecture-demonstration, an audio visual presentations will introduce and supplement hands-on laboratory activities and computer work. School, university and industrial laboratories and field sites will all be settings for these activities.



## **Component: 1.015.005**

### **Evaluation**

#### **Participant Assessment**

A pre and post test format will be utilized for part (75%) of the component evaluation. Design and presentation of an original technological laboratory will constitute the additional (25%) product evaluation.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

One or more of the following may be used:

1. Examples of participant work
2. Examples of student work
3. A random sample of participants will be observed or surveyed to determine the implementation of new information
4. Forming coaching teams
5. Attendance at next level of training

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Secondary Science



## **Component: 1.015.010**

### **SCIENCE RESEARCH**

#### **General Objective**

To provide science teachers with opportunities to develop skills necessary to assist their students in participating in individual science research projects.

#### **Specific Objectives**

The participant will:

1. Assist students in selecting and refining a topic for an individual science research project.
2. Present practical examples of each step of the scientific method.
3. Critique experimental design and develop strategies for group critique of experimental design of student projects.
4. Present content related to statistical treatment of data including those for computers and graphing calculator.
5. Design student activities to support achievement of state and national standards for science research.
6. Present examples of effective data display.
7. Identify and demonstrate appropriate safety training for individual science research topics.
8. Identify and demonstrate appropriate experimental techniques for individual science research topics.
9. Critique the substantiation of conclusions by recorded data.

#### **Description of Activities**

Participants will participate in:

1. Small group discussions for the purpose of achieving objectives 1, 2, 3, and 9.
2. Visual critique of sample projects for the purpose of achieving objectives 3, 6, and 9.
3. Design of student activities for achieving objectives 2, 4, 5, and 7.
4. Small group hands-on laboratory instruction for objectives 7 and 8.

#### **Evaluation**

##### **Participant Assessment**

Each participant will:

1. Write a critique of a sample student project including experimental design, data display and substantiating conclusions.
2. Demonstrate selected safety and experimental techniques.
3. Produce student activities to accomplish state standards for research.
4. Evaluation of student qualifying paperwork.

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 1.015.010**

### **Follow Up Plan**

One or more of the following may be used:

1. Examples of participant work
2. Examples of student work
3. A random sample of participants will be observed or surveyed to determine the implementation of new information
4. Student work deemed eligible for competition
5. Attendance at next level of training

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Secondary Science



## **Component: 1.015.011**

### **EARTH SCIENCES UPDATE**

#### **General Objective**

To provide earth sciences, ecology and marine biology teachers with rigorous content information, problem solving skills, laboratory instrumentation and field study techniques related to selected topics in the earth sciences.

#### **Specific Objectives**

The participant will:

1. Recognize content information related to Florida hydrology with emphasis on the Florida environment and appropriate Standards of Excellence in earth sciences at his or her teaching grade level.
2. Develop problem solving skills in the earth sciences related to topography, and the physical principles underlying geology and hydrology.
3. Develop knowledge of instrumentation and data gathering techniques used in the earth sciences.
4. Identify "leading edge" research topics involving new technologies in the earth sciences, including societal and economic impact.
5. Design a short term research project related to selected earth science topics of their choice.
6. Identify hydrologic principles operant in the Florida hydrologic cycles.
7. Construct scientific models illustrating hydrological concepts such as water crop, water table and salt water intrusion.
8. Observe thin sections to identify igneous rocks likely to contain petroleum.
9. Observe thin sections to identify metamorphic rocks likely to contain petroleum.
10. Observe thin sections to identify sedimentary rocks likely to contain petroleum.
11. Observe core samples of various coastline geologic features and relate them to past geologic events.
12. Describe the concept of sea level cycle and how they related to past geologic event.
13. List possible causes of past mass extinction's and the implications of the cretaceous/tertiary boundary.
14. Describe major events in the past geological history of Florida.
15. Describe major features of local Karst terrain and local issues of related environmental geology.
16. Describe major concepts of volcanism.
17. Describe various plate tectonics theories.
18. Describe recent developments regarding the pace of evolutionary changes as found in the fossil record.
19. Classify various vertebrate fossil models to describe past local environments.
20. Utilize a dichotomous key to classify found fossil sharks teeth.
21. Describe various terms related to Central American volcanism: lahar and nuee ardente.
22. Describe physical processes magma undergoes before reaching the surface.
23. Describe various theories regarding extinction of the dinosaurs.
24. Place various eras on the geologic time chart.
25. Recognize how sediments are utilized to study past geological events.
26. Recognize data collection device used for the earth's magnetic field.
27. Recognize the importance of fresh water stream deposition in the formation of vertebrate fossils.
28. Explain the various types of radioactive dating technique and sources of error for each.
29. Identify index fossils for various geological time periods.
30. Recognize that most graduate geologists are employed by the petroleum and mining industries.

#### **Description of Activities**

Objectives will be accomplished through lectures, discussion, demonstrations, both laboratory and field, data gathering activities in both field and laboratory and construction of a teaching unit. The teaching unit will include: advanced organizers, test reference from county adopted texts or supplemental materials, lecture outline, discussion questions, problems, an original laboratory activity or investigation, school library and film references and an evaluation of all teaching unit activities.



## **Component: 1.015.011**

### **Evaluation**

#### **Participant Assessment**

Each participant will take an objective test on concepts covered in earth sciences. The criteria for successful completion will be 80%.

Each participant will construct a teaching unit to be evaluated by written criteria. Overall evaluation will be 75% from objective test and 25% from teaching unit.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

One or more of the following may be used:

1. Examples of participant work
2. Examples of student work
3. A random sample of participants will be observed or surveyed to determine the implementation of new information
4. Forming coaching teams
5. Attendance at next level of training

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Secondary Science



## Component: 1.015.013

### MIDDLE SCHOOL SCIENCE

#### General Objectives

To train teachers in life and earth science content appropriate to the middle school level. To train teachers in techniques and strategies that are effective in developing an investigative approach to science instruction.

#### Specific Objectives

The participant will:

1. Demonstrate how selected M/J science content course objectives can best be met by laboratory instruction.
2. Demonstrate appropriate laboratory strategies to meet minimum science standards and M/J science course objectives.
3. Identify safety considerations for each laboratory setting.
4. Effectively organize material for specific laboratory experiences including assembly, distribution, maintenance and inventory if all supplies and equipment involved.
5. Demonstrate proper techniques for successful utilization of plant materials in the laboratory.
6. Demonstrate computer literacy in the use and evaluation of several classroom and laboratory software applications.
7. Demonstrate knowledge of the content and instructional steps necessary to complete a scientific investigation.
8. Develop a laboratory unit of instruction for a content area in middle grade science including possible interdisciplinary approaches.
9. Utilize laboratory techniques to develop critical thinking in middle grade students.
10. Demonstrate proper techniques for successful maintenance of live animals including humane considerations.
11. Demonstrate knowledge in life sciences necessary to teach concepts and topics found at the middle grade level:
  - a. organisms
  - b. populations
  - c. ecosystems
  - d. communities
12. Demonstrate knowledge in earth sciences necessary to teach concepts and topics found at the middle grade level:
  - a. weather
  - b. geology
  - c. rocks and minerals
  - d. water
13. Identify environmental education field studies appropriate to the middle grade level.
14. Demonstrate "on-site" field teaching techniques.
15. Outline the logistical requirements of field trips including equipment, transportation, chaperones and group organization.
16. Field-test laboratory units designed for their students.
17. Use quantitative field and laboratory techniques to study and analyze various marine terrestrial field sites throughout the area.
18. For each of three Florida communities, describe selected physical factors:
  - a. relative humidity
  - b. soil characteristics
  - c. available sunlight
  - d. available water
  - e. elevation
19. Recognize the locations of the three communities with respect to each other and explain why this situation exists.
20. Describe how succession can occur in the mangrove and pine flatwood communities to yield different types of communities over time.
21. Identify areas of ecological concern in Tampa Bay.
22. Identify impact of industry on the geology and related economy.
23. Identify new research trends in animal anatomy, physiology and behavior.
24. Develop laboratory and field techniques for the study of local fauna.
25. Describe ethical considerations of animal research and animal preserves.



## **Component: 1.015.013**

26. Recognize content information related to Florida hydrology with emphasis on the Florida environment.
27. Identify hydrologic principles operating in the Florida hydrologic cycles.
28. Denote types and causes of endangered species in Florida.
29. Denote trends in habitat destruction in Florida.
30. Incorporate information and activities concerning Florida wildlife into existing courses.

### **Description of Activities**

Activities will include: lecture-demonstration, computer assisted instruction, audio visual presentation, assigned readings, discussion, and laboratory and field experiences, problem solving and construction of a teaching unit.

### **Evaluation**

#### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. Successful completion of tasks during training sessions.
2. Participant will integrate content and strategies into lesson plans or an evaluation instrument.
3. Demonstration of a strategy of skill as observed by peer, subject area leader, site administrator or supervisor.

#### **Component Assessment**

All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

### **Follow Up Plan**

One or more of the following may be used:

1. Examples of participant work
2. Examples of student work
3. A random sample of participants will be observed or surveyed to determine the implementation of new information
4. Forming coaching teams
5. Attendance at next level of training

#### **Inservice Points - 60 Maximum**

For Additional Information - Middle Grades Science



## **Component: 1.015.014**

### **ENVIRONMENTAL EDUCATION TOPICS (Env Ed Topics)**

#### **General Objective**

To give K-12 teachers, resource teachers, supervisors and others knowledge of selected local and global environmental topics and to provide resource material and instructional techniques for use in the classroom.

#### **Specific Objectives**

The participant will:

##### ***Water***

1. Explain the basic hydrology of Florida.
2. Discuss at least three water resource problems facing Florida.
3. Outline how the water resources in our area are managed.
4. Identify the water related issues facing Lake Okeechobee and Lake Apopka.
5. Analyze the problems facing the Everglades.
6. Describe how potable water and waste water move through our community.
7. Define channelization.
8. Discuss the Kissimmee River Restoration Project.
9. Describe at least three basic components of water chemistry.
10. Identify at least three agencies that provide water resource educational materials.
11. Discuss water conservation.
12. Implement and evaluate instructional activities that focus on water resources and their conservation.

##### ***Land Use***

13. Explain the use of wildlife corridors.
14. Correlate the loss of land resources with loss of wildlife.
15. Identify local agencies instrumental in making land use decisions.
16. Discuss the county's Comprehensive Plan.
17. Locate within their communities various land use patterns.
18. Implement and evaluate instructional activities that focus on land use.

##### ***Energy***

19. Identify the sources of Florida's energy resources.
20. Explain the global distribution of energy resources.
21. Discuss energy conversion technologies.
22. Discuss renewable energy technologies.
23. Describe energy conservation techniques.
24. Describe technologies for increasing energy efficiency.
25. Discuss the environmental consequences of energy production and use.
26. Evaluate future energy options.
27. Implement and evaluate instructional activities that focus on energy production, use and conservation.



## **Component: 1.015.014**

### ***Xeriscaping***

28. Describe the flow of energy through a natural system.
29. Define native plants.
30. Identify at least ten native plants.
31. Discuss the adaptations of specific native plants.
32. Define Xeriscape.
33. Define exotic species.
34. Discuss the problems caused by exotic species.
35. Compare and contrast the use of native plants versus non-native plants in landscaping.
36. List at least three characteristics of native plants.
37. Explain the importance of native plants to wildlife.

### ***Florida Wildlife***

38. List at least five animals unique to Florida.
39. Identify selected species of amphibian, reptiles, birds and mammals.
40. Discuss why certain native animal species are endangered.
41. Explain the life history of at least one local animal.
42. Describe the relationships between certain native animals (i.e., indigo snake and gopher tortoise).
43. Discuss the important features of at least three Florida ecosystems.
44. Describe the interconnections in one aquatic and one terrestrial ecosystem.
45. Explain the economic value of one of these ecosystems.
46. Utilize selected ecosystems as field teaching sites.

### ***Solid Waste/Recycling***

47. Explain the status of the counties recycling program.
48. Outline the main features of the state's recycling legislation.
49. Identify at least three materials that are currently recyclable.
50. Evaluate the pros and cons of mandatory recycling.
51. Describe an integrated solid waste management system.
52. Discuss the pros and cons of waste-to-energy system.
53. Implement and evaluate instructional activities on selected environmental topics using materials provided in the workshop.

## **Description of Activities**

Workshop sessions will focus on one or more of the major topics. Each session would be at least six hours in length. At each session, lectures using audio visual aids would be given by environmental specialists and experts in the various topical areas. Sessions include field trips when appropriate. Sessions include hands-on activity components where teachers try out a variety of instructional materials and brainstorm on its use in the classroom. The workshop series format allow teachers to choose the topics an sessions that most interested them. Inservice points would be awarded based upon the number of sessions attended.

## **Evaluation**

### **Participant Assessment**

One or more the following forms of evaluation will be used:

1. A paper and pencil test.
2. Active participation in written products and successful completion of tasks during training sessions.

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 80% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 1.015.014**

### **Follow-Up Plan**

One or more of the following may be used:

1. Reflective journal of strategy use.
2. Classroom observation by peer, team leader, subject area leader, site based administrator, instructor or supervisor.
3. Field observation by peer, team leader, subject area leader, instructor or supervisor.
4. Attendance at next level of training.
5. Formation of user groups/coaching and feedback groups.

### **Inservice Points - 60 maximum**

For additional information contact the General Supervisor of Middle School Education



## **Component: 1.015.022**

### **HIGH SCHOOL SCIENCE CURRICULUM IMPLEMENTATION (Science Curriculum)**

#### **General Objective**

To provide high school science teachers with the skills and content knowledge necessary to successfully implement a new science curriculum.

#### **Specific Objectives**

High School science teachers will learn and practice skills essential for all students to meet the Sunshine State Standards in Science through the implementation of a new science curriculum. After acquiring content and methodology, participants will plan with school team members to design an implementation plan for the new curriculum in their school.

The participant will:

1. Acquire content knowledge based on the Sunshine State Standards in Science and National Science Standards embedded in the new science curriculum.
2. Acquire reading in the content skills necessary for effective student use of new curriculum materials.
3. Exhibit proficiency in use of technology based ancillary materials.
4. Exhibit proficiency in laboratory instructional techniques appropriate for the new curriculum including safety, grouping strategies, measurement and inquiry skills.
5. Acquire a repertoire of best practices designed to increase student achievement in all segments of the student population.
6. Exhibit proficiency in design of student assessment instruments, Science FCAT testing formats and interpretation of student assessment data.

#### **Descriptions of Activities**

1. Review of district curriculum guides and congruence between curriculum, instruction and assessment.
2. Demonstration and practice activities using new curriculum materials in the classroom and laboratory, including safety concerns, features of the student text, teacher support materials and related technology.
3. Analysis of disaggregated student data and its application to improvement of instruction.
4. Formulation of school level plans for implementation of new curriculum, including a calendar of activities, accommodations for special needs students, needed materials and organization of duties within the team.
5. Formulation of a school level program assessment with appropriate checkpoints and opportunities for feedback.

#### **Evaluation**

Participant Assessment - Participants will complete a written pre-workshop assessment. Participants will work as a school team to present a plan for implementation of the new curriculum at their school site. Workshop participants will score each plan based on criteria developed in the workshop. This plan will also be presented to the science department, its chairman, and the school APC.

#### **Component Assessment**

A written evaluation of the workshop activities will be conducted at the end of each training session in accordance with established professional learning guidelines using the Course and Instructor Opinionnaire Instructional Evaluation.

#### **Follow-Up Plan**

Each school team will meet monthly to assess actual school progress compared to the teams proposed implementation calendar, as well as review 9-week and semester student data and teacher feedback. End of year assessments will be reviewed during preplanning of the following year to direct instructional changes



**Component: 1.015.022**

**Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Secondary Science



## **UPSCALING MY ELEMENTARY SCIENCE EXPERTISE 3 (Physical Science)**

### **General Objective**

To provide elementary educators with the opportunity to expand their scientific knowledge and understanding of concepts as well as the misconceptions that adults and students hold. The Sunshine State Standards A, The Nature of Matter, B, Energy, and C, Force and Motion, will be the main topics of study.

### **Specific Objectives**

The participant will demonstrate knowledge of and competency in:

1. Understanding the nature, properties and states of matter.
2. Combining matter knowing the similarities and differences in physical and chemical changes.
3. Solving problems related to physical science topics including, where appropriate, the use of statistics and other mathematical analysis techniques, measurement of energy transfer and measure the gain and loss of energy.
4. The physical science topics as related to force and motion.
5. Investigating instrumentation techniques for data gathering related to physical sciences topics in the Sunshine State Standards A, B, and C.
6. Designing and conducting a short-term research project related to selected physical science topics.

### **Descriptions of Activities**

1. Objectives will be accomplished through lectures, discussions, demonstrations, laboratory data-gathering activities, experimental design and use of scientific equipment.
2. Participants will solve inquiry-based problems using skills of a scientist as in Sunshine State Standard H; the Nature of Science.

### **Participant Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Each participant will take an objective test on concepts covered in the physical sciences including laboratory techniques. The criteria for successful completion will be 80%.
3. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up**

One or more of the following may be used:

1. Examples of participant work.
2. Examples of student work.
3. A random sample of participants will be observed or surveyed to determine the implementation of new information.
4. Forming coaching teams.
5. Follow-up letter to administration will be sent with the course objectives and expected outcomes.
6. Participants will use the mail conference on IDEAS and receive additional mentoring as requested.

### **Inservice Points - 60 Maximum**

For Additional Information - Elementary Science Supervisor



## **Component: 1.015.026**

### **Next Generation Sunshine State Standards (NGSSS) Science Content Training K-12**

#### **General Objective**

These courses are designed to enhance the content-specific knowledge and skills of teachers of K–12 science. This will enable them to more effectively deliver the Next Generation Sunshine State Standards. Courses will cover topics in nature of science, earth and space science, physical science, and life science. Courses are designed for teachers new to science as well as experienced science teachers. Participants demonstrate a deeper conceptual understanding and higher level application of the science in the NGSSS.

#### **Specific Objectives**

These courses will help science teachers to:

1. Effectively implement the NGSSS in science classrooms.
2. Facilitate students' richer conceptual understanding of science.
3. Connect their enhanced understanding of the subject matter and the content expectations of the NGSSS
4. Recognize vertical connections as topics build and grow from grade level to grade level.
5. Identify misconceptions, question and clarify current understanding
6. Communicate subject matter ideas using various representations, models or forms.
7. Reach and justify drawn conclusions or generalizations
8. Enhance their scientific literacy (i.e. listening, speaking, reading, writing & interpreting)
9. Provide students' opportunities to learn subject matter through an inquiry process.

#### **Description of Activities**

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include:

1. Inquiry based learning
2. Reading of professional articles
3. Hands-on conceptual modeling
4. Small and large group discussion
5. Journaling

#### **Evaluation**

Evaluation of individual courses will consist of instructor analysis of journals and/or content knowledge checks, informal observation of participant's conceptual growth and participant self-reflections and evaluations. In addition, participants may be asked to submit lesson plans and student work samples to determine their effectiveness in implementing NGSSS as modeled in courses.

#### **Follow-Up**

Courses will continue throughout the school year to build upon and clarify concepts developed in previous courses or parts of the same course.

#### **Rationale**

The NGSSS in science were developed from the National Science Education Standards. These standards are based on current research findings showing the need for the development of scientific knowledge based on concrete, inquiry



## **Component: 1.015.026**

experiences that lead to the abstract ideas of higher science. The NGSSS shift teachers' instruction from memorization of facts to facilitating student's development of their own scientific ideas and patterns. These courses are designed to enhance the teacher's understanding of how this new method of instruction should be used on a daily basis.

### **Research-Based**

The NGSSS were developed from standards for science education published by the American Association for the Advancement of Science. Science standards used data and related research from TIMMS and NAAP.

### **Best Practices**

Courses in science incorporate the Five E Model and develop concepts and knowledge through experimentation and learner directed instruction.

### **Inservice Points: 60 maximum**

Information contact Science Supervisor



## **Component: 1.016.001**

### **SECONDARY SUBJECT AREA TRAINING (Middle and High School)**

#### **General Objective**

To orient secondary subject area personnel in curriculum changes and/or local, state or federal laws, regulations and guidelines related to programs currently implemented and/or programs to be implemented in the district.

#### **Specific Objectives**

Participant will be able to:

1. demonstrate knowledge of countywide curriculum objectives and/or state standards in a specific subject area or program.
2. demonstrate instructional materials and resources available in the subject area.
3. explain legal liability and responsibility.
4. demonstrate classroom management and human relations techniques.
5. demonstrate specialized equipment – its purpose and safe operation.
6. interpret and analyze test results.
7. demonstrate other skills and knowledge, which may be identified as new (changes) and necessary to implement and/or continue, and existing program in the district.

#### **Description of Activities**

Workshop sessions will be scheduled to cover no more than three objectives at any given session. Each session will be conducted by a certified teacher, supervisor, or consultant. Modes of delivery may include experiential learning, individual, and group activities.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

- a. Post assessment of information gained 90% of all participants show increased knowledge on at least 80% of the objectives.
- b. Demonstration of strategy or skill as observed by peer, department head, site administrator or supervisor.

##### **Component Assessment**

One or more of the following will be used:

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objective.

#### **Follow Up Plan**

One or more of the following may be used:

1. Reflective journal/self-assessment
2. Sample lesson plans
3. Samples of student work

#### **Inservice Point: 60 maximum**

For additional information contact the Supervisor of Secondary or Middle School Social Studies



## **Component: 1.016.002**

### **BEST PRACTICES IN TEACHING SECONDARY SOCIAL STUDIES (Middle and High School)**

#### **General Objective**

To enable teachers to obtain or improve professional competencies and implement best practices in their social studies classes.

#### **Specific Objectives**

Participants will be able to:

1. describe the content and course requirements provided in the Sunshine State Standards and Florida DOE Course Descriptions for middle and high school social studies courses.
2. integrate state laws and mandates with regard to social studies.
3. plan and present lessons in a manner congruent with the Florida Curriculum Framework for social studies and current best practices.
4. evaluate student achievement using traditional and alternative assessments that are congruent with the Florida Curriculum Framework.
5. incorporate research findings and interpretations applicable to the Florida Curriculum Framework provided by DOE.
6. recognize interdisciplinary connections between social studies courses and other instructional areas.
7. adapt instruction to meet the needs of various student populations in social studies classes.

#### **Description of Activities**

Training activities may address one or more of the specific objectives. Modes of delivery may include lecture, demonstration, AV presentation, discussion, group work, and individual activities.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

- a. Written products/paper and pencil test
- b. Classroom observation using a standardized observation instrument.

##### **Component Assessment**

- a. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
- b. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

One or more of the following may be used:

1. Reflective journal of strategy use
2. Sample lesson plans
3. Samples of student work
4. Observation feedback by peer, department head or site administrator

#### **Inservice Points: 60 points maximum**

For additional information contact: Supervisor of Secondary or Middle School Social Studies.



## **Component: 1.016.003**

### **ECONOMIC EDUCATION**

#### **General Objective**

To provide teacher Inservice training in how to plan, develop, and produce appropriate economic education curriculum materials, classroom projects, and teaching methods.

#### **Specific Objectives**

The participant will:

1. Describe the Free Enterprise, Consumer, Economic Education Act of 1975 (Revised) and its implications for teaching in the public schools.
2. Develop a plan for the implementation of Free Enterprise, Consumer, and Economic Education in the classroom.
3. Produce appropriate curriculum materials to implement the plan.
4. Plan a classroom project for Free Enterprise, Consumer or Economic Education.

#### **Description of Activities**

Workshops may include lecture, seminars, large and small group directed instruction, and work sessions.

#### **Evaluation**

##### **Participant Assessment**

The participant will:

1. Demonstrate increased competency on at least 80% of the workshop content on written pre- and post-assessment.
2. Produce a product (plan, materials, project, or method) related to the objectives which meets 80% of objective criteria.
3. Implement a Free Enterprise, Consumer, Economic Education curriculum in the classroom which meets at least 80% of the criteria on a checklist completed by another teacher, curriculum specialist or administrator.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Application activities in the work setting may include the following:

1. Apply economic concepts to the classroom setting.
2. Coach colleagues at the school site to integrate economics into the curriculum.
3. Perform demonstration lessons at the school site.
4. Submit an economic project for the Superintendent's or Governor's Awards.
5. Coach a team of 5th graders in the E-Team competition.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Economic Education



## **Component: 1.016.007**

### **MIDDLE SCHOOL SOCIAL STUDIES**

#### **General Objective**

To enable middle school social studies teachers to obtain or improve professional competencies.

#### **Specific Objectives**

The participant will:

1. Describe the content and course requirements provided in the Sunshine State Standards and Florida DOE Course Descriptions for middle school social studies courses.
2. Integrate state laws and mandates with regard to social studies themes.
3. Use knowledge base on characteristics of early adolescents to design curriculum and/or select appropriate instructional strategies for middle school social studies.
4. Explore effective social studies instructional practices for middle school students including: experiential learning, interdisciplinary instruction, cooperative learning, heterogeneous grouping, addressing controversial issues, and performance-based assessment.
5. Evaluate student achievement with traditional and alternative assessment.
6. Cite research findings and interpretations applicable to teaching social studies at the middle grades.
7. Recognize interdisciplinary connections between social studies courses and other instructional areas.
8. Plan and present lessons in manner congruent with the Florida Curriculum Framework for Social Studies and current best practices.
9. Identify and use effective strategies for teaching social studies.
10. Adapt instruction to meet the needs of all learners in social studies.

#### **Description of Activities**

Training activities may address one or more of the specific objectives. Participants will receive instruction via lectures, demonstrations, AV presentation, discussion, group work, and individual assignments.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. A written test
2. Active participation in written products and successful completion of tasks during training session

##### **Component Assessment**

One or more of the following will be used:

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgement will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 1.016.007**

### **Follow-Up Plan**

One or more of the following will be used:

1. Reflective journal of strategy use.
2. Classroom observation by peer, subject area leader, sites based administrator or supervisor.
3. Examples of student work.
4. Attendance at next level of training.
5. Formation of users groups/coaching and feedback groups

### **Inservice Points - 60 points Maximum**

For Additional Information - Supervisor, Middle School Social Studies



## **Component: 1.016.008**

### **ELEMENTARY SCHOOL SOCIAL STUDIES (Elementary Social Studies)**

#### **General Objective**

To enable elementary teachers to obtain or improve professional competencies in the area of social studies

#### **Specific Objectives**

The participant will:

1. Understand the content provided in the Sunshine State Standards for elementary social studies.
2. Integrate state laws and mandates with regard to social studies themes.
3. Explore effective social studies instructional practices for elementary school students including: experiential learning, interdisciplinary instruction, cooperative learning, addressing controversial issues, and performance-based assessment.
4. Recognize interdisciplinary connections between social studies and other instructional areas.
5. Identify and use effective strategies for teaching social studies.
6. Adapt instruction to meet the needs of all learners in social studies.

#### **Description of Activities**

Training activities may address one or more of the specific objectives. Participants will receive instruction via lectures, demonstrations, AV presentation, discussion, group work, and individual assignments.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. A written test
2. Active participation in written products and successful completion of tasks during training session
3. Group discussions
4. Presentations

##### **Component Assessment**

One or more of the following will be used:

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgement will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 1.016.008**

### **Follow-Up Plan**

One or more of the following will used:

1. Reflective journal of strategy use.
2. Classroom observation by peer, sites based administrator or supervisor.
3. Examples of student work.
4. Attendance at next level of training.
5. Formation of users groups/coaching and feedback groups

### **Inservice Points - 60 points Maximum**

For Additional Information - Supervisor, Elementary School Social Studies



## **Component: 1.016.011**

### **INTERACTIVE INSTRUCTION FOR THE ELEMENTARY SOCIAL STUDIES CLASSROOM (Inst Elem Social Studies)**

#### **General Objective**

To provide teachers with a variety of research based strategies that actively engage students in the learning process of social studies content.

#### **Specific Objectives**

1. Describe the research that is the foundation of the effectiveness of interactive instruction.
2. Demonstrate the use of visual discovery activities.
3. Demonstrate the use of skill builder activities to actively engage students.
4. Demonstrate the use of experiential exercises to actively engage students.
5. Demonstrate techniques that involve all students in discussions of complex issues.
6. Demonstrate cooperative group work strategies in mixed ability classrooms.
7. Demonstrate use of interactive student notebooks to encourage students to use critical thinking skills to organize and process information.

#### **Descriptions of Activities**

Training sessions will be scheduled to address from 1 to 6 objectives depending upon the level & focus of the training. Modes of delivery may include experiential learning, interactive lecture, individual and group activities and assignments.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

- a. A paper and pencil test.
- b. Active participation in written products and successful completion of tasks during training sessions.

##### **Component Assessment**

One or more of the following forms of evaluation will be used:

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

One or more of the following may be used:

1. Reflective journal of strategy use.
2. Classroom observation by peer, mentor, site based administrator, or supervisor.
3. Examples of student work.
4. Attendance at next level of training.
5. Formation of users group/coaching and feedback group.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Elementary Social Studies



## **Component: 1.017.001**

### **WRITING WORKSHOP**

#### **General Objectives**

To inform teachers of recent research on teaching writing and demonstrate how findings may be translated into classroom practice.  
To provide an intense writing experience so that teachers may upgrade their own writing skills.

#### **Specific Objectives**

1. Develop positive attitudes toward personal writing and the teaching of writing.
2. Discuss recent research in teaching writing and describe how findings may be translated into classroom practice.
3. Connect reading and writing by using literature to demonstrate an author's use of writing strategies.
4. Recognize that writing is a recursive process including the following steps: prewriting, drafting, revising, editing, and publishing.
5. Use strategies to generate ideas for writing (e.g., brainstorming, mapping, webbing, clustering).
6. Vary writing for different audiences (e.g., self, peers, teachers, public).
7. Write in various genre (e.g., poetry, prose, short fiction, expository, narrative, and persuasive).
8. Write for personal, creative, and academic purposes (content areas).
9. Use the Writer's Workshop model incorporating modeled, shared, interactive, and guided/independent writing.
10. Recognize and manipulate elements of effective writing: focus, organization, support, and conventions.
11. Analyze student writing to assess strengths and weaknesses in order to plan instruction.
12. Develop proficiency in applying the fourth grade Florida Writes! rubric and the second grade Hillsborough Writes! rubric to score student writing.
13. Use critical thinking skills to organize and revise writing.
14. Use sentence combining techniques to vary sentence length and structure.
15. Analyze and respond to the elements of style (e.g., precise word choices, vocabulary expansion, elaboration, details, figurative language, effective leads and conclusions, and voice).
16. Proofread writing to correct mechanics and usage.
17. Conference with writers to provide specific feedback, suggest alternatives, and reinforce effective writing techniques.
18. Teach students to share writing and respond appropriately to one another.
19. Apply all foregoing skills to the planning and implementation of writing instruction.

#### **Description of Activities**

Participants will receive instruction in recent research findings and current theories of instruction via lectures and interactive learning. They will also receive group instruction and participate in individual and group activities related to the topics listed above. They will see the specific writing strategies demonstrated and have the opportunity to apply the techniques to their own and peers' writing. Classroom tested activities will be demonstrated and discussed.

#### **Evaluation**

##### **Participant Assessment**

Each participant will complete exit cards stating new writing strategies and how they will be implemented in their classroom.

Third, fourth, and fifth grade teachers attending the Florida Writes! rubric training will demonstrate 85% mastery on the CD ROM post-test.

Second grade teachers attending the Hillsborough Writes! rubric training will demonstrate 80% mastery on the post-test.



## **Component: 1.017.001**

### **Component Assessment**

1. All participants will complete opinionates to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgement will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.
3. Additional program evaluation may be conducted to determine the extent to which the program is being used in the schools, changes in students' writing and/or attitudes, and changes in teachers' attitudes resulting from program participation.

### **Follow-Up Plan**

1. Participants will develop a writing lesson plan and share it at their school sites.
2. Participants will demonstrate a writer's workshop lesson in the classroom setting in a reciprocal coaching format using the writing observation checklist.
3. Participants will share the writing strategies they learned from the training with the faculty at their school site.

### **Inservice Points – 60 Maximum**

For Additional Information: Supervisors, Elementary Language Arts/Reading



## **Component: 1.700.001**

### **METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL Methods)**

#### **General Objective**

Participants will identify and apply major ESOL methodologies and approaches in the teaching of limited English proficient students.

#### **Specific Objectives**

The participant will:

1. Distinguish between the acquisition of language arts skills in the English for Speakers of Other Languages and in the English program for native speakers.
2. Match instructional approaches with language learning theories.
3. Apply essential strategies for developing listening skills.
4. Apply essential strategies for developing speaking skills.
5. Apply essential strategies for developing reading skills.
6. Apply essential strategies for developing writing skills.
7. Recognize contributions of major leaders in the field of ESOL methodology.
8. Develop applications of the major ESOL methodologies and approaches in relation to the various needs of LEP students, e.g., language proficiency, age, interest level, and learning styles.
9. Demonstrate knowledge of current trends in ESOL approaches.
10. Identify major methodologies and current trends in ESOL teaching.
11. Identify characteristics and applications of ESOL approaches.
12. Develop applications of Total Physical Response for the beginning stages of ESOL learning.
13. Plan a Language Experience Approach lesson appropriate to LEP students.
14. Identify features of natural/communicative approaches to teaching ESOL.
15. Identify characteristics of aural/oral approaches in developing listening, speaking, reading and writing skills.
16. Demonstrate awareness of the central role of ESOL within the total school curriculum.
17. Identify cognitive approaches to second language learning.
18. Identify features and demonstrate applications of content based ESOL approaches.
19. Develop lesson plans demonstrating appropriate strategies for teaching reading, especially as related to the establishment of sound system correspondence in terms of patterns.
20. Identify features and demonstrate applications of content area reading instruction for LEP students.
21. Compare various instructional strategies used in ESOL classrooms with those used in regular English classrooms.
22. Apply multisensory ESOL strategies in relation to learning styles.
23. Demonstrate effective lesson planning by providing multi-level ESOL activities for a variety of situations, such as individual, small group and whole group instruction, cooperative learning, and learning centers.
24. Plan lessons utilizing peer tutors, volunteers, or aides.
25. Demonstrate ability in classroom management including, flexible scheduling, appropriate room arrangement, and utilizing external resources.
26. Identify ESOL specific classroom management techniques for a multi-level class, e.g., choosing group leaders, arranging rooms according to teacher/student responsibilities, utilizing audiovisual materials, giving positive feedback, and using time wisely.
27. Determine strategies for content area teachers to use with LEP students.
28. Design activities that will prepare students in the ESOL program to make a smooth transition to the regular program.
29. Recognize major language education professional organizations.
30. Demonstrate knowledge of the historical development of the teaching of English to speakers of other languages.
31. Demonstrate knowledge of major professional publications related to ESOL.
32. Evaluate and select available instructional materials in terms of student needs including age, language proficiency, cultural background, and learning styles.
33. Demonstrate ability to use instructional materials appropriately.
34. Discriminate a learning disability from a limited language proficiency.



## **Component: 1.700.001**

35. Develop lesson plans demonstrating appropriate strategies for insuring a smooth transition from the ESOL reading program to regular English reading program.

### **Description of Activities**

Participants will:

1. Produce a review of current theory and practice in ESOL
2. Develop lesson plans that provide multilevel ESOL activities for a variety of situations.
3. Design activities for content area teachers to use with LEP students.
4. Complete other activities designed by the Instructor to verify competence of the participants.

### **Evaluation**

#### **Participant Assessment for Inservice Credit**

The participant must:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre and post assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC
2. Complete assigned activities.

#### **Participant Assessment for ESOL Endorsement Credit**

The participant must:

1. Demonstrate all competencies of this component.
2. Complete assigned activities.

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. On-site visits and coaching by Inservice facilitators and/or district staff.
2. On-site mentoring and coaching by ESOL resource teacher, LEP committee chairperson and ESOL certified/trained peers.
3. Focused observations with follow-up feedback and coaching by workshop facilitators and/or district staff.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, LEP Program



## **TESTING AND EVALUATION OF ESOL (ESOL TESTING)**

### **General Objectives**

1. Demonstrate the ability to assess initial English language proficiency for placement and instruction.
2. Identify and/or develop instruments to determine the ability of students to function independently in regular classes for English speakers.

### **Specific Objectives**

The participant will:

1. Identify suitable ESOL assessment instruments which assist in complying with legal obligations of districts serving LEP students.
2. Identify levels of English proficiency to place students appropriately for ESOL instruction.
3. Identify tests of English proficiency to place students appropriately at the beginning level of ESOL instruction.
4. Identify tests of English proficiency to place students appropriately at the intermediate level of ESOL instruction.
5. Identify tests of English proficiency to place students appropriately at the advanced level of ESOL instruction.
6. Identify tests for evaluating attitudes towards U.S. culture and behavior appropriate to it.
7. Adapt content area tests to ESOL levels appropriate to LEP students.
8. Identify instruments to determine the ability of students to function independently in regular classes for English speakers.
9. Identify available ESOL exit level tests.
10. Identify cultural biases in commercial tests.
11. Construct ESOL listening test items.
12. Construct ESOL speaking test items.
13. Construct ESOL reading test items.
14. Construct ESOL writing test items.
15. Construct ESOL test items to assess cultural knowledge.
16. Identify the differences between norm-referenced and criterion referenced tests.
17. Identify criteria to select appropriate norm-referenced tests.
18. Identify criteria to select appropriate criterion-referenced tests.
19. Define the different kinds of validity in tests.
20. Define reliability.
21. Describe the use of test-item analysis.
22. Design appropriate proficiency tests to measure progress of LEP students in ESOL classes.
23. Design appropriate tests to measure achievement of LEP students.
24. Describe indicators of teacher self-evaluation of ESOL instruction.
25. Interpret assessment data of LEP students as it relates to placement in ESOL program.
26. Interpret assessment data of LEP students as it relates to progress in ESOL program.
27. Interpret assessment data of LEP students as it relates to exit from ESOL program.
28. Identify necessary records and documents maintained for LEP students.

### **Description of Activities**

Participants will engage in presentations, discussions, and other activities to help them master the identified competencies.



## **Component: 1.701.001**

### **Evaluation**

#### **Participant Assessment for Inservice Credit**

To the satisfaction of the consultant, each participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre and post assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC.
2. Complete assigned activities.

#### **Participant Assessment for ESOL Endorsement Credit**

The participant must:

1. Demonstrate all competencies of this component.
2. Complete assigned activities.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. On-site visits and coaching by Inservice facilitators and/or district staff.
2. On-site mentoring and coaching by ESOL resource teacher, LEP committee chairperson and ESOL certified/trained peers.
3. Focused observations with follow-up feedback and coaching by workshop facilitators and/or district staff.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, LEP Program



## **ESOL APPLIED LINGUISTICS**

### **General Objectives**

1. To acquire a greater understanding of the structure of English from a modern day linguistic perspective.
2. To analyze the structure of English in contrast with the language(s) of the target population in a given class.

### **Specific Objectives**

The participant will:

1. Demonstrate an understanding of the nature of language as a system for communication.
2. Identify the subsystems the English language uses for communication.
3. Explain the phonemic-graphemic (sound to symbol) relationship of English.
4. Categorize basic concepts of phonology as they apply to language development, e.g., stress, intonation, juncture, and pitch.
5. Identify the significant features of the phonological systems that cause problems in understanding, speaking, reading, and writing English among LEP students of different language backgrounds.
6. Identify the significant features of the grammatical/structural systems (morphological and syntactic) that interfere with understanding, speaking, reading and writing English.
7. Identify significant lexical features that interfere with understanding, speaking, reading, and writing English.
8. Determine phonemic characteristics in a given word, e.g., consonants, blends, vowels, diphthongs.
9. Show familiarity with a commonly used system of phonic transcription such as the International Phonetic Alphabet or Trager-Smith.
10. Determine phonological characteristics that are meaningful/significant for LEP students in relation to their native language(s) such as voicing of consonants (rice/rise), intonation and rhythm/stress and juncture.
11. Identify word order features of English that represent interferences for LEP students of different backgrounds.
12. Show familiarity with morphological features of English that represent interferences for LEP students of different backgrounds.
13. Show familiarity with lexical features of English that represent interferences for LEP students of different backgrounds such as misleading cognates, and words with various social cultural and contextual meanings.
14. Recognize phonographemic differences.
15. Identify structural patterns in a given word such as root words, affixes, and syllables.
16. Show familiarity with compound word and noun adjunct structures in English.
17. Apply principles of English morphology as they relate to language acquisition.
18. Compare the characteristics of idiomatic expressions, slang, and standard American English.
19. Determine principles of morphological interference between English and other languages.
20. Categorize/analyze the structure of English sentences.
21. Recognize methods of grammatical analysis, traditional, structural, or contemporary.
22. Determine principles of syntactic interference between English and other languages.
23. Identify the principles, characteristics, and terminology of current first and second language acquisition theories.
24. Compare language acquisition of different age groups, e.g., elementary, secondary, and adult.
25. Differentiate language proficiencies relating to basic interpersonal communicative skills vs. cognitive academic language skills.
26. Identify principles of contrastive and error analysis.
27. Identify exceptionalities characteristic of Limited English Proficient students such as gifted, SLD, EMR, and EMH.
28. Apply ESOL instructional strategies for specific learning styles.
29. Demonstrate the ability to contrast the English language and the language(s) of the different LEP language groups in a given ESOL class.
30. Demonstrate the ability to identify potential linguistic interferences in a given text, such as reading lessons and content subject matter.
31. Demonstrate the ability to overcome linguistic interferences in reading and content area materials.



## **Component: 1.702.001**

### **Description of Activities**

Participants will

1. Participate in group discussions.
2. Create a project to demonstrate the linguistic differences between English and another target language.
3. Write lesson plans to demonstrate the ability to overcome linguistic interferences in reading and content area materials.
4. Complete other activities designed by the instructor to verify competence of the objectives.

### **Evaluation**

#### **Participant Assessment for Inservice Credit**

To the satisfaction of the consultant, each participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre and post assessment or by other valid means of measurement in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5071(5), FAC.
2. Complete assigned activities.

#### **Participant Assessment for ESOL Endorsement Credit**

The participant must:

1. Demonstrate all competencies of this component.
2. Complete a case-study in the form of a course portfolio.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. On-site visits and coaching by Inservice facilitators and/or district staff.
2. On-site mentoring and coaching by ESOL resource teacher, LEP committee chairperson and ESOL certified/trained peers.
3. Focused observations with follow-up feedback and coaching by workshop facilitators and/or district staff.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, LEP Program



## **Component: 1.703.001**

### **ESOL CURRICULUM AND MATERIALS DEVELOPMENT (ESOL Curr Devel)**

#### **General Objective**

1. To improve and enhance the participant's knowledge of ESOL curriculum.
2. To improve and enhance the participant's knowledge of materials appropriate for use with LEP students.

#### **Specific Objectives**

The participant will:

1. Distinguish between ESOL and language arts curricula.
2. Distinguish between Basic Interpersonal Communicative Skills (BICS), and Cognitive Academic Language Proficiency (CALP) as it applies to ESOL curriculum.
3. Describe the pullout ESOL model.
4. Describe the immersion ESOL model.
5. Describe the ESOL through content area model.
6. Identify other possible ESOL programmatic models.
7. Identify aspects of the school curriculum not appropriate for use with LEP students.
8. Adapt items from the school curriculum to cultural differences.
9. Adapt items from the school curriculum to linguistic differences.
10. Select appropriate ESOL content according to levels of proficiency in listening.
11. Select appropriate ESOL content according to levels of proficiency in speaking.
12. Select appropriate ESOL content according to levels of proficiency in reading.
13. Select appropriate ESOL content according to levels of proficiency in writing.
14. Select appropriate ESOL content according to acculturation levels.
15. Identify content specific vocabulary.
16. Identify culture specific features of content curricula.
17. Develop appropriate curriculum for ESOL at the elementary school level.
18. Develop appropriate curriculum for ESOL at the middle school level.
19. Develop appropriate curriculum for ESOL at the high school level.
20. Identify characteristics unique to the evaluation of an ESOL text.
21. Identify criteria for the development of an ESOL entry test.
22. Identify criteria for the development of an ESOL exit test.
23. Identify criteria for the selection of state adopted ESOL curricular materials.
24. Demonstrate the ability to evaluate and select appropriate instructional materials for ESOL in elementary schools.
25. Demonstrate the ability to evaluate and select appropriate instructional materials for ESOL in middle schools.
26. Demonstrate the ability to evaluate and select appropriate instructional materials for ESOL in high schools.
27. Identify characteristics to be considered when selecting printed media for ESOL classes.
28. Identify potential linguistic and cultural biases in existing texts and materials.
29. List examples of realia which are designed to teach LEP students.
30. Describe the use of appropriate instructional equipment/materials for ESOL lessons, e.g., language masters, filmstrips, video cassettes, audio cassettes, and computers.
31. Identify characteristics to be considered when selecting computer assisted instructional materials for ESOL classes.
32. Identify specific strategies for modifying written text in basic content subjects.
33. Identify specific strategies for modifying instructional approach in basic content lessons.
34. Describe physical and curricular classroom management modifications for enhancing communicative interaction in basic content classrooms.
35. Identify ways to utilize bilingual paraprofessionals, parents and community resources to reinforce content area subject matter.
36. Describe effective reading strategies to be utilized when teaching basic content area subjects.



## **Component: 1.703.001**

### **Description of Activities**

Participants will:

1. Participate in group discussions.
2. Design an ESOL curriculum in Language Arts for the level to be taught.
3. Evaluate instructional materials for the level to be taught.
4. Develop a list of ESOL instructional materials for the elementary, middle, and high school levels.
5. Complete other activities designed by the instructor to verify competence of the objectives.

### **Evaluation**

#### **Participant Assessment for Inservice Credit**

To the satisfaction of the consultant, each participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre and post assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC.
2. Complete assigned activities.

#### **Participant Assessment for ESOL Endorsement Credit**

The Participant must:

1. Demonstrate all competencies of this component.
2. Complete assigned activities.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. On-site visits and coaching by Inservice facilitators and/or district staff.
2. On-site mentoring and coaching by ESOL resource teacher, LEP committee chairperson and ESOL certified/trained peers.
3. Focused observations with follow-up feedback and coaching by workshop facilitators and/or district staff.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, LEP Program



**ESOL STRATEGIES FOR PROFESSIONALS  
(ESOL EMPOWERMENT - 18 HOURS)**

**General Objectives**

The purpose of this workshop is to assist teachers in developing attitudes, skills, and knowledge which will enable them to identify students who are Limited English Proficient (LEP) and to provide effective instruction for LEP students. Upon completion of this component, participants will be able to modify curriculum and offer instruction and evaluation compatible with student's language needs.

**Specific Objectives**

The participant will:

1. Recognize the need to provide services for LEP students and for relevant training.
2. Demonstrate an awareness of the extent to which culture permeates every aspect of our being, thinking, feeling, valuing and interacting with others.
3. Distinguish between visible, surface characteristics of culture and the many subtle, invisible manifestations of culture known as deep culture.
4. Examine in depth, and become familiar with, characteristics of one's own culture and how this influences our interactions with and expectations for students.
5. Recognize the stages of cultural adaptation for newcomers to any culture and demonstrate awareness of the behavioral characteristics that may be associated with each stage of adjustment, and which often appear as classroom problems.
6. Become aware of the wide differences within any given cultural group and how to use cultural information without depending upon stereotypes and preconceived ideas concerning cultural characteristics.
7. Understand and accept the influence that home, school and community relationships have on academic achievement and school adjustment of students.
8. Utilize knowledge about student and parent background characteristics to promote effective parental involvement.
9. Develop strategies and activities that promote parent, school and community relationships with the classroom.
10. Develop appropriate and positive expectations for students' progress in language learning in accordance with the processes of first and second language acquisition, cognitive development and age of the learner.
11. Plan instructional activities that are appropriate to the stage of language acquisition of the student.
12. Adapt classroom activities and procedures so they maximize second language acquisition and learning, taking into account similarities and differences between first and second language acquisition.
13. Assess students' oral language output in the classroom using a structured observation instrument correctly.
14. Develop instructional activities that are appropriate for students' oral language competence.
15. Understand the process of literacy development and be able to identify various stages of literacy.
16. Describe the similarities in the process of language acquisition and literacy development.
17. Identify and understand the many uses of language and literacy and the importance of early exposure to the complete range of language uses.
18. Recognize opportunities for promoting literacy across a broad range of uses, utilize those opportunities, and design and implement appropriate literacy activities.
19. Utilize instructional approaches and techniques that integrate language and curricular content learning.
20. Analyze and utilize strategies that combine language and thinking skills that are related to the content of the curriculum.
21. Develop a lesson plan within a thematic unit using strategies designed to teach language and content simultaneously.
22. Develop strategies that infuse multicultural information throughout the curriculum.
23. Understand the role and function of assessment in the education of limited English proficient students.
24. Identify types of tests and select those appropriate for language minority students and for the particular goals of testing.
25. Analyze various assessment techniques and instruments designed to measure students' academic progress and adapt these so they are appropriate for ESOL students.
26. Develop content-area assessment instruments which effectively monitor ESOL students' mastery of academic material.
27. Use a variety of alternative assessment techniques appropriate for monitoring ESOL students' progress.
28. Identify the kinds of information necessary for adequate analysis of any learning problems encountered by ESOL students and suggest appropriate instructional changes.



## **Component: 1.704.003**

29. Conceptually integrate all sections of the course and note how they fit together or complement each other.
30. Decide which techniques are appropriate with which students in order to work toward course goals.
31. Justify those decisions based on information from various domains.
32. Carry out those decisions with participants' students.

### **Description of Activities**

Participants will attend a workshop on EMPOWERING ESOL TEACHERS OF OTHER SUBJECT AREAS and participate in the following types of integrative activities.

1. Cross-cultural simulations
2. Self-analysis of culture
3. Cooperative learning activities such as "Think-Write/Pair-Share" and "Jigsaw"

### **Evaluation**

#### **Participant Assessment**

To the satisfaction of the consultant, each participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre and post assessment or by other valid means of measurement in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5071(5), FAC.
2. Complete assigned activities.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. On-site visits and coaching by Inservice facilitators and/or district staff.
2. On-site mentoring and coaching by ESOL resource teacher, LEP committee chairperson and ESOL certified/trained peers.
3. Focused observations with follow-up feedback and coaching by workshop facilitators and/or district staff.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, LEP Program



## **Component: 1.704.004**

### **ESOL ON-LINE ADMINISTRATORS**

#### **General Objectives**

The purpose of this component is to introduce school based administrators to updated information on compliance issues with federal and state regulations and the Consent Decree. The course will inform administrators of procedures that identify the needs of the LEP students; ensure their English language acquisition and academic achievement within the school.

Upon completion of the component, all participants will be able to demonstrate knowledge of the background of the Consent Decree and of the state and federal requirements of the language proficiency and academic assessment of LEP students to ensure compliance.

#### **Description of Activities**

1. Demonstrate sensitivity to multicultural and various student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
2. Demonstrate knowledge of cross-cultural issues facing LEP students and their families and implement a plan to create a positive and supportive environment that accommodates different cultural backgrounds and promotes the enrichment of a multicultural student population.
3. Demonstrate outreach efforts to connect LEP students and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
4. Demonstrate knowledge of available, necessary and appropriate instructional materials and resources that will facilitate comprehensible instruction for all LEP students.
5. Demonstrate background knowledge of the Consent Decree and the League of United Latin American Citizens et. Al v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act of 2001, Lau v. Nichols, Plyler v. DOE, et).
6. Demonstrate knowledge of the state and federal requirements for the assessment of language proficiency and academic achievement of LEP students.
7. Demonstrate knowledge of required training for instructional and non-instructional staff members established by the 1990 Consent Decree and its September, 2003 Modification; and of the necessary procedures to ensure that all school site personnel are in compliance with the requirements.
8. Demonstrate the ability to update staff, students, and parents on pertinent changes in educational legislation, rules and policies that may potentially impact LEP students and their families.
9. Demonstrate knowledge of district's LEP plan, which indicates the chosen model(s) of delivery of services to LEP students.
10. Demonstrate knowledge of the legal requirements of a student's LEP plan.
11. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
12. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
13. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.
14. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
15. Demonstrate knowledge of the indicators for student identification and participation in gifted programs regardless of English language proficiency, and of the program policies that must be in place in order to actively promote and sustain the participation of LEP students in advanced placement courses.
16. Demonstrate knowledge of the school site administrator's role and responsibilities as the instructional leader representative in the school-based LEP Committee.
17. Demonstrate the ability to communicate with LEP students, their families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Department of Education and the local school board.
18. Demonstrate knowledge of procedures regarding LEP students, which begin at school registration, and continue for two years after the LEP student, has been exited from the English for Speakers of Other Languages (ESOL) program.
19. Demonstrate knowledge of appropriate teaching strategies and methodologies to deliver comprehensible instruction to students whose first language is not English, that are from different cultural backgrounds and that have significantly varied levels of education in their own languages.



## **Component: 1.704.004**

20. Demonstrate the ability to evaluate school site staff to ensure that they are using the appropriate strategies and methodologies to deliver comprehensible instruction to LEP students.
21. Demonstrate ability to evaluate school site staff to ensure the use of appropriate native language (home language) instructional strategies in the instruction of LEP students.
22. Demonstrate up-to-date knowledge of relevant, scientifically-based research and effective practices regarding second language acquisition, English as a second language methodology and the issues of teaching multicultural populations.
23. Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including limited English proficient students, and its impact to the school site's programmatic decisions.
24. Demonstrate ability to apply scientifically based principles and practices to instructional programs in order to improve student achievement within the LEP population.
25. Demonstrate ability to implement at the school site the Continuous Improvement Model, or other proven model for improving the academic achievement of all low-performing students.

### **Evaluation**

Participants will engage in on-line presentations, discussions, and other activities (readings, reflections, classroom applications and an electronic portfolio production). To the satisfaction of the facilitator each participant will:

Demonstrate increased competency on at least 80% of the objectives as determined by valid means of measurement, in compliance with Section 231.608 (1), Florida Statutes and Rule 6A - 5.071 (5), FAC the participant will complete all assigned activities and submit a portfolio demonstrating the competencies.

All participants will complete evaluation forms to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized. Criteria for positive program measure will be that 90% if all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

In their work setting, participants will incorporate into their assignments the concepts and strategies presented in this training component. Follow-up will consist of one or more of the following:

1. Lesson plans applying concepts and strategies learned implemented in the classroom.
2. On-site visits and coaching by Inservice moderators and or district staff.
3. On-site coaching and mentoring by ESOL Resource teacher, LEP Committee chairperson and ESOL certified/trained peers.
4. Observation and feedback and coaching by workshop moderator and/or district staff.
5. Online collaboration with fellow participants and/or moderators.

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, LEP Program



## **Component: 1.704.005**

### **ESOL ON-LINE GUIDANCE COUNSELORS**

#### **General Objectives**

The purpose of this component is to introduce guidance counselors to updated information on compliance issues with federal and state regulations and the Consent Decree. The course will inform guidance counselors on procedures that will enable guidance counselors to increase their effectiveness in schools regarding LEP students by developing a cross-cultural awareness of the cultural groups within Florida's schools.

Upon completion of the component, all participants will be able to demonstrate knowledge of the background of the Consent Decree and increase the effectiveness of guidance counselors' services in schools regarding LEP students.

#### **Description of Activities**

1. Possess individual and group counseling and communication skills to implement a balanced approach in order to assist LEP students and their families.
2. Recognize unique differences among LEP students, including their language proficiency (both native and English), aptitudes, intelligence, interests and achievements, and incorporate an understanding of this information into the delivery of services.
3. Assist LEP students and their families in dealing with the social and emotional concerns and problems that may hinder their educational development. Collaborate with teachers, student service specialists (e.g., psychologists, social workers), other educators, and related community representatives in addressing the challenges facing LEP students and their families.
4. Demonstrate the ability to counsel LEP students regarding their individual rights as afforded to them under state and federal laws and regulations.
5. Demonstrate ability to improve and extend services to LEP students who are under-represented in special programs and services, including but not limited to gifted, vocational, specialized academic and career magnets/academies, advanced placement, dual enrollment and career exploration.
6. Demonstrate knowledge of the federal and state requirements regarding the provision of services to LEP students. Including, but not limited to their roles and responsibilities in the LEP Committee process; development of LEP Student Plans, and implementation of the District LEP Plan.
7. Demonstrate the ability to advocate for the educational needs of LEP students and implement processes to ensure that these needs are addressed at every level of the LEP students' school experience.
8. Demonstrate knowledge and ability to provide training, orientation, and consultative assistance to teachers, school administrators, and other school-level personnel to support them in responding to the academic development, and guidance and counseling needs of LEP students.
9. Demonstrate sensitivity to multicultural and different student populations; recognize major differences and similarities among various cultural groups in the U.S., the state of Florida, the local school district, and the individual school.
10. Demonstrate outreach efforts to connect LEP students and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
11. Demonstrate ability to collaborate with teachers, school administrators, and other instructional personnel in ensuring that appropriate and effective instructional services are provided to LEP students to ensure their academic success.
12. Demonstrate an understanding of the effects of race, gender, age, and socioeconomic status on assessment results, and the ability to identify linguistic and cultural bias.
13. Demonstrate the ability to acquaint LEP students with the school-based and outreach services and support systems designed to address their unique academic needs.
14. Demonstrate an understanding of the proper administration and use of assessment instruments, and the ability to interpret test scores and test-related data to LEP students, teachers, school administrators, and parents. These assessments should include, but not be limited to the following: English language proficiency assessments; annual assessment of English language development; diagnostic assessments, and statewide assessments of academic content.
15. Demonstrate knowledge and the ability to implement formal and informal methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.
16. Demonstrate knowledge and understanding of how individual and group data and statistics are used in building student, course/class and school profiles, constructing student transcripts, and preparing reports.
17. Demonstrate knowledge and ability to review and evaluate transcripts from foreign-born students, and ensure proper and equitable credit accrual, and appropriate grade/course placement of LEP students.



## **Component: 1.704.005**

18. Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, as compared to the process by which students acquire a second language.
19. Demonstrate an understanding of the difference between language proficiency and content-based academic knowledge.
20. Demonstrate knowledge of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
21. Demonstrate the ability to communicate with LEP students, their families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards established by the Florida Department of Education and the curriculum established by the school district.
22. Demonstrate the ability to provide information appropriate to the particular educational transition: from middle school to high school; from high school to post-secondary or career/vocational programs, and assist LEP students in understanding the relationship that their curricular experiences and academic achievements have on their future educational and employment opportunities.
23. Possess and demonstrate an understanding of the current admission requirements, admission options, and application procedures of colleges, universities and career/vocational institutions, and the ability to effectively counsel LEP students in the pursuit of their post-secondary desires.
24. Demonstrate the ability to assist LEP students in evaluating and interpreting information about post-secondary educational and career alternatives so that appropriate options are considered and included in the decision-making process.
25. Demonstrate knowledge and ability to understand and interpret forms and data-driven documents that are a part of the post-secondary admission and financial aid processes, including: admission applications; student questionnaires; letters of recommendation, and acceptance and other needs assessment documents.
26. Demonstrate a familiarity with available technology and the ways in which it may support the post-secondary guidance and counseling process, including: guidance information systems; financial aid information and eligibility; relevant record-keeping and follow-up, and Internet services.
27. Demonstrate the ability to use historical admission patterns and trends to assist LEP students in measuring the appropriateness of their applications to particular colleges, universities or career/vocational institutions.

### **Evaluation**

Participants will engage in on-line presentations, discussions and other activities (readings, reflections, classroom application and an electronic portfolio production). To the satisfaction of the facilitator each participant will:

Demonstrate increased competency on at least 80% of the objectives as determined by valid means of measurement, in compliance with Section 231.608 (1), Florida Statutes and Rule 6A - 5.071 (5), FAC the participant will complete all assigned activities and submit a portfolio demonstrating the competencies.

All participants will complete evaluation forms to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized. Criteria for positive program measure will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

In their work setting, participants will incorporate into their assignments the concepts and strategies presented in this training component. Follow-up will consist of one or more of the following:

1. Lesson plans applying concepts, strategies learned and implemented in counseling sessions.
2. On-site visits and coaching by Inservice moderators and/or district staff.
3. On-site coaching and mentoring by ESOL Resource teacher, LEP Committee chairperson and ESOL certified/trained peers.
4. Observation, feedback and coaching by workshop moderator and/or district staff.
5. On-line collaboration with fellow participants and/or moderators.

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor of LEP Program



## **Component: 1.704.009**

### **Essentials for Content Areas**

#### **General Objective**

Teachers will develop and apply understanding of theories, skills and knowledge which will enable them to identify students who are English Language Learners (ELL) and to provide comprehensible instruction for ELL students. Teachers upon completion of the course will be able to modify curriculum in the content areas and provide instruction compatible with the student's language needs.

#### **Specific Objectives**

The participant will:

1. Conduct ESOL programs within parameters, goals, and stipulations of Florida Consent Decree.
2. Recognize major differences and similarities among different cultural groups in the United States.
3. Identify and examine cultural stereotypes relating to ELL population to enhance instruction.
4. Determine and use instructional methods/strategies using knowledge of language acquisition.
5. Locate and acquire relevant resources in ESOL methodologies.
6. Select /develop appropriate ESOL content proficiency in listening, speaking, reading, and writing, using BICS and CALPS as appropriate.
7. Develop literacy activities for ELLs using current information on linguistic and cognitive processes.
8. Analyze student language and determine appropriate instructional strategies, using phonology, morphology, syntax, semantics, and discourse.
9. Apply strategies for developing four language skills: listening composition, oral communication, reading and writing.
10. Apply content-based ESOL approaches to instruction.
11. Evaluate and use instructional methods that address learners' socialization and communication needs.
12. Recognize the effects of race, gender, ethnicity, socioeconomic status and religion on instructional outcomes.
13. Evaluate/select instructional materials, media, and technology for ELLs.
14. Design/implement unit and/or lesson plans for ESOL students in regular classrooms.
15. Evaluate/adapt instructional materials, media, and technology in content used with ELLs.
16. Create a positive classroom environment for the various learning styles/cultural backgrounds of ELLS students.
17. Consider current trends in testing of linguistic/culturally different students in testing instruments and techniques for ELLs.
18. Administer/interpret test results, applying basic measurement concepts.
19. Use formal and alternative methods of assessment/evaluation with ELLs.
20. Develop strategies for using school, neighborhood, and home resources in the ESOL curriculum.
21. Identify attitudes toward school, teachers, discipline and education that lead to misinterpretation by school personnel.
22. Develop instructional programs in ESOL, based on current trends in research and practice.
23. Recognize indicators of learning disabilities: hearing and language impairment and limited English proficiency.
24. Use Knowledge of the cultural characteristics of Florida's ELLs population to enhance instruction.

#### **Description of Activities:**

Participant will:

1. Produce a review of current theory and practice in ESOL.
2. Develop lesson plans that provide multilevel ESOL activities for a variety of situations.
3. Design activities for content area teachers to use with ELLs.



## **Component: 1.704.009**

4. Complete other activities designed by the instructor to verify competence of the participants.

### **Evaluation**

#### **Participant Assessment for In-service Credit:**

- a. Criteria for positive program completion will be that 90% of all participants increased knowledge on at least 80% of the specific objectives.
- b. Complete assigned activities.

#### **Participant Assessment for ESOL Endorsement Credit:**

The participant must:

- a. Demonstrate all competencies of this component.
- b. Complete a case-study in the form of a course portfolio.

#### **Component Assessment:**

- a. All participants and consultants will complete surveys to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
- b. Criteria for positive program judgement will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. On-site visits and coaching by in-service facilitators and/or district staff.
2. On-site mentoring and coaching by ESOL resource teacher, ELL committee chairperson and ESOL certified/trained peers.
3. Focused observations with follow-up feedback and coaching by workshop facilitators and/or district staff.

### **Rationale**

To support and develop effective teachers the district will provide research-based professional learning that supports the knowledge, skills and strategies necessary for the classroom teacher to establish and maintain a positive learning culture and environment.

### **Cultural Competencies**

This training provides participants with a broad knowledge of people from differing cultural backgrounds and profiles as well as meeting the instructional needs of students from various backgrounds.

### **Researched-based**

Courses provided to the district instructional staff are research-based best practices developed by state and nationally recognized experts in the ESOL field of education as well internationally known and respected research institution.

### **Framework Correlation**

Domain 1: Demonstrating Knowledge of Content Pedagogy

1. Demonstrating Knowledge of Students
2. Setting Instructional Outcomes
3. Designing Coherent Instruction
4. Designing Student Assessments

Domain 2: Establishing a Culture for Learning

- Managing Classroom Procedures



## **Component: 1.704.009**

- Domain 3: Communicating with Students Using Questioning and Discussion Techniques
  - a. Engaging Students in Learning
  - b. Demonstrating Flexibility and Responsiveness
  - c. Using Assessment in Instruction
- Domain 4: Maintaining Accurate Records

### **Inservice Points – 60 maximum**

For Additional Information – Supervisor, Programs for English Language Learners



## **Component: 1.705.001**

### **ESOL CROSS-CULTURAL COMMUNICATION AND UNDERSTANDING (ESOL Culture)**

#### **General Objective**

The purpose of this component is to enable teachers who are pursuing an ESOL endorsement to acquire and use knowledge of the cultural characteristics of students to enhance instruction. Upon completion of this component, participants will be able to modify instruction and create a classroom environment that fosters understanding and appreciation of linguistic and cultural differences.

#### **Specific Objectives**

The participant will:

1. Recognize the value of cross-cultural communication skills.
2. Develop an understanding of what it means to be culturally sensitive.
3. Develop an understanding of cultural similarities and differences.
4. Recognize strategies that integrate cultural variations in the classroom.
5. Create a positive classroom environment that fosters each student's confidence and academic achievement.
6. Recognize immigration patterns in Florida and the United States.
7. Identify the language minority students who make up an increasing percentage of Florida's school population.
8. Describe the differences among people from cultural groups.
9. Explain how changes in student population create new challenges for teachers.
10. Understand culture and its role in the classroom.
11. Understand how our personal, cultural, and educational experiences influence our perceptions of Limited English Proficient students.
12. Recognize how our perceptions influence our behaviors and may lead to biases towards LEP students.
13. Appreciate differences between teacher expectations and students' perceptions of appropriate behavior.
14. Identify learning and teaching styles.
15. Identify how the culture of school may differ from the learning styles of students.
16. Identify how these differences may influence student academic success and failure.
17. Identify elements of a positive classroom environment that allow for a variety of learning styles.
18. Identify techniques teachers can use to accommodate cultural and individual differences in the classroom.
19. Reconcile a variety of cultural approaches to learning with the need of LEP students to perform well on tests.
20. Identify strategies LEP students can use when taking tests.
21. Understand implications of what happens when two or more cultures come in contact with others.
22. Demonstrate an understanding of the nature of culture.
23. Identify one's own values as they relate to American cultural values.
24. Demonstrate an understanding of the principal approaches to multicultural education.
25. Demonstrate an understanding of U.S. culture and its major hidden axioms and unstated assumptions.
26. Describe value orientations of U.S. culture.
27. Describe value orientations and contrast U.S. culture in non-judgmental terms.
28. Develop in-depth knowledge and understanding of selected aspects of a specific culture and its similarities and differences with other cultures frequently grouped together.
29. Demonstrate an understanding of the relationship between individuals and the culture or cultures of the community in which they live.
30. Relate the experience of early immigrants to the U.S. with the experiences of the families of ESOL students.
31. Demonstrate an understanding of the cultural and concomitant emotional adjustment of the ESOL student.
32. Analyze how culture operates in the classroom.
33. Demonstrate knowledge of effective instructional techniques to use in culturally heterogeneous classrooms.
34. Experience multiple ways of perceiving similar issues.
35. Acquire classroom strategies to involve students in exploring multiple perspectives.
36. Examine areas of difference in the ESOL student population, including language variation, variation in race, ethnicity and social class.
37. Examine the role of schools in empowering language minority students for success.



## **Component: 1.705.001**

38. Acquire strategies for productively assisting in reducing tensions between various groups of students and ESOL students.

### **Description of Activities**

Participants will participate in ESOL CROSS-CULTURAL COMMUNICATION AND UNDERSTANDING Inservice and complete assignments and activities specified in an accompanying study guide.

### **Evaluation**

#### **Participant Assessment for Inservice Credit**

To the satisfaction of the consultant, each participant will:

1. Demonstrate increased competency on at least 80% of the objectives as determined by a pre – and – post assessment or by other valid means of measurement in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5071(5), FAC.
2. Complete assigned activities.

#### **Participant Assessment for ESOL Endorsement Credit**

The participant must:

1. Demonstrate all competencies of this component.
2. Complete a case-study in the form of a course portfolio.

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. On-site visits and coaching by Inservice facilitators and/or district staff.
2. On-site mentoring and coaching by ESOL resource teacher, LEP committee chairperson and ESOL certified/trained peers.
3. Focused observations with follow-up feedback and coaching by workshop facilitators and/or district staff.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 1.705.002**

### **ERT Reading Practicum**

#### **General Objectived**

This is an online course where participants review practical aspects of the five areas for ESOL coursework as determined by the Consent Decree and in compliance with the Florida Performance Standards for Teachers of English for Speakers of Other Languages in preparation for implementing the supervised practicum. Then, they apply knowledge of these ESOL appropriate instructional practices by creating three action research plans from the five reading components (i.e. Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension).

#### **Specific Objectives**

##### **Session 1: Overview of Cross-Cultural Communication and Understanding**

2. Recognize the major differences and similarities among the different cultural groups in the United States.
3. Identify, expose, and reexamine cultural stereotypes relating to ELL and non-ELL students.
4. Use knowledge of the cultural characteristics of Florida's LEP/ELL population to enhance instruction.
14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
18. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.
23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.

##### **Session 2: Overview of ESOL Curriculum and Materials Development**

8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS) and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
9. Develop experiential and interactive literacy activities for ELL students using current information on linguistic and cognitive processes.
10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax semantics, and discourse.
15. Evaluate, select and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.
16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
17. Evaluate, adapt and employ appropriate instructional materials, media and technology for ESOL in the content areas at elementary, middle and high school levels.



## **Component: 1.705.002**

### **Session 3:        Testing and Evaluation in ESOL**

10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.
19. Consider current trends and issues related to testing of linguistic and culturally different students when using testing instruments and techniques.
20. Administer tests and interpret test results, applying basic measurement concepts.
21. Use formal and alternative methods of assessment/evaluation of ELL students, including measurement of language, literacy and academic content metacognition.
25. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.

### **Session 4:        Developing Listening Skills**

8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS) and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.
11. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
15. Evaluate, select and employ appropriate instructional materials, media and technology for ESOL at elementary, middle and high school levels.
16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
17. Evaluate, adapt and employ appropriate instructional materials, media and technology for ESOL in the content areas at elementary, middle and high school levels.

### **Session 5:        Developing Oral Communication**

8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing taking into account: (1) basic interpersonal communicative skills (BICS) and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.
11. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
15. Evaluate, select and employ appropriate instructional materials, media and technology for ESOL at elementary, middle and high school levels.
16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.



## **Component: 1.705.002**

17. Evaluate, adapt and employ appropriate instructional materials, media and technology for ESOL in the content areas at elementary, middle and high school levels.

### **Session 6: Teaching Reading to ELLs**

1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.
8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS) and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
9. Develop experiential and interactive literacy activities for LEP/ELL students using current information on linguistic and cognitive processes.
10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.
11. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
15. Evaluate, select and employ appropriate instructional materials, media and technology for ESOL at elementary, middle and high school levels.
16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
17. Evaluate, adapt and employ appropriate instructional materials, media and technology for ESOL in the content areas at elementary, middle and high school levels.

### **Session 7: Teaching Reading Comprehension for ELLs**

1. Conduct ESOL programs within the parameters, goals and stipulations of the Florida Consent Decree.
8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS) and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
9. Develop experiential and interactive literacy activities for LEP/ELL students using current information on linguistic and cognitive processes.
10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.
11. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
15. Evaluate, select and employ appropriate instructional materials, media and technology for ESOL at elementary, middle and high school levels.
16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
17. Evaluate, adapt and employ appropriate instructional materials, media and technology for ESOL in the content areas at elementary, middle and high school levels.



## **Component: 1.705.002**

### **Session 8: Vocabulary for ELLs**

8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS) and (2) cognitive academic proficiency skills (CALPS) as they apply to the ESOL curriculum.
9. Develop experiential and interactive literacy activities for LEP/ELL students using current information on linguistic and cognitive processes.
10. Analyze student language and determine appropriate instructional strategies using knowledge of phonology, morphology, syntax, semantics, and discourse.
11. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
15. Evaluate, select and employ appropriate instructional materials, media and technology for ESOL at elementary, middle and high school levels.
16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
17. Evaluate, adapt and employ appropriate instructional materials, media and technology for ESOL in the content areas at elementary, middle and high school levels.

### **Session 9: Teaching Phonemic Awareness, Phonics and Fluency to ELLs**

8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS) and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
9. Develop experiential and interactive literacy activities for LEP/ELL students using current information on linguistic and cognitive processes.
10. Analyze student language and determine appropriate instructional strategies using knowledge of phonology, morphology, syntax, semantics, and discourse.
11. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
15. Evaluate, select and employ appropriate instructional materials, media and technology for ESOL at elementary, middle and high school levels.
16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
17. Evaluate, adapt and employ appropriate instructional materials, media and technology for ESOL in the content areas at elementary, middle and high school levels.

### **Session 10: Teaching Writing to ELLs**

8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS) and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
9. Develop experiential and interactive literacy activities for LEP/ELL students using current information on linguistic and cognitive processes.



## **Component: 1.705.002**

10. Analyze student language and determine appropriate instructional strategies using knowledge of phonology, morphology, syntax semantics, and discourse.
11. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
15. Evaluate, select and employ appropriate instructional materials, media and technology for ESOL at elementary, middle, and high school levels.
16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
17. Evaluate, adapt and employ appropriate instructional materials, media and technology for ESOL in the content areas at elementary, middle and high school levels.

### **Activities**

#### **Description of Activities:**

Participants will:

1. Read documents online to review and implement practical practices from each of the five ESOL courses.
2. Participate in online group discussions.
3. Will reflect online on various reflection topics.
4. Will begin a cycle of posing questions, gathering data, reflection, and deciding on a course of action for an English language learner or learners.
5. Write lesson plans to demonstrate the ability to develop literacy activities for English language learners.
6. Other activities designed by the instructor to demonstrate participant competency.

### **Evaluation**

#### **Participation Assessment for Inservice Credit:**

1. Criteria for positive program completion will be that of 90% all participants increased knowledge on at least 80% of the specific objectives.
2. Complete assigned activities.

#### **Participant Assessment for ESOL Endorsement Credit:**

The participant must:

1. Demonstrate all competencies of this component.
2. Complete a case study in the form of a course portfolio.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgement will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**



## **Component: 1.705.002**

In their work setting, participants will incorporate into their assignments the concepts and strategies presented in this training component. Follow-up will consist of one or more of the following:

1. Lesson plans applying concepts, strategies learned and implemented in counseling sessions.
2. On-site visits and coaching by inservice moderators and/or district staff.
3. On-site coaching and mentoring by ESOL Resource teacher, ELL Committee chairperson and ESOL certified/trained peers.
4. Observation, feedback, and coaching by workshop moderator and/or district staff.
5. On-line collaboration with fellow participants and/or moderators.

### **Rationale**

To support and develop effective teachers, the district will provide research-based professional learning that supports the knowledge, skills and strategies necessary for the classroom teacher to establish and maintain a positive learning culture and environment.

### **Researched-based**

Courses provided to the district instructional staff are research-based practices developed by state and nationally recognized experts in the ESOL field of education as well as internationally known and respected research institutions.

### **Framework Correlation**

Domain: 1	Demonstrating Knowledge of Content and Pedagogy
	Demonstrating Knowledge of Students
	Setting Instructional Outcomes
	Designing Coherent Instruction
	Designing Student Assessment
Domain: 2	Creating an Environment of Respect and Rapport
	Establishing a Culture for Learning
	Managing Classroom Procedures
	Managing Student Behavior
Domain: 3	Communicating with Students
	Using Questioning and Discussion Techniques
	Engaging Students in Learning
	Using Assessment in Instruction
	Demonstrating Flexibility and Responsiveness
Domain: 4	Maintaining Accurate Records
	Showing Professionalism

**Inservice Points 60 Maximum**



**Component: 1.705.002**

Additional Information – Supervisor, ELL Programs for English Language Learners

**Prerequisite:** Reading Certified or Endorsed; Applied Linguistics and Methods



**CONTENT AREA STRATEGIES FOR LIMITED ENGLISH PROFICIENT STUDENTS  
(CONTENT AREA STRAT - LEP)**

**General Objectives**

1. To familiarize participants with the theory on teaching the limited English proficient student in the content areas.
2. To familiarize participants with the developmental sequence of second language acquisition and how it applies in teaching limited English proficient students in the content areas.
3. To instruct participants in adapting lesson plans, materials and using effective strategies to meet the needs of limited English proficient students in the content areas.
4. To assist participants in developing alternative classroom strategies to be used with monolingual students.

**Specific Objectives**

The participant will:

1. Develop an awareness of the importance of showing a sensitive and caring attitude toward the limited English proficient student in the content areas.
2. Demonstrate knowledge of differentiating levels of thinking also known as levels of language proficiency and the teaching strategies associated with each level.
3. Demonstrate knowledge of differentiating individual learning styles, e.g., beaders, braiders and orchestrators and the appropriate teaching techniques associated with each style.
4. Use the "Lin-Ven Scale of Language Use - Teaching Strategies" appropriately.
5. Adapt content area materials using the various techniques (simplifying sentences, identifying core vocabulary, developing simplified handouts, highlighting core vocabulary and information and modifying testing devices).
6. Write an adapted lesson plan implementing the techniques stated above.
7. Write exercises to supplement content materials for the development of higher level thinking (e.g., comprehension, application, evaluation, drawing conclusions, comparison and contrast, analyzing, synthesizing, creating and producing).
8. Demonstrate a lesson for an instructional unit which he/she will be currently teaching.
9. Discuss alternative classroom strategies to be used with monolingual students.
10. Identify LEP students in his/her class.
11. Assess students' oral language output in the classroom using a structured observation instrument.
12. Develop instructional activities that are appropriate for students' oral language competence.
13. Develop appropriate expectations for students' progress in language learning.
14. Develop appropriate expectations for students' progress in the content area.
15. Understand and accept the influence that home, school and community relationships have on academic achievement and school adjustment of students.
16. Utilize student and parent background characteristics to promote effective parental involvement.
17. Develop strategies and activities that promote parent, school and community relationships with the classroom.
18. Analyze academic language demands of the content area.
19. Describe common program models in Florida for integrating language and content.
20. Describe reasons for integrating language and content.
21. Assess the readability of a story in the content areas.
22. Demonstrate a variety of pre-, during, and post-reading strategies.
23. Select appropriate techniques for a reading task.
24. Identify learner variables and their effects on second language acquisition.
25. Experience and reflect on the situation of a language minority child in a mainstream class.
26. Describe principles and strategies for error correction, questioning students, teaching grammar and wait time.
27. Explain peer coaching and why it is needed.
28. Participate in a simulation of peer coaching.
29. Recognize a variety of resources that enable collaboration of many kinds.
30. Be positive, inquisitive and open to new ideas.



## **Component: 1.705.003**

### **Description of Activities**

Teachers will receive group instruction covering the topics listed above in objectives 1-30. All teachers will be involved in discussions and in adapting lesson plans and materials to meet the needs of the limited English proficient student. Paraprofessionals will be involved in activities related to assisting students and emphasis will be placed on highlighting and constructing materials to be used in the content areas.

### **Evaluation**

#### **Participant Assessment**

Successful completion of this workshop will include a pencil - paper pre- and posttest to assess change in knowledge about the topic and actual products such as lesson plans and demonstration to assess application of knowledge. Paraprofessional aides will be evaluated on the attainment of objective 1 and for the construction of materials to be used in the content areas. Each participant must meet 80% of established criteria.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. On-site visits and coaching by Inservice facilitators and/or district staff.
2. On-site mentoring and coaching by ESOL resource teacher, LEP committee chairperson and ESOL certified/trained peers.
3. Focused observations with follow-up feedback and coaching by workshop facilitators and/or district staff.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, LEP Program



## **Component: 1.705.005**

### **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES ORIENTATION (ESOL Orientation)**

#### **General Objectives**

1. To familiarize participants with the objectives and guidelines of the District's Programs for Limited English Proficient (LEP) students.
2. To instruct participants on the implementation of the District LEP Plan and the ESOL Consent Decree requirements.

#### **Specific Objectives**

The participant will:

1. Demonstrate knowledge of the legal background of laws and statutes prior to the Florida ESOL Consent Decree.
2. Demonstrate knowledge of the requirements of the Florida ESOL Consent Decree.
3. Demonstrate knowledge of the philosophy and objectives of the District Plan for Limited English Proficient (LEP) students.
4. Demonstrate knowledge of the District's guidelines for screening, assessing and identifying LEP students.
5. Demonstrate knowledge of the administration and scoring procedures of the aural/oral assessment instrument.
6. Demonstrate knowledge of the reading/writing assessment instruments.
7. Demonstrate knowledge of the eligibility criteria to determine a student as limited English proficient (LEP) and the appropriate categorization of the student.
8. Demonstrate knowledge of the functions of the school LEP committee and his/her responsibility as part of that committee.
9. Demonstrate knowledge of the development and implementation of an eligible student's LEP plan.
10. Demonstrate knowledge of the development and implementation of all LEP program records and forms.
11. Demonstrate knowledge of the procedures for yearly re-evaluation of LEP students.
12. Demonstrate knowledge of the procedures for extension of LEP services beyond the base period of three years.
13. Demonstrate knowledge of the procedures for monitoring the progress of students exited from the LEP Program.
14. Demonstrate knowledge of the guidelines and procedures to identify LEP students in Early Childhood.
15. Demonstrate knowledge of the role of the bilingual paraprofessional in working with students.
16. Demonstrate knowledge of the curriculum modification and selection of appropriate instructional techniques.
17. Demonstrate knowledge of the role of the bilingual paraprofessional in working with school personnel.
18. Demonstrate knowledge of the role of the bilingual paraprofessional in working with the families of LEP students.
19. Demonstrate knowledge of the role of the bilingual paraprofessional as a liaison between the school, home, and community.
20. Demonstrate knowledge of the functions of the Parent Advisory Council (PAC) and the District Advisory Council (DAC).
21. Demonstrate knowledge of a culturally sensitive school environment for all students and parents.
22. Demonstrate knowledge of appropriate instructional strategies and techniques to utilize to make language and content area instruction comprehensible to LEP students.
23. Demonstrate knowledge of effective ways to communicate with the families of LEP students.
24. Demonstrate knowledge of the functions of the school's Child's Study Team (CST) and his/her responsibility.
25. Demonstrate knowledge of effective programmatic assessment and placement procedures.
26. Demonstrate knowledge of appropriate ESOL delivery of service models and the model(s) selected by school site.
27. Demonstrate knowledge of planning and implementation of multicultural activities.
28. Demonstrate knowledge of the use of audio-visual equipment and technology.

#### **Description of Activities**

Participants will administer and score an aural/oral assessment; review LEP student data and complete an individual student's LEP plan; and complete other activities assigned by the instructor to verify competency of the objectives.



## **Component: 1.705.005**

### **Evaluation**

#### **Participant Assessment**

Successful completion of this workshop will include a pencil-paper pre- and posttest to assess change in knowledge and on actual products developed by the participant. Each participant must meet 80% of established criteria.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objections have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. On-site visits and coaching by Inservice facilitators and/or district staff.
2. On-site mentoring and coaching by ESOL resource teacher, LEP committee chairperson and ESOL certified/trained peers.
3. Focused observations with follow-up feedback and coaching by workshop facilitators and/or district staff.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, LEP Program



## **TEACHING READING SKILLS TO LIMITED ENGLISH PROFICIENT STUDENTS (Reading For LEP)**

### **General Objectives**

1. To familiarize participants with the theory on the teaching of reading and vocabulary to the limited English proficient student.
2. To instruct participants in the development of techniques and procedures for teaching intensive reading skills.
3. To instruct participants on the preparation and use of supplementary materials to teach reading and vocabulary.

### **Specific Objectives**

The participant will:

1. Demonstrate knowledge of the reading process.
2. Demonstrate knowledge of the difference between pre-reading activities and reading activities in the ESOL reading class.
3. Demonstrate knowledge of the different reading skills pertaining to beginning, intermediate, and advanced level students.
4. Demonstrate knowledge of the different techniques and class procedures for the teaching of a specific reading skill at the beginning, intermediate and advanced levels.
5. Demonstrate knowledge of the different discourse markers (e.g., innumerative, additive, logical sequence, explicative, illustrative and contrastive).
6. Demonstrate knowledge of the procedure for teaching vocabulary development.
7. Use specific techniques for teaching reading to the limited English proficient student.
8. Write a lesson plan following the procedures and techniques appropriate for teaching reading to the limited English proficient student.
9. Present a lesson plan for group discussion, focusing on a specific reading skill.
10. Construct visuals and materials to teach reading.
11. Be able to select and use a variety of methods and techniques appropriate to student needs and instructional objectives.
12. Facilitate the development of literacy skills in second language learners.
13. Demonstrate a variety of pre-, during and post reading strategies.
14. Select appropriate techniques for a reading task.
15. Apply the principles of second language literacy learning to the classroom.
16. Describe principles and strategies for questioning students and wait time.
17. Evaluate selected reading teaching techniques for oral language development.
18. Experience and reflect on the situation of a language minority child in a mainstream class.
19. Apply aspects of selected methods and approaches to teaching a reading task.
20. Analyze specific methods and approaches in reading instruction.
21. Identify learner variables and their effects on reading comprehension.
22. Assess the readability of the material.
23. Describe common program models in Florida for integrating reading strategies in the curriculum.
24. Evaluate a sample reading unit in terms of criteria presented in this session.
25. Develop a sample reading unit and lesson that meet the criteria presented in this session.

### **Description of Activities**

Participants will receive group instruction covering the topics listed in objectives 1-25. All participants will be involved in lesson planning and lesson demonstrations in which specific techniques for teaching reading and vocabulary are implemented. Paraprofessionals will be involved in constructing visuals and developing materials to supplement class text.



## **Component: 1.705.006**

### **Evaluation**

#### **Participant Assessment**

Successful completion of this workshop will include a pencil-paper pre and post test to assess change in knowledge about the topic and actual products such as lesson plans and lesson demonstration to assess application of knowledge. Paraprofessionals will be evaluated on objectives 1-25 and for the construction of visuals and supplementary materials to teach reading. Each participant must meet 80% of established criteria.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objections have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. On-site visits and coaching by Inservice facilitators and/or district staff.
2. On-site mentoring and coaching by ESOL resource teacher, LEP committee chairperson and ESOL certified/trained peers.
3. Focused observations with follow-up feedback and coaching by workshop facilitators and/or district staff.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, LEP Program



## **Component: 2.007.001**

### **MASTERING SKILLS FOR CURRICULUM DEVELOPMENT (Curr Development)**

#### **General Objective**

To learn the skills of curriculum design to build a curriculum guide for any discipline, K-12.

#### **Specific Objectives**

The participant will:

1. Develop a rationale for each unit of study.
2. Complete an outline for each unit of study.
3. Structure sequential learning activities for each unit.
4. Develop a sample student evaluation based on performance.
5. Design procedures for field-testing the unit.

#### **Description of Activities**

Activities may include workshops, conferences, courses offerings, lectures, demonstrations, practice.

#### **Evaluation**

##### **Participant Assessment**

The director of the activity will critique each guide at each step of development to determine whether the participant has satisfactorily mastered the specific skills of curriculum development. A field testing plan must accompany each guide, to be judged by the workshop director on its validity and feasibility. The guide must meet 80% of established criteria.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

The trainer will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Implementation survey
4. Peer review groups

#### **Inservice Points - 60 Maximum**

For Additional Information - Area Supervisors



## Component: 2.007.002

### UNDERSTANDING KINDERGARTEN CURRICULUM (K CURRICULUM)

#### General Objectives

To train teachers to use the Hillsborough County Kindergarten Program Model, modifying it to satisfy needs of accelerated students that need additional support, or to satisfy the needs of students needing additional time and learning experiences.

#### Specific Objectives

The participant will:

1. Identify the methods and materials recommended for use in the basic Hillsborough County Kindergarten Program Model.
  - A. Language - receptive, expressive
    1. Scholastic or Rigby Reading Program
    2. Peabody Language Programs
    3. Wright Group Emergent Reading Program
    4. New Programs
  - B. Reasoning
    1. Macmillan I Can or New Math Adoption (Fall 99)
    2. Systems/Balance/Change (SBC)
    3. Effective use of manipulative
    4. Questioning techniques
    5. New programs
  - C. Sensory Motor
    1. Production and use of appropriate materials for motor development
    2. Movement activities
    3. New programs
  - D. Creative Expression
    1. Music
    2. Dramatics
    3. Art
    4. New programs
  - E. Social Development
    1. Developing Understanding of Self and Others (DUSO) (limited to 3 hrs.)
    2. Social studies series
    3. Managing classroom behavior
    4. New programs
  - F. Health and Safety
    1. Health observation techniques
    2. Safety for the 5/6 yr. old
    3. New programs
2. Identify the methods and materials recommended for use in working with the accelerated student in kindergarten.
  - A. Extending development of oral language
  - B. Extending development of logical thinking (logico-mathematical)
  - C. Extending pre-reading/reading skills
  - D. Extending knowledge through unit studies
  - E. New programs



## **Component: 2.007.002**

3. Identify the methods and materials recommended for working with students needing additional support.
  - A. Visual perception
  - B. Visual memory
  - C. Auditory perception
  - D. Auditory memory
  - E. Language development
  - F. Motor coordination
  - G. New programs
4. Address needs for average, accelerated and extra time learner strategies with instructional plans (short and long-range) reflecting a selection of effective activities, appropriately paced.

### **Description of Activities**

Sessions will be held to address portions or combination of portions of this component. Where a limited number of hours is noted, content is static and the number of hours is considered adequate for attainment of objectives. All other portions of this component are open for multiple attendance by participants. Consultants will present concepts and guide teachers through activities, materials and/or material preparation.

### **Evaluation**

#### **Participant Assessment**

Written plans, units or activity packets may be required when appropriate. Post tests will be used when appropriate.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

1. Quarterly after school cluster sessions
2. Coaching and mentoring as needed

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Early Childhood Programs



## **Component: 2.007.004**

### **MIDDLE SCHOOL**

#### **General Objectives**

1. To increase knowledge of the characteristics of middle school pupils.
2. To increase knowledge about the implications of middle school pupils' characteristics in determining the organization and curriculum of the middle school.

#### **Specific Objectives**

The participant will:

1. Identify stages of intellectual development of middle grade students.
2. Analyze two teaching strategies, in terms of helping middle grade students move through the stages of intellectual development.
3. List at least five physiological characteristics of middle grade students.
4. Identify incidents in the classroom which are related to middle grade students physiological characteristics.
5. Analyze important elements of the social-emotional development of middle grade students.
6. Determine the social forces that interact in the lives of middle grade students and analyze the classroom socialization process.
7. Organize an interdisciplinary unit of instruction for the middle grades.
8. Develop curriculum for middle grade students.
9. List strategies to develop critical thinking in middle grade students.
10. Describe counseling functions of the teacher in the middle grades.
11. Develop creative learning materials for the middle grades.
12. Identify appropriate planning and evaluation programs for the middle grades.

#### **Description of Activities**

Inservice sessions will consist of lectures, discussions, demonstrations, media presentations, and independent study materials, following which participants will practice the skills being learned. Courses, conferences, and commercially offered workshops may also be used to meet the objectives of this component.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. A written test
2. Active participation in written products and successful completion of tasks during training session.

##### **Component Assessment**

One or more of the following will be used:

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.007.004**

### **Follow-Up Plan**

One or more of the following will be used:

1. Reflective journal of strategy use.
2. Classroom observation by peer, subject area leader, sites based administrator or supervisor.
3. Examples of student work.
4. Attendance at next level of training.
5. Formation of users groups/coaching and feedback groups.

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Middle School Education



## **Component: 2.007.005**

### **FIELD TRIPS**

#### **General Objectives**

To provide teachers and other educators with skills for conducting acceptable field trips.

#### **Specific Objectives**

The participant will:

1. specify objectives of the field trip;
2. relate such objectives to specific subject area/grade level county objectives;
3. construct a lesson plan supporting the field trip, with agenda of learning activities, follow-up, and evaluation instruments;
4. outline county policy concerning field trips -- expenditures, parental approval, chaperoning, procedures for scheduling, identifying trips on the approved list, etc.

#### **Description of Activities**

Workshops will include lecture, seminary, reading materials, and working through a simulated field trip activity.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. A paper and pencil test;
2. A review of written work using established criteria.

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

One or more of the following will be used:

1. Reflective journal of strategy use.
2. Classroom observation by peer, team leader, subject area leader, sites based administrator, instructor or supervisor.
3. Field observation by peer, team leader, subject area leader, instructor or supervisor.
4. Attendance at next level of training.
5. Formation of user groups/coaching and feedback groups.

#### **Inservice Points - 12 Maximum**

For Additional Information - Area Supervisor



## **Component: 2.007.006**

### **DIMENSIONS OF LEARNING**

#### **General Objectives**

This Inservice is based upon six basic assumptions: 1) Instruction must reflect the best of what we know about how learning occurs; 2) Learning involves a complex system of interactive processes that include five different dimensions; 3) Effective learning focuses on large, interdisciplinary curricular themes; 4) The K-12 curriculum should include explicit teaching of higher level attitudes, perceptions, and mental habits that facilitate learning; 5) A comprehensive instructional approach is teacher directed and student directed; and 6) Assessment should focus on the students' use of knowledge and complex reasoning rather than on their recall of low level information.

#### **Specific Objectives**

Participants will gain competence in the following areas:

1. How to develop positive attitudes regarding learning.
2. How to foster positive perceptions about learning.
3. Teaching students to integrate new knowledge with existing knowledge.
4. Teaching students to internalize new content.
5. Helping students to analyze knowledge by making new distinctions and reaching new conclusions.
6. Engaging students in the following activities: comparing, classifying, making inductions and deductions, analyzing errors, creating and analyzing support, analyzing perspectives, and creating and applying abstractions.
7. Allowing students to participate in decision making.
8. Encouraging students to use investigation and experimental inquiry.
9. Developing student problem solving skills.
10. Fostering student inventions.
11. Teaching students to be sensitive to feedback.
12. Helping students learn the importance of being accurate and seeking accuracy.
13. Teaching students to work on the edge rather than the center of their competence level.

#### **Description of Activities**

Participants will receive instruction via lectures, demonstrations, discussion, written materials, simulations, and role plays. Practice exercises will be completed and interdisciplinary units will be implemented at the school site.

#### **Evaluation**

##### **Participant Assessment**

Successful completion of this program will include a post assessment and/or an examination of actual activities or instructional materials addressed by component activities. Criteria for successful completion will be 80%.

##### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.007.006**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Teacher Training



## **Component: 2.007.008**

### **Professional Learning for Kindergarten Curriculum**

#### **General Objective**

The purpose of this component is to provide kindergarten teachers updated information on the use of appropriate strategies and lessons that incorporate the content areas into their kindergarten day. These learned techniques will support and extend their students' mental, physical and psychological growth.

Upon completion of the component, all participants will be able to extend and support their students' mental, physical and psychological growth through incorporating appropriate learned content area strategies and techniques into their kindergarten day.

#### **Specific Objectives**

The participants will identify the most up-to-date teaching methods and materials recommended for use in the Hillsborough County Kindergarten Program Model.

1. Language- Receptive, Expressive
  - a. Scholastic, Rigby, Houghton Mifflin Reading Programs
  - b. Wright Group Emergent Reading Program
  - c. Comprehensive Literacy Resource for Kindergarten Teachers
  - d. New programs
2. Reasoning
  - a. Voyages
  - b. Effective use of manipulatives
  - c. Questioning techniques
  - d. New programs
3. Sensory Motor
  - a. Appropriate use of motor development materials
  - b. Movement activities
  - c. New programs
4. Creative Expression
  - a. Music
  - b. Dramatic play
  - c. Art
  - d. New programs
5. Social Development
  - a. Social Studies Alive series
  - b. Classroom behavior management
  - c. New programs
6. Health and Safety
  - a. Health observation techniques
  - b. Safety for the 5/6 yr. old
  - c. New programs
7. Social Development
  - a. Social Studies Alive series
  - b. Classroom behavior management
  - c. New programs



## **Component: 2.007.008**

### **Description of Activities**

Learning activities in which teachers will participate during the delivery of this component will include:

1. Attending mini-presentations
2. Reading handouts and taking notes
3. Participating orally in large group discussions
4. Sharing resources, supplies, and materials
5. Participating in small group projects and discussions
6. Filling out questionnaires
7. Listening to invited speakers
8. Brainstorming ideas
9. Completing reading assignments

### **Evaluation**

#### **Participant Assessment**

The pre-assessment will be conducted orally with small groups attending the sessions. The knowledge level-assessment will be completed individually at the end of the sessions.

#### **Component Assessment**

The district uses the prescribed evaluation for "Course and Instructor Opinionnaire Instructional Evaluation".

### **Follow-Up Plan**

1. Participant oral reflection
2. Quarterly after school cluster sessions
3. Coaching and mentoring as needed

#### **Inservice Points - 60 maximum**

For Additional Information – Supervisor, Elementary Education



## **Component Number: 2.013.001**

### **Science of Reading**

#### **General Objective:**

Participants will develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. In order for educators to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, emphasis of this professional learning opportunity is focused on reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound/symbol associations, syllables, morphology, semantics, and syntax.

#### **Specific Objectives:**

1. Understand the research behind how individuals learn to read
2. Learn strategies to align scientific research with classroom practice
3. Explore the components of literacy instruction included: phonological awareness, phonics, fluency, vocabulary and oral language comprehension and text comprehension.
4. Identify characteristics of readers with dyslexia and other reading disorders.
5. Understand the importance of early detection of reading difficulties.
6. Recognize the significance of phonological awareness in learning to read.
7. Identify elements of explicit, systematic, and multisensory instruction.
8. Identify difficulties associated with word recognition.
9. Identify difficulties associated with comprehension.
10. Recognize universal screeners, diagnostic, and progress monitoring assessments.

#### **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:

Read all course content, related professional articles, and participate in group discussion(s) and activities related to the content.

Complete all online learning activities and assessment tasks successfully throughout the course.

Participate in all relevant course activities including: lectures, discussions, videos, written materials, activity sheets, presentations, and interactive learning.

#### **Evaluation:**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. individual and group products
2. completed handouts
3. presentations
4. Canvas reviews

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program completion will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

##### **Follow up Plan**

Will consist of one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

#### **Inservice Points - 60 Maximum**

**For Additional Information** – Literacy or Professional Learning Departments



## **PDA- Exploring Structured Literacy**

### **General Objective**

Participants will develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. In order for educators to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, emphasis of this professional learning opportunity is focused on reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound symbol associations, syllables, morphology, semantics, and syntax.

### **Specific Objectives**

Upon successful completion of this course, 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
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.



## **Component# 2.013.002**

3. Participate in group meeting after completing Unit 3 assessment tasks to discuss findings, reflect, and complete the FDLRS Impact Database.
4. Complete multiple choice, true-false, matching, and fill-in-the-blank Check Your Understanding quizzes in all units of study.
5. Complete a phonology review, carefully following the sequence of instruction to identify elements of the lessons that are explicit, systematic, and/or multisensory. Complete the Phonology Review Chart with specific evidence of explicit, systematic, and/or multisensory instruction in phonological and phonemic awareness lessons. Describe what you learned about the way phonological and phonemic awareness instruction is provided in the reading program you reviewed.
6. Collect pre-assessment data to identify the need of your student(s) in the area of phonics and complete a Sound-Symbol Correspondence/Syllable Student(s) Profile and Instructional Plan. Select one multisensory intervention strategy in the area of phonics directly linked to student need to implement. After delivering the instructional plan, collect post-assessment data to determine intervention effectiveness, complete a Sound-Symbol Correspondence/Syllable Implementation Results reflection, and post pre/post data in the FDLRS Impact Database online.
7. Plan, deliver, and reflect on an explicit, systematic, and multisensory vocabulary lesson using the Vocabulary Lesson Template.
8. Review course references and resources.

### **Evaluation**

Participants will complete 1 Demographic Survey, 3 Discussion Posts, 6 Quizzes with at least 80% accuracy, 4 Dropbox Tasks, 1 FDLRS Impact Database Entry, and 1 Satisfaction Survey, which will be reviewed by the course facilitator for satisfactory completion according to task specific scoring guidelines.

### **Follow up Plan**

Follow-up will be provided through the on-going support of the program instructors, reading coaches, and reading resource specialists located at each school site.

### **Rationale**

This course reflects best practices in reading instruction using current research-based instructional practices identified by the National Reading Panel Report (2000) in response to the Mandate of No Child Left behind to include cultural competence through differentiated practices.

### **Cultural Competence**

Reading courses embed cultural competency by addressing differentiation of instruction to give participants a broad knowledge of students from differing profiles, including students with disabilities and students from different populations.

### **Research-Based**

Nationally recognized guidelines for research-based instruction include the Florida K-12 Reading Endorsement, International Reading Association's Standards for Reading Professionals, National Institute for Literacy's Using Research and Reason in Education, National Institute for Child Health and Development's Preventing Reading Difficulties in Young Children, and the National Reading Panel's Teaching Children to Read.

**Inservice Points: 40 Maximum**



## **Component Number: 2.015.004**

### **Science of Reading for SWD**

#### **General Objective:**

Participants will develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. In order for educators to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, emphasis of this professional learning opportunity is focused on reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound/symbol associations, syllables, morphology, semantics, and syntax when working with students with disabilities.

#### **Specific Objectives:**

1. Identify characteristics of readers with dyslexia and other reading disorders.
2. Recognize the effect instruction has on brain development.
3. Understand the importance of early detection of reading difficulties.
4. Recognize the significance of phonological awareness in learning to read.
5. Identify elements of explicit, systematic, and multisensory instruction.
6. Identify difficulties associated with word recognition.
7. Identify difficulties associated with comprehension.
8. Recognize universal screeners, diagnostic, and progress monitoring assessments.
9. Explain how MTSS is used to provide appropriate instruction and intervention to struggling readers.

#### **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:

Read all course content, related professional articles, and participate in group discussion(s) and activities related to the content.

Complete all online learning activities and assessment tasks successfully throughout the course.

Participate in all relevant course activities including: lectures, discussions, videos, written materials, activity sheets, presentations, and interactive learning.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. individual and group products
2. completed handouts
3. presentations
4. Canvas reviews

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program completion will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

##### **Follow up Plan**

Will consist of one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

#### **Inservice Points - 60 Maximum**

**For Additional Information** – Literacy or Professional Learning Departments



## **Component: 2.100.001**

### **MAINSTREAMING THE EXCEPTIONAL STUDENT (Mainstreaming Excep Pupil)**

#### **General Objective**

Participants will acquire the knowledge and skill required in the mainstreaming of selected exceptional students.

#### **Specific Objectives**

The participant will:

1. Identify five characteristics exhibited by students of at least one selected exceptionality.
2. Categorize selected instructional objectives into four instructional skill areas: social, learning, living, and communication.
3. Match sample lesson plans with possible accommodations and modifications for selected exceptional students.
4. Write a lesson plan for a selected content area and include at least one accommodation or modification to meet the needs of a selected exceptional student.
5. Demonstrate skill in identifying advantages and disadvantages of lesson modification.
6. Identify at least five attitudes which hinder the acceptance of exceptional students in the mainstream and develop a technique for introducing an exceptional student to non-exceptional students.

#### **Description of Activities**

Participants will receive group instruction consisting of lecture and demonstration. They will submit five (5) characteristics of one ESE exceptionality, categorize instructional objectives, and develop modified lesson plans.

#### **Evaluation**

##### **Participant Assessment**

Each participant will:

1. Identify five characteristics exhibited by students of at least one exceptionality.
2. Match selected instructional objectives with the four instructional skill areas of social, learning, living, and communication.
3. Match sample plans with possible modifications for selected exceptional students.
4. Submit a lesson plan including one modification according to the instructor's criteria.
5. Submit an anecdotal report describing the implementation of a modified lesson for a selected exceptional student.
6. Exhibit a list of at least five attitudes which impede acceptance of exceptional students in the mainstream.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Technical assistance with lesson plan development
2. Mentoring and coaching

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Florida Diagnostic and Learning Resources System



## **Component: 2.100.002**

### **IMPLEMENTING PERFORMANCE OBJECTIVES (Implement Perform Obj)**

#### **General Objective**

To provide the necessary training for teachers of exceptional students to implement the Hillsborough County Performance Based Objectives.

#### **Specific Objectives**

The participant will:

1. Write individual educational plans for handicapped students, selecting appropriate objectives based upon individual student needs from the curriculum guides: Curriculum for Students with Mild Disabilities, Curriculum for Students with Moderate Disabilities, and Curriculum for Severe and Multiply Handicapped Students.
2. Write lesson plans indicating specific strategies and materials for achieving these objectives with the student.
3. Maintain the individual student record of achievement of objectives.
4. Implement program appropriate curriculum objectives.

#### **Description of Activities**

A variety of activities, including lecture, AV presentations, demonstrations, and small group discussions will be employed.

#### **Evaluation**

##### **Participant Assessment**

The participant will complete one or more of the following:

1. Outline the IEP meeting process.
2. Write a lesson plan indicating specific strategies and materials for achieving the IEP objectives for a specific student.
3. Prepare an individual student's record of achievement.
4. Achieve a minimum score of 80% on a post-test based on curriculum information presented in the inservice workshop.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Sample lesson plans based on the Hillsborough County Performance Based Objectives
2. Technical assistance meetings

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Florida Diagnostic and Learning Resources System



## **Component: 2.100.003**

### **TEACHING VISUALLY IMPAIRED STUDENTS (Teaching V I Students)**

#### **General Objectives**

To provide initial training and updating for general education teachers in the special techniques, materials, and equipment necessary to mainstream visually impaired students to their classrooms.

To create an awareness of the effect of varying degrees of visual acuity on the class performance of students.

#### **Specific Objectives**

The participant will:

1. Use the special teaching techniques required to transmit learning concepts to visually impaired students.
2. Set criteria for and develop instructional materials for use with particular visual impairments.
3. Use the special equipment available for instruction of the visually impaired in the classrooms.

#### **Description of Activities**

General educators will be shown visual stimuli corresponding with various levels of visual acuity. Techniques, materials, and equipment will be introduced by the workshop director and any other persons serving in the consultant role. Ideas for teacher-made materials will be shared and developed by the participants. The workshop will be based on the "hands on" approach by which teachers will become familiar with the instructional needs, techniques, materials, and equipment for the visually impaired.

#### **Evaluation**

##### **Participant Assessment**

Each participant must take a written pre- and post-test for each training segment in orientation to education of the visual impaired student. The participant must attain 80% accuracy on the posttest, which will cover concepts presented during the specific segment.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Examples of participant made materials
2. Self-assessment of implementation

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Low Prevalence Programs



## **Component: 2.100.004**

### **PROGRAMMING FOR EXCEPTIONAL STUDENTS (Program for Ex Stu)**

#### **General Objective**

To assist teachers with the implementation of a variety of assessment, intervention and instructional strategies, to be used within various programs in the area of Exceptional Education. Upon completion of the component, all participants will be able to successfully perform assessments, interventions and use appropriate instructional strategies to meet the needs of the students in their programs

#### **Specific Objectives**

The participant will:

1. Demonstrate knowledge of program processes and procedures.
2. Demonstrate knowledge of classroom management techniques.
3. Administer and interpret individual education assessments.
4. Submit a sample Individual Educational Plan for evaluation.
5. Program individual intervention strategies for handicapped students.
6. Identify at least ten commercial materials and/or teacher-prepared materials for academic and/or effective development.
7. Demonstrate/describe effective techniques for working with parents.

#### **Description of Activities**

Participants will be involved in Inservice activities using lectures, conferences, consultations, demonstrations and role playing.

Participants will practice diagnostic and remedial techniques in individual and small group sessions and will plan, design, and produce types of materials specifically appropriate for students with identified with a disability.

#### **Evaluation**

##### **Participant Assessment**

The participant will complete an individual pre-assessment and post-assessment survey demonstrating increased knowledge on at least 80% of the objectives.

The participant will create a portfolio containing products that demonstrate mastery of 80% of the specific objectives.

##### **Component Assessment**

Participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

#### **Follow-Up Plan**

1. Documentation of implementation of skills verified by school based personnel and returned to presenter when requested.
2. Examples of participant's work submitted as requested.

##### **Inservice Points - 60 maximum**

For Additional Information - Coordinator, Florida Learning Resources System



## **Component: 2.100.005**

### **SPECIAL OLYMPICS**

#### **General Objective**

This component is designed to prepare school personnel who will be training participants of the Special Olympics with sports training skills and materials necessary for successful involvement.

#### **Specific Objectives**

The participant will:

1. Identify the skills progression needed for improved performance in running, throwing, jumping, gymnastics, swimming and bowling for athletes with special needs.
2. Outline the developmental sequence of skills involved in rolling, crawling, object accuracy tossing, walking, walking with cane and wheelchair pushing.
3. Organize a bank of activities for training retarded and multi-handicapped individuals in running, throwing, jumping, swimming, gymnastics and bowling.
4. Describe the unique characteristics, needs and abilities of the athlete with special needs.
5. Complete forms and follow registration procedures necessary for entering athletes in the Special Olympics. Demonstrate/describe student event scores and times; medical/physical information; required signatures; insurance coverage.

#### **Description of Activities**

The participants will take part in the following activities to gain the knowledge and skills to prepare students for participation in Special Olympics' events:

1. Demonstrations
2. Lectures
3. Active participation in skills and events associated with the Special Olympics.

#### **Evaluation**

##### **Participant Assessment**

Each participant must take a written pre- and post-test for each training segment in orientation to Special Olympics. The participant must attain 80% accuracy on the posttest, which will cover concepts presented during the specific segment.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-up Plan**

1. Demonstration/Observation/Feedback
2. Technical assistance meeting
3. On-site mentoring/coaching

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Programs for Mentally Handicapped



## **Component: 2.100.006**

### **COOPERATIVE CONSULTATION: PROVIDING SUPPLEMENTARY INSTRUCTIONAL SUPPORT FOR MAINSTREAMED EXCEPTION STUDENTS (Cooperative Consult/ESE)**

#### **General Objective**

The component provides opportunities to broaden the knowledge and increase competencies of professional staff in their respective areas of responsibility in collaborative problem solving in order to provide supplementary instructional support for exceptional students who are mainstreamed in basic and vocational education classes.

#### **Specific Objectives**

The participant will:

##### ***KNOWLEDGE BASE***

1. Identify the six steps of the cooperative consultation process.
2. Identify the differences and perceptions of general education and exceptional education teachers.
3. Identify and use the Student Inventory Form.
4. Identify and use the Course Description Form.
5. Identify and use the Cooperative Consultation Planning Form.
6. Identify and use the Cooperative Consultation Monitoring Form.
7. Build a resource list of effective alternatives and modifications to assist students with learning or behavior problems.

##### ***IMPLEMENTATION***

8. Develop an action plan for the implementation of the cooperative consultation process in their work environment.
9. Articulate at least one targeted student through the cooperative consultation process.
10. Evaluate the benefits of cooperative consultation.
11. Complete sets of cooperative consultation forms for each targeted student.
12. Plan several effective alternatives to assist students with learning or behavior problems.
13. Implement planned alternatives for targeted students in the classroom.
14. Monitor targeted students' progress.
15. Submit requested evaluation information to Cooperative Consultation trainers.

#### **Description of Activities**

Training sessions consisting of lectures, group discussions, and role playing will be used to introduce the cooperative consultation process. At the end of the initial training session, each participant will develop a cooperative consultation action plan, which will then be implemented in the participant's work environment. A follow-up session will be scheduled for problem solving and monitoring the successful process.

#### **Evaluation**

##### **Participant Assessment**

Participants will complete pre-posttest on the specific objectives and must show gain on 80% of the objectives.

The instructor will certify that each participant has successfully completed the specific objectives by ascertaining that the participant: 1) developed an appropriate plan of action for implementation of the cooperative consultation process in his or her work environment; and 2) implemented the process into his or her work environment. The involvement of the implementation will vary depending on the role of the participant within the school setting, i.e., administrator versus teacher versus counselor, etc.



## **Component: 2.100.006**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

1. Action plan review
2. On site coaching
3. Instructor-led review session

### **Inservice Points - 60 points maximum**

For Additional Information - Supervisor, Florida Diagnostic and Learning Resources System Program



## **Component: 2.100.007**

### **MODELS, ISSUES AND ACTIVITIES IN THE FIELD OF TRANSITION (Field of Transition)**

#### **General Objective**

To develop an awareness of current models, issues, and activities in the field of transition for educators working with secondary exceptional students.

#### **Specific Objectives**

The participant will:

1. Demonstrate knowledge of the initiative and policies regarding transition in the Hillsborough County School District, the site, and the federal level.
2. Identify the different transitional models and the strategies they use for effective transition.
3. Design an Transition Individualized Education Plan (TIEP).
4. Demonstrate knowledge of the functional curriculum and community based training.
5. Identify and list the functions of the state and local agencies who are involved in the transition process.
6. Identify the components of supported employment and demonstrate knowledge of the different models of supported employment.
7. Demonstrate knowledge and application of assessment instruments appropriate for students needing transitional services.
8. Identify services provided by the Hillsborough County School District's Transitional Program.

#### **Description of Activities**

Participants will receive group instruction consisting of lecture and demonstration for all stated objectives.

#### **Evaluation**

##### **Participant Assessment**

Successful completion of this workshop will include a pre- and post-test to assess change in knowledge about the topic as well as completion of an Individualized Transition Plan.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Participants will increase by at least 80%, knowledge of the specific objectives covered.

#### **Follow-Up Plan**

1. Assignments applying knowledge and skills.
2. Examples of Transition IEPs developd by participants
3. Sample lesson plans demonstrating knowledge of a functional curriculum and community based instruction.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Program Transition and Job Placement



## **Component: 2.100.009**

### **FLORIDA UNITING STUDENTS IN EDUCATION TRAINING IN COLLABORATIVE TEACHING (FUSE)**

#### **General Objective**

This component is designed to provide training of general and exceptional education teachers in techniques of collaborative teaching to facilitate the inclusion of students with disabilities in general education classrooms. Upon completion of this component, all participants will be able to collaboratively plan instruction, collaboratively deliver instruction and collaboratively evaluate student progress for different population of students.

#### **Specific Objectives**

The participant will:

1. Identify collaborative teaching models serving as delivery options for exceptional students in the least restrictive environment.
2. Identify key characteristics of effective collaboration.
3. List co-teaching models that can be used in the general education classroom.
4. Discuss how instruction, practice activities and assessment can be adapted to meet all student needs.
5. Discuss what is needed for development of a strong interpersonal relationship.
6. Understand how to gather and analyze information to effectively schedule ESE students into collaborative teaching service delivery models.

#### **Description of Activities**

Workshop activities will include:

1. Interactive group activities.
2. Development of a product through co-planning.
3. Information in the form of a variety of printed material.

#### **Evaluation**

##### **Participant Evaluation**

1. A written pre-assessment will be administered.
2. Participants must show an increase on 80% of the objectives. Demonstration of skill/knowledge increase will be demonstrated through written test, oral reporting or a classroom performance evaluation instrument.

##### **Component Evaluation**

Course and Instructor Opinionnaire Instructional Evaluation form will be completed to assess the degree to which specific objectives have been addressed by component activities and to assess performance of the presenter.

#### **Follow-Up Plan**

One or more of the following will be required as needed:

1. Direct Observation of classroom implementation or scheduling process.
2. Participant written reflection through survey or e-mail communication.
3. Participant oral reflection in the context of a collaborative support team meeting.
4. Coaching/monitoring the scheduling process school site.



**Component: 2.100.009**

**Inservice Points - 60 maximum**

For Additional Information - Supervisor, Florida Diagnostic and Learning Resources System



## **Component: 2.100.010**

### **MODEL CLASSROOM TRAINING APPROACH (Model Classroom)**

#### **General Objective**

To enable teachers to observe, understand, and implement exemplary instructional strategies and techniques appropriate for exceptional students.

#### **Specific Objectives**

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Organize effective learning environments to maximize the effect of individualized and small group instructions upon academic achievement.
2. Manage classroom behavior through a variety of behavior management strategies and techniques.
3. Employ time management principles to promote planning, consultation and completion of paperwork.
4. Program and implement effective alternative instructional strategies for exceptional learners.
5. Establish and maintain good rapport with peers, administrators, and parents.
6. Utilize paraprofessionals effectively for classroom instruction.

#### **Description of Activities**

Following full day observation of a model classroom in which instructional strategies and techniques are demonstrated and discussed, participants will identify practices appropriate for implementation in their classroom, develop a plan of action, and implement selected strategies and techniques over a four week period.

#### **Evaluation**

##### **Participant Assessment**

Participants will develop a plan of action; implement the plan of action for four weeks; demonstrate identified strategies and techniques.

##### **Component Assessment**

1. All participants will complete opinionnaires to assess the degree that specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Participants will complete plan of action applying acquired knowledge and skills
2. Evidence of the job performance of participants successfully completing the activities identified in this component is gathered.

#### **Inservice Points - 30 Maximum**

For Additional Information - Supervisor, FDLRS



## **Component: 2.100.011**

### **BRAIN BASED INSTRUCTION**

#### **General Objective**

To train instructors in the use of brain based principles to enhance the learning of all students.

#### **Specific Objectives**

The participant will:

1. Increase knowledge of infant brain development and how it affects later learning.
2. Develop understanding of the importance of early stimulation of all senses.
3. Know the importance of brain nutrition/aerobics for all people.
4. Know and incorporate all learning modalities into lesson plans.
5. Be able to perform keys for personal mastery of learning.
6. Be able to complete body pegging for remembering 10 or fewer items.
7. R.E.A.D. their learners.
8. Know the five areas and complete BRAINSMART lesson plans.

#### **Description of Activities**

Participants will be trained in the areas above through lecture, small group, video presentation, cooperative learning and hands-on activities.

#### **Evaluation**

##### **Participant Assessment**

The participant will attend all workshop time, participate in activities and develop a lesson plan through using BRAINSMART teaching techniques.

##### **Component Assessment**

Participants will complete opinionnaires to assess usefulness of objectives taught.

Criteria for successful program will be that 90% of all participants will show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Sample lesson plans using BRAINSMART planning
2. On-site visit from resource teacher when requested
3. Information gathered by teacher survey 3-9 months past training

#### **Inservice points – 30 maximum**

For Additional Information – Supervisor, FDLRS



## **Component: 2.100.013**

### **INSTRUCTIONAL STRATEGIES FOR EXCEPTIONAL STUDENTS I (Inst Strat ESE I - MH)**

#### **General Objective**

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in instructional strategies for exceptional students, including those who are emotionally handicapped; specific learning disabled; or educable, trainable, or profoundly handicapped. These strategies emphasize, as appropriate, developmental programming; development, implementation, and evaluation of individual educational plans; teaching basic skills and adaptation of curriculum and materials; special approaches to teaching function skills; motivational strategies; and data-based management.

Persons seeking add-on certification in any of the designated areas must also complete the component, Instructional Strategies for Exceptional Students II.

#### **Specific Objectives**

Upon completion of component, participants will have acquired competencies to:

1. Identify students' entering behaviors including strengths and weaknesses.
2. Select appropriate specialized techniques based on information from the student records, assessments, and modality strengths.
3. Describe ongoing assessment measures of students' performance that are used as a basis for making instructional decisions.
4. Explain the need for and demonstrate the ability to use high-low cognitive level questions.
5. Use task analysis to determine necessary prerequisites.
6. Discuss instructional technology as an integrated part of instruction.
7. Select assignments which yield high rates of success for students.
8. Explain how to combine guided practice, semi-independent practice, and independent practice.
9. Maximize teaching effectiveness through communication of goals, organization of materials and pacing of instructional presentation.
10. Develop lesson plans which include long term and short term objectives, activities, transitions, materials, and instructional and evaluation strategies.
11. Specify lesson review and re-teaching opportunities.
12. Describe support systems available for working with children and youth with disabilities.
13. Identify and apply effective communication teams and collaborative/consultative techniques with administrators, regular education teachers, multi-disciplinary personnel, children and youth, parents, agencies, community members, and other professional. Explain benefits of home/school collaboration to enhance student performance.
14. Specify and develop a plan for the effective utilization and supervision of paraprofessionals and volunteers.
15. Design and explain a sample physical classroom layout for a full continuum of service delivery models, for children and youth with multiple handicaps.
16. Organize and schedule classroom time to accommodate support services scheduled for individuals and groups.
17. Identify essential elements of record keeping to monitor and document student progress.
18. Discuss and demonstrate instructional techniques (i.e. modeling, role-playing, rehearsal, and feedback) for teaching specific social-personal skills.
19. Discuss techniques that can be used to develop and enhance self-concept of children and youth with exceptionalities.
20. Discuss techniques to establish and maintain rapport with learner.
21. Explain how to employ motivational strategies and techniques and reinforce academic achievement and employability skills.
22. Discuss critical characteristics in providing adequate feedback to learners.
23. Facilitate improvement in learner attitudes, behavior, and academic achievement through the use of cooperative learning.



## **Component: 2.100.013**

24. Identify and demonstrate instructional strategies which foster success for children and youth with disabilities, including:
  - a. Demonstrate how to plan, implement, and evaluate direct instruction.
  - b. Implement written and verbal fluency building procedures which increase student proficiency with academic skills.
  - c. Demonstrate effective teaching principles and specialized approaches and materials.
  - d. Select and adapt instructional strategies to implement behavior and academic activities, altering techniques as appropriate
  - e. Explain and demonstrate how to utilize activities designed for large groups, small groups and individual work.
25. Identify and discuss the basic components of Cooperative Consultation and examine the benefits for children and youth with disabilities.
26. Identify and utilize specialized teaching techniques and technology to address individual learning styles and modalities.
27. Explain objective and methods of supportive and remedial strategies.
28. Identify basic instructional approaches for content areas and develop a variety of learning activities for student at varying levels.
29. Identify and explain systematic generalization procedures for transferring improvements in student academic and behavioral performance to mainstream setting.
30. Identify appropriate activities to support cultural variations.
31. Explain the rationale for teaching vocational and employability skills.
32. Identify and apply essential elements of data and current research-based effective teaching practices (including consultation with children and youth).
33. Demonstrate how to teach students techniques for using

### **Description of Activities**

A detailed description of all component activities can be found in the Florida Alternatives/Instructional Strategies for Exceptional Students: Instructor's Manual developed through the Alternative Training initiative Project, coordinated by FDLRS/South, under the auspices of the Florida Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students, and Division of Human Resource Development, Bureau of Teacher Education. A copy of this Instructor's Manual and a Student-Colleague's Resource Book may be obtained from:

Clearinghouse/Information Center  
Bureau of Education for Exceptional Students  
Florida Department of Education  
Florida Education Center  
Tallahassee, FL 32399  
Phone: (904) 488-2077; FAX (904) 487-2194; Suncom: 278-2077;  
SpecialNet: BEESPS



## **Component: 2.100.013**

Learning activities in which student-colleagues will participate during the delivery of this component include:

1. Listening to mini-lectures
2. Brainstorming
3. Writing portfolio entries/reflections
4. Reviewing resources for support services
5. Participating in small group discussion/activities
6. Participating in role plays
7. Completing assigned readings
8. Interviewing a paraprofessional or volunteer
9. Viewing videos
10. Doing out of class assignments
11. Participating in a simulation
12. Observing/participating in a demonstration
13. Practicing charting of Precision Teaching
14. Formulating alternative student assignments
15. Participating in a decision-making activity
16. Listening to guest presenters
17. Developing a lesson plan

### **Evaluation**

#### **Participant Assessment**

With the instructor(s) as the evaluator(s), verification of competency acquisition will be on-going and completed through the following:

1. Analysis of student using Student Assessment
2. Completion of collaboration overview Profile
3. Implementation of classroom activities
4. Portfolio entries/reflections
5. Completion of "Portfolio Activity
6. Implementation of informal classroom Motivation Questions" assessments
7. Implementation of classroom motivation
8. Task analysis of classroom activity system
9. Development of a unit organizer
10. Outline of classroom presentations
11. Implementation of lesson review
12. Completion of graphic organizer
13. Development of a list of support services
14. Development of class unit on cultural
15. Design of classroom layout
16. Implementation plan for therapeutic activities
17. Completion of Vocational Profile
18. Design of classroom schedule
19. Analysis of Probe Results
20. Implementation plan for therapeutic activities
21. SIM post-test
22. Design of classroom schedule
23. Plan for mini-unit
24. Development of samples of record keeping
25. Presentation of classroom units/lessons system
26. See the Instructor's Manual for further detail



## **Component: 2.100.013**

For add-on certification purposes, the participant must demonstrate the successful completion of all applicable competencies within the components, with such demonstration verified by the instructor. For Inservice credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pre-and post-tests or other valid measures.

### **Component Assessment**

This component and the effectiveness of the instructor(s) will be evaluated by the student-colleagues according to district professional learning procedures. The instructor(s) and other appropriate district staff will meet at the completion of the component to discuss problems, successes, survey results, and to make further modification for the future delivery of this component. Student-colleagues and the instructor(s) will assess the degree to which specific objectives and competencies have been addressed by the component activities.

### **Follow-Up Plan**

Complete one or more of the following:

1. Attend follow-up session
2. Peer coaching
3. Completion of add-on certification
4. Other as determined by instructor

### **Inservice Points -40 Maximum**

For Additional Information - Director, ESE



## **Component: 2.100.015**

### **TEACHING HEARING IMPAIRED (Teach Hearing Impaired)**

#### **General Objectives**

To provide initial training and updating for general education teachers in the special techniques necessary to mainstream hearing impaired students to their classrooms.

To create an awareness of the effect of varying degrees of hearing loss on the class performance of hearing impaired students.

#### **Specific Objectives**

The participant will:

1. Use the special teaching techniques required to transmit learning concepts to hearing impaired students.
2. Set criteria for and develop instructional materials for use with particular hearing impairments.
3. Be able to translate when being signed to and will be able to sign to hearing impaired students.

#### **Description of Activities**

Techniques will be introduced by the workshop director and any other persons serving in the consultant role. Ideas for teacher-made materials will be shared and developed by the participants. The workshop will be based on the "hands-on" approach by which teachers will become familiar with the instructional needs, techniques, and materials for the hearing impaired.

#### **Evaluation**

##### **Participant Assessment**

Each participant must take a written pre- and post-test for each training segment in orientation to education of the hearing impaired student. The participant must attain 80% accuracy on the posttest, which will cover concepts presented during the specific segment.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants will show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Learning journals kept by participants
2. Case study of one student
3. Individual conference to discuss the extent of implementation and future plans for changes
4. Technical assistance
5. Consultation
6. Sharing of Best Practices
7. Peer Coaching
8. Other strategies as deemed appropriate by the Inservice contact person

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Communication Disorders



## **Component: 2.100.016**

### **TECHNOLOGICAL, MEDICAL, AND EDUCATIONAL INTERVENTIONS FOR THE HEARING IMPAIRED (Interventions Hearing Impaired)**

#### **General Objective**

To provide educators in the Program for the Hearing Impaired with the knowledge and skills related to advancements in technology, medical interventions, and/or educational programs relevant to students with hearing disabilities.

#### **Specific Objectives**

The participant will:

1. Identify assistive devices used by hearing impaired persons in daily living.
2. Articulate knowledge of recent developments in personal and classroom amplification for hearing impaired students, and acquire skills in monitoring amplification.
3. Analyze medical treatments and educational programs for the hearing impaired student in order to respond to parental and community requests for such information.
4. Demonstrate competency in sign language instruction.
5. Observe and discuss live and videotaped clinical intervention.
6. Identify current trends in educational programming of hearing impaired students.

#### **Description of Activities**

1. Attend a meeting to discuss the function and effectiveness of assistive devices.
2. Read amplification specifications and/or articles on the effectiveness of various types of amplification.
3. Attend local or state workshops.
4. Attend a series of sign language classes.
5. Observe and discuss live and videotaped clinical intervention.
6. Attend appropriate state or national conferences/conventions.

#### **Evaluation**

##### **Participant Assessment**

The participant will:

1. Orally identify the specific assistive devices to be used with students with varying degrees of hearing loss.
2. In a classroom setting, monitor the amplification of students in the hearing impaired program with 80% accuracy.
3. Complete an objective test with 80% accuracy.
4. Expressively and receptively communicate in sign language, a given set of instructions with 80% accuracy.
5. Orally identify strategies to remediate specific linguistic deficits with 80% accuracy.
6. Provide a written summary describing information gained at the conference.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants will show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.100.016**

### **Follow-Up Plan**

1. Examples of participant work
2. Learning journals
3. Self-assessment of implementation
4. Technical assistance
5. Consultation
6. Peer coaching
7. Sharing of Best Practices
8. Other strategies as deemed appropriate by the Inservice contact person

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Communication Disorders



## **Component: 2.100.017**

### **INSERVICE FOR SPEECH, LANGUAGE PATHOLOGISTS (Inser For SLPs)**

#### **General Objective**

To prepare therapists with the most current and timely training in communication disorders.

#### **Specific Objectives**

The participant will:

1. Select and describe an appropriate method of remediation for a specific communication disorder.
2. Select and describe an appropriate diagnostic method for evaluation of a specific communication disorder.
3. Given a specific set of guidelines, demonstrate his/her ability to develop or maintain a program.

#### **Description of Activities**

Depending on the objectives to be met, the therapist will participate in the following activities: lectures, demonstrations, workshops, and conferences.

#### **Evaluation**

##### **Participant Assessment**

A paper and pencil test will be used to evaluate objectives 1-3.

Criteria for credit award will be 80% or better on the post assessment.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Supportive consultation by an expert in the profession.
2. Regional focus group meetings
3. Provision of new materials and equipment to support training with appropriate technical assistance.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Communication Disorders



## **Component: 2.100.020**

### **STRATEGIES INTERVENTION MODEL FOR SLD, EH (Strategies Intervention)**

#### **General Objective**

- A. To develop in participants a necessary knowledge base and demonstrate competencies related to the implementation of the Strategic Instructional Model which provides for the acquisition of independence learning and behavior strategies for mainstreamed adolescents.
- B. The purpose of this component is to train teachers in the instructional procedures related to all learning strategies as well as all the necessary steps in a particular strategy.
- C. Upon completion of a one day training, the participant will be able to implement the strategy (with assistance when necessary), and be cognizant of the instructional stages that all strategies are based on.

#### **Specific Objectives**

- 1. Identify the knowledge base essential to the implementation of the Strategic Intervention Model.
- 2. Demonstrate teaching behaviors essential for the acquisition and generalization of learning strategies including sentence writing, word identification, paraphrasing, test-taking skills, error monitoring, self-advocacy, first letter, visual imagery, and self-questioning.
- 3. Demonstrate coaching behaviors including providing feedback and problem solving.
- 4. Demonstrate scoring and student record keeping procedures.
- 5. Successfully teach two strategies to students through completion of the activation phase of the generalization step.

#### **Description of Activities**

This program will train participants in the essential teaching competencies needed for successful implementation of the Learning Strategies Curriculum. Activities will include lecture, jigsaw, paper review, scoring or sample papers, demonstration, coaching, and practice.

#### **Evaluation**

##### **Participant Assessment**

The participant will complete an individual pre-assessment and post-assessment survey demonstrating increased knowledge on at least 80% of the objectives. Participants will also be required to perform scoring procedures either on site or through follow-up.

##### **Component Assessment**

Participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

#### **Follow-Up Plan**

- 1. Teachers will be asked to submit a student folder of implementation. On-site visitation will take place by request and/or visitation by trainer. Phone calls will always be available for questions regarding scoring of students' samples.
- 2. Examples of participant's work submitted as requested.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Programs for Specific Learning Disabilities



**NATURE AND NEEDS OF STUDENTS WITH AUTISM AND RELATED DISABILITIES  
(Nature & Needs Autism Disabilities)**

**General Objective**

To enable instructional personnel to develop, increase, and demonstrate knowledge of the nature and needs of students with pervasive developmental disorders, autism, and related disabilities. The knowledge base emphasizes etiology, prevention, and medical aspects of disabilities; characteristics and classification of exceptional students; interventions and educational services; curricular planning and utilization of community services. All participants will be able to identify relevant factors, prominent characteristics, and relevant programming for students with autism and related disabilities.

**Specific Objectives**

The participant will:

1. Identify local, state, and federal legislation/policies pertaining to exceptional children and youth, and where to access them.
2. Describe essential factors in State Board of Education Rules pertaining to exceptional students education (pupil progression plan, FTE, matrix, graduation requirements).
3. Identify current definitions for exceptionalities and terminology used in exceptional student education.
4. Compare and contrast medical, educational, and psychological definitions and classification systems, especially as they related to autism/PDD.
5. Identify the current issues related to prevalence, incidence and classification of children with autism/PDD.
6. Demonstrate a knowledge of current data-based research trends, attitudes, and standards that affect the provision of service in exceptional student education, including cross-categorical and inclusionary models.
7. Describe the pre-referral, referral and placement process, including cultural considerations and full continuum of services for children and youth with disabilities.
8. Identify what constitutes a related service and how it promotes the least restrictive environment.
9. Describe the impact disabilities.
10. Identify socioeconomic, cultural, neurological, and other factors in and out of school which contribute to academic and behavior performance in children and youth with disabilities, such as Asperger's Syndrome.
11. Discuss issues related to "labeling."
12. Identify the major affective needs of students with autism and related disabilities, such as Asperger's Syndrome.
13. Identify possible reasons for low self-esteem in these students.
14. Identify signs and symptoms that may indicate abuse or neglect.
15. Demonstrate the ability to provide intervention for children who were abused or neglected.
16. Describe social influences on the development of programs for exceptional students.
17. Describe philosophical basis for delivery of services to exceptional students.
18. Recognize the stages of development as they relate to disabilities and interventions.
19. Identify, discuss, and compare the social, physical, psychological, educational, and behavioral characteristics of children and youth with disabilities, including those with multiple diagnoses, and those with related medical disorders such as attention deficit/hyperactivity disorder.
20. Discuss the impact of bilingualism and cultural differences as they related to identification for placement in exceptional student education programs.
21. Identify health and safety procedures for students and staff, including first aid, CPR, universal precautions and procedures for handling bodily fluids.
22. Identify medical orientations/treatments of children and youth with disabilities.
23. Identify psychotropic and seizure control medications typically used with children and youth with disabilities.
24. Demonstrate ability to recognize and manage stressful situations related to working with children and youth with disabilities.
25. Identify teacher behaviors that may positively or negatively influence behavior of children and youth.
26. Identify professional, family and community organizations and their related purposes and process of involvement.
27. Demonstrate knowledge of cultural differences and ability to relate to persons of different cultures.
28. Identify local, state, and federal legislation and policies for children and youth with disabilities
29. Demonstrate familiarity with Diagnostic and Statistical Manual.



## **Component: 2.100.021**

30. Demonstrate knowledge of developmentally appropriate behavior, including contemporary adolescent culture and normal and abnormal adolescent development.
31. Recognize the difficulties in defining abnormal behavior, including cultural considerations.
32. 32. 32. Describe current research findings regarding the nature and etiology of emotional disabilities.
33. Develop a personal philosophy concerning individuals with autism/PDD based on current research and theories.
34. Identify technology that is available and appropriate for children and youth with autism/PDD.
35. Describe transition issues impacting adults with autism/PDD.
36. Identify organizations and journals pertinent to the field of developmental disabilities.
37. Identify the social, communication, learning, physical/sensory, and behavioral characteristics of children with autism and related disabilities, including PDD, traumatic brain injuries, substance exposure, and language impairment.
38. Identify common genetic syndromes and clinical disorders associated with developmental disabilities.
39. Discuss inclusion as it relates to individuals with developmental disabilities.
40. Identify and locate employment opportunities, including workshop and other work opportunities for youth with developmental disabilities.
41. Discuss adult, social, occupational and independent living options for students who have mild, moderate, and severe developmental disabilities.
42. Identify and access age and developmentally appropriate leisure activities for children and youth with disabilities.
43. Identify various types of seizures.

### **Description of Activities**

Learning activities in which student-colleagues will participate during the delivery of this component include:

Listening to mini-lectures	Listening to guest presenters
Completing assigned readings	Participating in jigsaw activity
Writing portfolio entries/reflections	Viewing slides/tape presentation
Participating in small group discussion/activities	Brainstorming
Developing and participating in role-plays	Discussing case studies
Doing out of class activities	Writing to a professional organization
Viewing assigned videos	Planning and implementing an activity
Participating in large group discussions	Doing group presentations/sharing

### **Evaluation**

#### **Participant Assessment**

With the instructor(s) as the evaluator(s), verification of competency acquisition will be ongoing and completed through the following:

1. Portfolio entries/reflections
2. Written responses to questions
3. Report on Best Practices
4. Group presentations/reports
5. Quiz Scores
6. Development of student materials
7. Completion of questionnaires
8. Description of agency services

#### **Component Assessment**

This component and the effectiveness of the instructor(s) will be evaluated by the student-colleagues according to district professional learning procedures. The instructor(s) and other appropriate district staff will meet at the completion of the component to discuss problems, successes, survey results, and to make further modification for the future delivery of this component. Students-colleagues and the instructor(s) will assess the degree to which specific objectives and competencies have been addressed by the component activities.



## **Component: 2.100.021**

### **Follow-Up Plan**

Follow-up activities in which student-colleagues will participate following the delivery of this component include:

1. Instructor-led review/update; scheduled 8-10 weeks after Inservice
2. Technical Assistance Meeting
3. Sharing Best Practice Session
4. Demonstration/Observation/Feedback
5. Journal/Log/Portfolio
6. Application Activity
7. Networking Support Group
8. On-site mentoring/coaching
9. Trainer/Facilitator Conference
10. Case Study discussions
11. Other

### **Inservice Points - 60 maximum**

For Additional Information - Director, Exceptional Student Education



## **Component: 2.100.022**

### **INSTRUCTIONAL STRATEGIES TO MEET INDIVIDUAL EDUCATIONAL NEEDS OF STUDENTS WITH AUTISM SPECTRUM DISORDERS (Inst Strat Autism Disorders)**

#### **General Objective**

To prepare teachers to understand the communication, language, behavior, and sensory problems of individuals with autism spectrum disorders. Teachers will demonstrate an understanding of the learning characteristics of these students, and will be able to develop effective educational strategies.

#### **Specific Objectives**

The participant will:

1. List and differentiate early symptomatology of autism spectrum disorders.
2. Describe at least three strategies for assessment of language and communication that provide information for intervention planning.
3. Describe how to prioritize goals for communication and socioemotional development, with specific attention to visual strategies.
4. Set goals for communication enhancement, emotional regulation, and educational programming.
5. Explain how students on the autism spectrum make sense of the world and how they learn.
6. Describe the effects of learning style on the language, communication and social development.
7. Describe features of current interventions using visual instructional. Include a description of PECS, engineered classrooms, TEACCH, Discrete Trials, Event-based Teaching, and Applied Behavior Analysis.
8. Create intervention plans which are based on meaningful outcome measures and learning style strengths.
9. Describe sensory systems and their contribution to arousal, attention, affect and action of young children.
10. Recognize child behaviors that suggest sensory dysfunction.
11. Identify types of sensory-based deficits and methods of assessment.
12. Delineate intervention principles, strategies, and activities to assist children with different sensory processing profiles.
13. Explain the psychoeducational profile and contributory cognitive deficits in more able children (including Asperger's Disorder). Describe Theory of Mind and Executive function deficits.
14. Describe the role of comprehension in language use issues.
15. Explain assessment and behavioral issues with affect educational/clinical programming.
16. Describe practical strategies and activities for educational/clinical intervention.
17. Produce at least three picture schedules using different types of visuals.
18. Describe the components of a "social story" and develop at least three social stories.
19. List the benefits of community-based instruction.
20. Describe the most effective way to plan community-based instruction.
21. At various developmental levels describe appropriate instructional objectives for a community-based activity.
22. List a variety of community setting, which provide opportunity for students to apply a range of functional skills.
23. Describe current alternative methodologies and the research findings available.

#### **Description of Activities**

Learning activities in which student-colleagues will participate during the delivery of this component include:

Listening to mini-lectures  
Completing assigned readings  
Writing portfolio entries/reflections  
Participating in small group discussion/activities  
Developing and participating in role-plays  
Doing out of class activities  
Viewing assigned videos  
Participating in large group discussions

Listening to guest presenters  
Participating in jigsaw activity  
Viewing slides/tape presentation  
Brainstorming  
Discussing case studies  
Writing to a professional organization  
Planning and implementing an activity  
Doing group presentations/sharing



## **Component: 2.100.022**

### **Evaluation**

#### **Participant Assessment**

With the instructor(s) as the evaluator(s), verification of competency acquisition will be ongoing and completed through the following:

1. Portfolio entries/reflections
2. Written responses to questions
3. Report on Best Practices
4. Group presentations/reports
5. Quiz Scores
6. Development of student materials
7. Completion of questionnaires
8. Description of agency services

#### **Component Assessment**

This component and the effectiveness of the instructor(s) will be evaluated by the student-colleagues according to district professional learning procedures. The instructor(s) and other appropriate district staff will meet at the completion of the component to discuss problems, successes, survey results, and to make further modification for the future delivery of this component. Students-colleagues and the instructor(s) will assess the degree to which specific objectives and competencies have been addressed by the component activities.

### **Follow-Up Plan**

Follow-up activities in which student-colleagues will participate following the delivery of this component include:

1. Instructor-led review/update; scheduled 8-10 weeks after Inservice
2. Technical Assistance Meeting
3. Sharing Best Practice Session
4. Demonstration/Observation/Feedback
5. Journal/Log/Portfolio
6. Application Activity
7. Networking Support Group
8. On-site mentoring/coaching
9. Trainer/Facilitator Conference
10. Case Study discussions
11. Other

#### **Inservice Points - 60 maximum**

For Additional Information - Director, Exceptional Student Education



## **TEACHING INTERPERSONAL INTERACTIONS AND PARTICIPATION (Interpersonal Inter & Part)**

### **General Objective**

Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy. This module is designed for teachers assigned out-of field in exceptional student education, teachers preparing to take the exam for initial certification in ESE, teachers seeking renewal of their certification and/or teachers looking for continuing education opportunities. Participants will be able to identify appropriate practices related to the provision of services to disabled students.

### **Specific Objectives**

1. Select appropriate instructional procedures for teaching adaptive life-skills based on observations, ecological assessments, family interviews and other student information.
2. Identify methods for evaluation and documenting student progress in acquiring generalizing and maintaining skills related to interpersonal interactions and participation in activities across setting (e.g. at home, at school, and in the community).

### **Description of Activities**

Course is electronic, interactive, Activities may include:

1. Online quizzes, written assignments, essays, web-searches.
2. Interviews with experienced educators.
3. Development of lesson plans, behavior profiles, teaching strategies, and identification.
4. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas.
5. Development of individualized educational plans and transition plans.
6. Determination of appropriate assessment tools and techniques.

### **Evaluation**

1. To be successful participants must demonstrate increased competency on at least 80% of the objectives as determined by completion of the assessment tasks in each module.
2. Complete a participant evaluation form assessing the effectiveness of the module's design, delivery and facilitators.
3. Electronic portfolio consisting of a collection of records and/or products from course assignments/activities.

### **Follow-Up**

1. Participant written reflection
2. Participant portfolio
3. In-class demonstration of skills documented by a creditable observer or electronic record of the demonstration.
4. Other activities, per trainer discretion

### **Inservice Points - 30 Maximum**

For Additional Information - Florida Diagnostic and Learning Resources System



## **Component: 2.100.030**

### **TRANSITION PROCESS**

#### **General Objective**

Demonstrate knowledge of transition planning using student and family preferences to develop desired post-school outcomes. This module is designed for teachers assigned out-of field in exceptional student education, teachers preparing to take the exam for initial certification in ESE, teachers seeking renewal of their certification and/or teachers looking for continuing education opportunities. Participants will be able to identify appropriate practices related to the provision of services to disabled students.

#### **Specific Objectives**

1. Identify activities relevant to the four stages of career development (e.g. awareness, exploration, preparation and placement).
2. Identify the essential domains of transition planning (e.g. personal/social, general community functioning and leisure/recreational) for students with disabilities.
3. Identify resources and strategies to assist in students functioning in a variety of environment to which they will be transitioning.

#### **Description of Activities**

Course is electronic, interactive. Activities may include:

1. Online quizzes, written assignments, essays, web-searchers
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, teaching strategies, and identification
4. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
5. Development of individualized educational plans and transition plans
6. Determination of appropriate assessment tools and techniques.

#### **Evaluation**

1. To be successful participants must demonstrate increased competency on at least 80% of the objectives as determined by completion of the assessment tasks in each module.
2. Complete a participant evaluation form assessing the effectiveness of the module's design, delivery and facilitators.
3. Electronic portfolio consisting of a collection of records and/or products from course assignments/activities.

#### **Follow-Up**

1. Participant written reflection
2. Participant portfolio
3. In-class demonstration of skills documented by a creditable observer or electronic record of the demonstration.
4. Other activities, per trainer discretion.

#### **Inservice Points - 60 Maximum**

For Additional Information - Florida Diagnostic and Learning Resources System



## **Component: 2.100.031**

### **LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS (Lang Dev & Comm Skills)**

#### **General Objective**

Select strategies for integrating communication instruction into educational settings. The module is designed for teachers assigned out-of field in exceptional student education, teachers preparing to take the exam for initial certification in ESE, teachers seeking renewal of their certification and/or teachers looking for continuing education opportunities. Participants will be able to identify appropriate practices related to the provision of services to disabled students.

#### **Specific Objectives**

1. Identify the sequence of expressive and receptive language development and the components of language structure.
2. Identify communication deficits and select appropriate interventions.
3. Select appropriate assistive technology and alternative communication systems to facilitate communication.
4. Recognize the various concepts and models of positive behavior management.

#### **Description of Activities**

Course is electronic, interactive. Activities may include:

1. Online quizzes, written assignments, essays, web-searches
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, teaching strategies, and identification
4. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
5. Development of individualized educational plans and transition plans
6. Determination of appropriate assessment tools and techniques

#### **Evaluation**

1. To be successful participants must demonstrate increased competency on at least 80% of the objectives as determined by completion of the assessment tasks in each module.
2. Complete a participant evaluation form assessing the effectiveness of the module's design, delivery and facilitators.
3. Electronic portfolio consisting of a collection of records and/or products from course assignments/activities.

#### **Follow-Up**

1. Participant written reflection
2. Participant portfolio
3. In-class demonstration of skills documented by a creditable observer or electronic record of the demonstration.
4. Other activities, per trainer discretion

#### **Inservice Points - 30 Maximum**

For Additional Information - Florida Diagnostic and Learning Resources System



## **INSTRUCTIONAL PRACTICES IN EXCEPTIONAL STUDENT EDUCATION (Inst Pract Excep Stu Ed)**

### **General Objective**

Select instructional practices that reflect individual learning needs and incorporate a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with disabilities. This module is designed for teachers assigned out-of field in exceptional student education, teachers preparing to take the exam for initial certification in ESE, teachers seeking renewal of their certification and/or teachers looking for continuing education opportunities. Participants will be able to identify appropriate practices related to the provision of services to disabled students.

### **Specific Objectives**

1. Analyze assessment information to identify a student's environment needs and instructional levels, to select appropriate specialized techniques and learning strategies, and to determine IEP content.
2. Identify instructional strategies for acquisition, generalization and maintenance of skills across real-life situations at school, at home and in the community.
3. Select relevant general education and special skills curricula appropriate for a given student's age, instructional needs and functional performance across settings.
4. Identify methods of accommodating and modifying assessment, instruction and material to meet individual student needs.
5. Identify effective methods of communication, consultation and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals and other professionals as equal members of education teams.
6. Analyze educational activities to assist in the determination and development of accommodations and modifications that allow students across disabilities to participate in a meaningful way.

### **Description of Activities**

Course is electronic, interactive. Activities may include:

1. Online quizzes, written assignments, essays, web-searches
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, teaching strategies, and identification
4. Analysis of student performance/behavior and identification of appropriate strategies to address deficit area
5. Development of individualized educational plans and transition plans
6. Determination of appropriate assessment tools and techniques

### **Evaluation**

1. To be successful participants must demonstrate increased competency on at least 80% of the objectives as determined by completion of the assessment tasks in each module.
2. Complete a participant evaluation form assessing the effectiveness of the module's design, delivery and facilitators.
3. Electronic portfolio consisting of a collection of records and/or products from course assignments/activities.

### **Follow-Up**

1. Participant written reflection
2. Participant portfolio
3. In-class demonstration of skills documented by a creditable observer or electronic record of the demonstration
4. Other activities, per trainer discretion

### **Inservice Points - 60 maximum**

For Additional Information - Florida Diagnostic and Learning Resources System



## **Component: 2.100.033**

### **FOUNDATIONS OF ESE**

#### **General Objective**

Identify the state and federal legislation and case law that have affected the education of students with disabilities. The module is designed for teachers assigned out-of field in exceptional student education, teachers preparing to take the exam for initial certification in ESE, teachers seeking renewal of their certification and/or teachers looking for continuing education opportunities. Participants will be able to identify appropriate practices related to the provision of services to disabled students.

#### **Specific Objectives**

1. Identify appropriate practices based on legal and ethical standards (due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning and free appropriate public education).
2. Identify the components of Individual Educational Plans, Family Support Plans and Individual Transition Plans.
3. Identify the classification systems and eligibility criteria under the current Individual with Disabilities Education Act (IDEA).
4. Compare the development and characteristics (language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics.
5. Recognize the roles and responsibilities of IEP and child study team members.
6. Identify models of support for providing assistance in general education curricula.
7. Identify the purposes and functions of professional and advocacy organizations relevant to education students with disabilities.

#### **Description of Activities**

Course is electronic, interactive. Activities may include:

1. Online quizzes, written assignments, essays, web-searches
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, teaching strategies, and identification
4. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
5. Development of individualized educational plans and transition plans
6. Determination of appropriate assessment tools and techniques

#### **Evaluation**

1. To be successful participants must demonstrate increased competency on at least 80% of the objectives as determined by completion of the assessment tasks in each module.
2. Complete a participant evaluation form assessing the effectiveness of the module's design, delivery and facilitators.
3. Electronic portfolio consisting of a collection of records and/or products from course assignments/activities.

#### **Follow-Up**

1. Participant written reflection
2. Participant portfolio
3. In-class demonstration of skills documented by a creditable observer or electronic record of the demonstration
4. Other activities, per trainer discretion

#### **Inservice Points - 60 Maximum**

For Additional Information - Florida Diagnostic and Learning Resources System



## **Component: 2.100.034**

### **SPECIAL NEEDS STUDENTS FOR CAREER EDUCATION**

#### **General Objective**

This course is designed for pre-service or in-service of Career and Technical Education (CTE) teachers to provide CTE teachers with an opportunity to increase their teaching effectiveness with special population students. Specifically, this course will provide an orientation to the terminology of exceptional student education, information about the types and nature of special needs learner students, and information about instructional strategies and curriculum modification for special needs students.

#### **Specific Objectives**

1. Summarize the individual and societal benefits of educating the special needs learner.
2. Explain the legal considerations for educating the special needs learner.
3. Explain the different categories of special needs learners and the available delivery systems.
4. List the procedural steps that result in the classification of students with disabilities.
5. Discuss the process of developing an Individualized Educational Plan.
6. Develop awareness of site-based and district level personnel who can assist with issues related to the special needs learner.
7. Demonstrate knowledge of instructional strategies and curriculum modification appropriate for special needs learners.
8. Describe alternative assessment techniques for special needs learners.
9. Describe how membership in a Career and Technical Student Organization (CTSO) may benefit the special needs learner.
10. Discuss the completer and job placement accountability categories as they relate to the special needs learner.
11. Demonstrate understanding of the legal requirements of the Transition and Job Placement program and its benefits to students with disabilities.

#### **Evaluation**

##### **Participant Assessment**

Portfolio consisting of:

1. Lesson plan with special needs modification
2. Alternative assessment examples
3. Learning styles assessment
4. Research material
5. Tests (2)

#### **Follow-up Plan**

Follow-up observation of classroom application and implementation of materials developed in the workshop.

#### **Inservice Points – 45 Maximum**

For Additional Information – General Director, Career and Technical Education



## **Component Number: 2.100.040**

### **PDA: Teaching Students with Disabilities Online Professional Learning Module**

#### **General Objectives:**

The focus of this module will be to provide educators with information about the foundations of exceptional student education in Florida, the provision of services, and appropriate instructional practices for students with disabilities.

#### **Specific Objectives:**

- 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 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-emotional, sensory, physical-motor) of children.
- Compare and contrast the classifications and eligibility criteria established under IDEA and in the Florida State Board of Education rules.
- Identify models of support for assisting students with disabilities in accessing the general education curricula.
- Identify the guidelines of differentiated instruction used to maximize achievement for all students.
- Identify the principles and guidelines of Universal Design for Learning in order to eliminate barriers to learning.
- 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 ongoing informal assessment techniques for adjusting instruction.
- Identify instructional tools that can be used to support a differentiated environment that is responsive to individual learner needs.
- Identify various adjustments that can be made to instruction to support a differentiated learning environment.

#### **Description of Activities:**

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

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. Review references and resources.
4. Identify key terms associated with the exceptional students with disabilities.
5. Complete activities to demonstrate understanding of sequential steps involved in the exceptional education process.
6. Complete all activities to demonstrate understanding of strategies for differentiating, adapting instruction.
7. Complete all activities to demonstrate understanding of instructional methods for integrating instruction in the classroom.
8. Complete activities to check understanding throughout all units.
9. Complete "Required - Check Your Understanding" activities within each unit of the module.
10. Complete the final assessment with a 80% accuracy rate.

#### **Follow-Up Strategies:**

Following successful completion of the module, participants must complete **one** of the follow-up activity options. The three options are outlined in the *Teaching Students with Disabilities Follow-up Activities* document.

Verification of completed follow-up activities by the participants' supervisor is required, in order for a district to award 20 in-service points. Each district is responsible to ascertain if the content of this module satisfies the content requirements for students with disabilities credit. In-service points are awarded by the school districts through their Master In-service Plan.

#### **Evaluation:**

Participants will complete "Required - Check Your Understanding" activities in each unit of the module. Participants will be required to complete a final assessment at the end of the module and must score a minimum of 80% in order to print out a module completion certificate. Participants are given unlimited trials to achieve the 80% passing rate during the twelve week enrollment period with a mandatory wait time of 24 hours between each retake.



## **Component Number: 2.100.040**

In order to earn in-service points participants are required to complete one of three follow-up activity options in addition to the module content.

### **Rationale**

This training reflects best practices in pedagogy and action research using current research-based instructional strategies identified by the National Dissemination Center for Children with Disabilities and the National Professional Learning Council to include cultural competence.

### **Cultural Competence**

This course addresses cultural competency by creating a basic framework for the classroom that allows for additional individualized instruction. Participants learn instructional strategies and skills that enable them to acquire a broad knowledge of students differing profiles, including students from different backgrounds and students with disabilities.

### **Research-Based**

Nationally recognized organizations provide guidelines for research-based instruction, including The National Dissemination Center for Children with Disabilities, The National Professional Learning Council, The Florida Department of Education, The Association for Supervision and Curriculum Development, and the National Association of Elementary School Principals.

### **Inservice Points - 20 Maximum**

For Additional Information - Supervisor, FDLRS



## **Component: 2.100.041**

### **TREND AND ISSUES IN EXCEPTIONAL STUDENT EDUCATION (Trends In ESE)**

#### **General Objective**

To develop an awareness of current trends, issues, and research in the field of education of exceptional students.

#### **Specific Objectives**

The participant will:

1. Demonstrate knowledge of the content of program guidelines.
2. Identify and describe current changes in state and district guidelines for serving exceptional students.
3. Describe the use of current screening and identification procedures and measures in identifying exceptional students.
4. List the characteristics of exceptional students in a specific program area.
5. Describe the unique needs and appropriate strategies and techniques used with specific population of exceptional students.
6. Outline a current strategy or technique effective in meeting the needs of an exceptional student within the student's appropriate educational setting(s).

#### **Description of Activities**

Participants will receive group instruction consisting of lecture and demonstration for all stated objectives. They will identify policy changes through discussion, strategies and techniques for educating ESE students and/or submit five (5) characteristics of one ESE exceptionality, categorize instructional objectives, and develop modified lesson plans.

#### **Evaluation**

##### **Participant Assessment**

Each participant will:

1. Evaluate or re-evaluate one student referred to or currently participating in an exceptional student education program, using with 100% accuracy, those evaluative measures approved by the State of Florida and Hillsborough County.
2. Report the results using a specific intervention strategy with a selected exceptional student describing the classroom setting, student population, and student responses to the strategy (criteria for successful completion will be established by the instructor).
3. List the common characteristics of an exceptional student in a specific program area.
4. Observe an exceptional student in a specific program area, list the characteristics observed, and prepare written recommendations about how best to work with the observed student (a complete IEP).
5. Describe current program changes with 100% accuracy.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.100.041**

### **Follow-up Plan**

1. Instructor-led Review/Update
2. Technical assistance Meeting
3. Journal/Log/Portfolio
4. On-site Mentoring/Coaching
5. Other strategies as deem appropriate by the Inservice contact person.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Florida Diagnostic and Learning Resources System



## **Component: 2.100.043**

### **TRENDS AND ISSUES IN THE EDUCATION OF THE HEARING IMPAIRED (Hearing Impaired Trends)**

#### **General Objective**

Educators in the Program for the Hearing Impaired will develop an awareness of current trends, issues, and research relevant to the instruction of students with hearing impairments.

#### **Specific Objectives**

The participant will:

1. Demonstrate knowledge of the contents of the Hearing Impaired Teacher Handbook.
2. Describe the use of current screening and identification procedures and measures in identifying hearing impaired students.
3. Describe the unique needs and appropriate program placements for the hearing impaired.
4. List the characteristics of a hearing impaired child.
5. Describe at least three sign systems.
6. Identify and describe current changes in state and county guidelines for serving impaired students.
7. Describe the role of the educational interpreter.

#### **Description of Activities**

The participants will participate in:

1. Lecture
2. Demonstration
3. Group discussion

#### **Evaluation**

##### **Participant Assessment**

The participant will:

1. Evaluate or re-evaluate one student referred to or currently participating in the Hearing Impaired Program, using with 100% accuracy, those evaluative measures approved by the State of Florida, and listed in the Hearing Impaired Teacher Handbook.
2. Describe current program changes with 100% accuracy.
3. List the unique needs of the hearing impaired student and their appropriate program placements.
4. Describe the role of the educational interpreter and various systems necessary for communication.
5. Observe a hearing impaired student and list the characteristics observed - prepare written recommendations about how to work with the child (a complete IEP).

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants will show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.100.043**

### **Follow-Up Plan**

1. Examples of participant work
2. Technical assistance
3. Sharing best practices sessions
4. Peer coaching
5. Consultation
6. Peer coaching
7. Sharing of Best Practices
8. Other strategies as deemed appropriate by the Inservice contact person

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Communication Disorders



## **Component: 2.100.050**

### **ACP: Educating Students with Disabilities**

#### **General Objective**

Identify the state and federal legislations and case laws that have affected the education of students with disabilities. Participants will be able to identify appropriate practices related to the provision of services to disabled students. Participants will be introduced to various characteristics of exceptional learners, emphasizing the most current research and classroom practices. Various historical, legal, psychological and sociological perspectives will be shared along with current theory and practice in today's classrooms. Topics will also introduce and enhance knowledge of strategies, procedures, accommodations and processes that will support students with special needs, at all grade levels.

#### **Specific Objectives**

1. Identify appropriate practices based on legal and ethical standards (due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning and free appropriate public education).
2. Identify the components of Individual Educational Plans, Family Support Plans and Individual Transition Plans.
3. Identify the classification systems and eligibility criteria under the current Individual with Disabilities Education Act (IDEA).
4. Compare the development and characteristics (language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics.
5. Recognize the roles and responsibilities of IEP and child study team members.
6. Identify models of support for providing assistance in general education curricula.
7. Identify the purposes and functions of professional and advocacy organizations relevant to education students with disabilities.

#### **Description of Activities**

Participants will attend eighteen hours of class (six sessions of three hours each) and complete a two hour follow-up activity. Activities may include:

1. Written assignments
2. Development of lesson plans, behavior profiles, teaching strategies, and identification
3. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
4. Determination of appropriate assessment tools and techniques

#### **Evaluation**

1. To be successful participants must demonstrate increased competency on at least 80% of the objectives as determined by completion of the assessment tasks in each module.
2. Complete a participant evaluation form assessing the effectiveness of the module's design, delivery and facilitators.
3. Electronic portfolio consisting of a collection of records and/or products from course assignments/activities.

#### **Follow-Up**

1. Participant written reflection
2. Participant portfolio
3. In-class demonstration of skills documented by a creditable observer or electronic record of the demonstration
4. Other activities, per trainer discretion



**Component: 2.100.050**

**Inservice Points - 60 Maximum**

For Additional Information – Alternative Certification Program



## **Component: 2.102.001**

### **DIAGNOSTIC, PRESCRIPTIVE & MANAGEMENT SKILLS FOR THE EXCEPTIONAL STUDENT (Diag Prescrip Manag ESE)**

#### **General Objective**

To improve diagnostic, prescriptive, and management skills by covering the following topics:

- a. Selection and administration of diagnostic instruments
- b. Development of the individualized educational plan (IFP).
- c. Coordination of the staffing process.
- d. Classroom and behavior management techniques.

#### **Specific Objectives**

The participant will:

1. Demonstrate skill in selecting assessment instruments that pinpoint the instructional needs of selected exceptional students.
2. Demonstrate skill in administering and scoring assessment instruments.
3. Develop an appropriate IEP.
4. Effectively use district resources (i.e., School Board policies, ESE Handbook, clinical psychologists, FDLRS, etc.) to develop skill in resolving problems related to selected handicapped students.
5. Participate in a simulated eligibility, IEP, and placement staffing.
6. Develop knowledge and skills in classroom management.

#### **Description of Activities**

Participant activities will include lectures, demonstrations, role-playing, concrete experiences, and guided group discussion.

#### **Evaluation**

##### **Participant Assessment**

Each participant will demonstrate mastery in one of the following ways:

1. Mastery by the participant of a minimum of 80% of the specific objectives as indicated on the post-test.
2. Attainment of an increase in participants' scores from pre- to post- examination.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Instructor-led lecture/demonstration
2. Proficiency demonstration
3. On-site Observation/Coaching/Mentoring
4. Other strategies as deemed appropriate by the Inservice contact person.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Florida Diagnostic and Learning Resources System



## **Component: 2.102.002**

### **DEVELOPING AN INTERVENTION ASSISTANCE TEAM (IAT)**

#### **General Objective**

The purpose of this component is to gain knowledge of the Intervention Team Process to increase the school's capacity for providing support to its students in their current placements. Upon completion of this training, members of a school's intervention assistance team will be able to assess a student's current functioning, assist in the development, implementation and monitoring of intervention strategies and evaluate the effectiveness of those strategies.

#### **Specific Objectives**

1. Understand the difference between an Intervention Assistance Team and the Child Study Team.
2. Develop an organizational structure to include components for establishing a functioning core team or adding an initial consultation phase to an existing team.
3. Develop an understanding of critical factors for successfully implementing an intervention assistance team.
4. Understand the key elements of the problem-solving process.
5. Understand the professional literature on the effectiveness of intervention teams.
6. Identify the primary purposes of the intervention team.
7. Develop techniques for conducting parent/teacher interviews.
8. Observe and assess a student's targeted problem.
9. Understand the basic principles of conducting a functional behavior assessment.
10. Establish a baseline measure of the student's targeted problem.
11. Translate teacher concerns to specific behavioral examples.
12. Develop a hypothesis about problem causation.
13. Develop strategies for teacher support.
14. Create steps for monitoring the implementation of interventions.
15. Create steps for evaluating intervention outcomes.
16. Survey the ongoing effectiveness of the intervention team.

#### **Description of Activities**

Teams will be selected by individual schools and should attend training together to facilitate the teaming process. Activities will include but are not limited to, presentations, discussions, role-plays, literature review, and video presentations.

#### **Evaluation**

##### **Participant Assessment**

1. Participants must complete assigned activities.
2. Participants must demonstrate show a gain of at least 80% on all objectives via post test.

##### **Component Assessment**

All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

#### **Follow-Up Plan**

Randomly selected school based Intervention Assistance Teams will be surveyed six months post training to determine:

1. if the team is still functioning
2. the number of original team members still on the team
3. the number of students referred to the team
4. the number of students served by the IAT referred to CST for further evaluation



**Component: 2.102.002**

**Inservice points - 30 maximum**

For Additional Information - Director of Magnet Schools



## **Component: 2.102.003**

### **ASSESSMENT AND EVALUATION**

#### **General Objective**

Identify the purposes of assessment (e.g. screening, eligibility, diagnosis, identification of relevant instructional content and effectiveness of instruction) across disciplines. The module is designed for teachers assigned out-of field in exceptional student education, teachers preparing to take the exam for initial certification in ESE, teachers seeking renewal of their certification and/or teachers looking for continuing education opportunities. Participants will be able to identify appropriate practices related to the provision of services to disabled students.

#### **Specific Objectives**

1. Identify the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g. confidentiality, adherence to test protocols and appropriateness of assessment for student needs).
2. Identify appropriate formal and informal assessments for students across disabilities.
3. Interpret alternate assessment strategies and procedures (e.g. observations, performance-based assessments, interviews and portfolios) and their appropriate use.
4. Identify the factors that influence disproportionate representation of students from different cultural, linguistic and socioeconomic backgrounds for students with disabilities and recognize the implications for assessment.

#### **Description of Activities**

Course is electronic, interactive. Activities may include:

1. Online quizzes, written assignments, essays, web-searches
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, teaching strategies, and identification
4. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
5. Development of individualized educational plans and transition plans
6. Determination of appropriate assessment tools and techniques

#### **Evaluation**

1. To be successful participants must demonstrate increased competency on at least 80% of the objectives as determined by completion of the assessment tasks in each module.
2. Complete a participant evaluation form assessing the effectiveness of the module's design, delivery and facilitators.
3. Electronic portfolio consisting of a collection of records and/or products from course assignments/activities.

#### **Follow-Up**

1. Participant written reflection
2. Participant portfolio
3. In-class demonstration of skills documented by a creditable observer or electronic record of the demonstration
4. Other activities, per trainer discretion

#### **Inservice Points - 60 Maximum**

For Additional Information - Florida Diagnostic and Learning Resources System



## **Component: 2.103.002**

### **QUALITY INDIVIDUAL EDUCATION PLANS/FUNDING MODEL (Individual Education Plan)**

#### **General Objective**

Participants will demonstrate knowledge of the Individual Education Plan (IEP) process, IEP procedures, and forms. Participants will also be capable of accurately completing funding forms in conjunction with the Individual Education Plan for students in Exceptional Education.

#### **Specific Objectives**

The participant will:

1. Identify and know the purpose of all forms related to the IEP/funding process.
2. Determine the needs of a student based on his/her current behavior and academic levels.
3. Complete present level, annual goals, and objectives based on the unique needs of each individual.
4. Know the domains of the current funding model and be capable of writing goals and objectives with those domains in mind.
5. Be knowledgeable of the IEP process so that all procedures are carried out in the sequential/time order required by the district.
6. Complete a funding document on the basis of a student's IEP.
7. Complete all other forms, anecdotal records, plans, etc. as stated in district procedures.

#### **Description of Activities**

This activity will train participants in the essentials of the IEP process, IEP document, funding documentation, and all procedures related to completing Individual Education Plans for exceptional students. Participants will complete IEP/funding forms on students. Current district procedures will be discussed for implementation by participants. Participants will gain information about federal and state laws that drive the procedures currently in place.

#### **Evaluation**

##### **Participant Assessment**

The participant will correctly apply 80% of the specified objectives by completing an IEP/funding document for a specific student.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants will show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Review of IEP's completed by participants
2. Technical assistance/consultation

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Florida Diagnostic and Learning Resources System



## **Component: 2.105.002**

### **CURRICULUM DEVELOPMENT FOR EXCEPTIONAL STUDENT EDUCATION (ESE Curr Devel)**

#### **General Objective**

Upon completion of this component, participants will gain the skills necessary in planning, developing, modifying, and implementing curriculum appropriate to the instructional needs of students in Exceptional Student Education programs.

#### **Specific Objectives**

The participant will:

1. Identify and describe appropriate assessment instruments that pinpoint the ESE student's instructional needs.
2. Demonstrate the use of assessment conclusions to plan and select curriculum appropriate to the instructional needs of the ESE student.
3. Demonstrate skill in developing and modifying curriculum appropriate to the needs of the ESE student.
4. Describe the unique needs and appropriate strategies used with unique populations of ESE students.
5. Demonstrate the ability to implement curriculum appropriate for ESE students.

#### **Description of Activities**

Participants will participate in:

1. Lecture
2. Demonstration
3. Discussion
4. Learning teams

#### **Evaluation**

##### **Participant Assessment**

Each participant will:

1. Take a pre-test and a post-test attaining 80% accuracy on concepts appropriate for selecting assessment instruments for a given exceptionality.
2. Select two instructional objectives for each student in accordance with assessment results and the instructor's criteria for acceptability.
3. Exhibit two lesson plans and/or a student matrix in a directed activity utilizing assessment information to select appropriate instructional methods and curriculum materials to instruct the ESE student.
4. Exhibit a modified curriculum appropriate to the unique need of the ESE student in accordance with the instructor's criteria for acceptability.
5. Describe the strategies that the ESE teacher would use for a given student population to achieve appropriate student responses in the classroom setting.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.105.002**

### **Follow-Up Plan**

1. Application activity
2. Lesson plan review
3. Technical assistance meeting
4. On-site co-teaching support

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, ESE Program



## **Component: 2.105.003**

### **SOCIAL SKILLS TRAINING FOR TEACHERS OF THE EMOTIONALLY HANDICAPPED STUDENTS (Social Skills for EH)**

#### **General Objective**

To provide EH/SED teachers with the training necessary to incorporate social skills training into the elementary or secondary curriculum. (Level varies according to specific workshop content.)

#### **Specific Objectives**

The participant will:

1. Identify and describe practical methods/formats for assessment of social skills.
2. Identify and describe the steps in presenting an effective social skills model.
3. Identify the characteristics of role-playing.
4. Identify techniques that will promote social skills generalization.
5. Become familiar with the essential components of specific commercially prepared social skills training programs.
6. Utilize effective method of curriculum evaluation and development in designing a social skills training program for use with a specific group of EH/SED students.

#### **Description of Activities**

Participants will receive group instruction covering each of the listed specific objectives. Each participant will participate in lectures, demonstrations, guided discussions, and role playing activities related to social skills assessment and training. A variety of commercial social skills materials will be reviewed and discussed.

#### **Evaluation**

##### **Participant Assessment**

Each participant will demonstrate mastery of at least 80% of the specific objectives on a written post-test; will demonstrate at least one effective role playing activity and will create a lesson plan for social skills training in an EH/SED classroom .

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants will show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Sharing Best Practices Sessions  
Demonstration/Observation/Feedback/Model Classrooms  
Networking Support Group  
Case Studies Discussions

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Programs for Emotionally Handicapped Students



## **Component: 2.105.004**

### **Reading for Students with Disabilities**

#### **General Objective**

To introduce the concepts and instructional techniques of systematic, direct instruction programs and the key components of a direct instruction lesson. Teachers will utilize data from built in progress monitoring to identify instructional needs and then implement lessons in their classrooms that meet the needs of the identified students.

#### **Specific Objectives**

Participants will be able to:

1. Identify key components of a systematic, direct instruction, lesson.
2. Explain key components of a systematic, direct instruction, lesson.
3. Develop instructional groups through program placement tests.
4. Identify ways of promoting the goals of direct instruction in a heterogeneous classroom.
5. Analyze use of data from scheduled mastery assessments within the programs to inform practice.
6. Discuss correlations with Common Core Standards.
7. Anticipate difficult areas and directly teach appropriate problem-solving strategies.

#### **Description of Activities**

The instructional time will be divided between presentation, instruction, cooperative learning activities, and hands-on practice with corrective feedback from the presenter.

Consultants will present concepts and guide participants through activities and/or material preparation.

#### **Evaluation**

##### **Participant Assessment**

1. Participants will successfully complete tasks during the training session(s).
2. Participants will integrate content, skills and strategies in lesson plans that will be implemented in their classrooms.

##### **Component Assessment**

All participants and consultants will complete a survey to assess the degree to which specific objectives were addressed by the component activities. Participant data will be summarized.

#### **Follow-up Plan**

One or more of the following may be used:

1. Examples of participant work products.
2. A sample of participants will be observed, interviewed or surveyed to determine the level of implementation.
3. Samples of student work.
4. Classroom observation by another educator



**Component: 2.105.004**

5. Self-assessment of implementation.
6. Sample lesson plans.

**Rationale**

This training reflects best practices in pedagogy and action research using current research-based instructional strategies identified by the National Professional Learning Council to include cultural competence.

**Research-Based**

Nationally recognized organizations provide guidelines for research-based instruction, including The National Professional Learning Council, The Association for Supervision and Curriculum Development, and the National Association of Elementary School Principals.

**Best Practices**

1. Describes action research as a means to collecting more rigorous and thoughtful qualitative evidence of actual student performance
2. The improvement of practice through continual learning and progressive problem solving
3. Teachers collaborate on common assessments, strategies, and interventions in order to increase student achievement
4. Job embedded professional learning yields highest results in teacher implementation of new skills

**Inservice Points – 60 Maximum**

For Additional Information –Director, Professional Learning



## **Component: 2.106.001**

### **NATURE AND NEEDS OF THE GIFTED (Nature, Needs of Gifted)**

#### **General Objective**

The participants will demonstrate knowledge of the unique characteristics of gifted pupils and the ability to diagnose student abilities, interests, and learning styles.

#### **Specific Objectives**

The participants will:

1. Identify the characteristics of the gifted.
2. Describe behaviors associated with each characteristic.
3. Differentiate actual characteristics of giftedness from stereo-typical characteristics of giftedness.
4. Identify characteristics of giftedness displayed in given situations.
5. Recognize that multiple characteristics can be identified for one student in a given situation.
6. Recognize that a student can demonstrate giftedness in a single area or in a combination of areas.
7. Recognize that characteristics may appear differently depending on the situation or person observing the student.
8. Recognize the importance of including the perceptions of many different people in the identification process.
9. Recognize that giftedness is a collection of characteristics possessed by an individual.
10. Apply understandings of the characteristics of giftedness in various types of activities.
11. Recognize that giftedness is developmental.
12. Recognize that professional writers may differ in the definition of giftedness.
13. Introduce possible program and student objectives that are appropriate and differentiated for a gifted/talented educational program.
14. Simulate a procedure for selecting program and student objectives.
15. Determine needs that must be satisfied in order to achieve selected objectives.

#### **Description of Activities**

The activities will lead participants to an understanding of the nature and needs of the gifted student. The participant will:

1. Participate in group discussions.
2. Read and discuss the writings of professional educators.
3. Prepare report(s) relevant to observations or prepare a project involving students.
4. Review and evaluate materials designed for gifted students.

#### **Evaluation**

##### **Participant Assessment**

The participant will answer correctly 80% of the items on a written test measuring the specific objectives.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.106.001**

### **Follow-Up Plan**

One or more of the following may be implemented:

1. Serve as a coach for a basic education teacher.
2. Present a faculty overview and/or workshop on the characteristics of gifted learners.
3. Attend a professional conference, FLAG, Summer Institute.
4. Design and/or present a parent workshop on gifted student needs and characteristics.
5. Present a workshop on professional study day.
6. Reflective journal of student observations.
7. Host study groups to discuss ways to meet the needs of gifted students in the regular classroom.
8. Join a professional organization such as the Florida Association for Gifted (FLAG), EXCEL, the National Association for Gifted (NAGC).
9. Subscribe to a professional journal/publication in gifted education.
10. Begin to develop a personal library in gifted education.
11. Learn how to use computer assisted EP's (Dynamo).

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Gifted Programs



**GUIDANCE AND COUNSELING FOR GIFTED  
(Guidance, Counsel - Gifted)**

**General Objective**

The participant will demonstrate knowledge of guidance and counseling needs of gifted students.

**Specific Objectives**

The participant will:

1. Recognize the special counseling needs of the gifted, especially in the areas of motivation, under achievement, self-image and careers.
2. Identify modes of affective learning and stress management.
3. Recognize that students are gifted in different areas and guide them in the awareness of their personal aptitude and potential.
4. Identify various techniques for developing and enhancing the self-concept of the exceptional student.
5. Identify teaching techniques which will encourage affective learning for the exceptional student.
6. Demonstrate a knowledge of tests and measurements appropriate for gifted students including the interpretation of tests of ability, achievement, creativity and personality.
7. Demonstrate an awareness of cultural differences and divergent ways in which the culturally different child may demonstrate his intelligence, including awareness of special problems of female gifted pupils.
8. Demonstrate an awareness of the underachieving gifted pupil, his needs and the causes and remediation of chronic under achievement.
9. Demonstrate knowledge and skills in working with parents of gifted students.
10. Demonstrate knowledge of college and scholarship requirements and availability of placement for students with different interests and abilities.

**Description of Activities**

The participant will:

1. Attend seminars designed to bring them together with professionals in the particular areas of testing, guidance, parent counseling, college admissions, and under achievement.
2. Become familiar through reading assignments with significant writings and with recent research on areas listed above.
3. Participate in discussion groups with other participants and practitioners of guidance for gifted students.
4. Develop a profile of a gifted pupil and state how specific counseling techniques could be used.
5. Participate in at least three meetings for placing or planning for gifted students, and at least three parent conferences with parents of gifted students.



## **Component: 2.106.002**

### **Evaluation**

#### **Participant Assessment**

The participant will:

1. Answer correctly 80% of the items on a written test demonstrating knowledge of the following:
  - a. special counseling needs of gifted pupil including the culturally different.
  - b. affective techniques for developing motivation, good self-concept and self-image, for counteracting under achievement and providing career and college awareness.
  - c. tests and measurements used in gifted education.
2. In an essay, identify the theoretical framework for the Hillsborough Gifted Education Program and compare it with other prominent theories in gifted education. The essay will meet 80% of established criteria.
3. Submit in writing a student profile and recommend appropriate counseling techniques. The profile/recommendation will meet 80% of established criteria.
4. Actively participate in at least one meeting for placing or planning for gifted students and one parent conference. During the sessions the participant will demonstrate 80% of the behaviors on a checklist.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

One or more of the following may be implemented:

1. Develop peer coaching teams for a basic education teacher and the teacher of the gifted.
2. Present a faculty overview and/or workshop on under-achievement, gifted girls, twice-exceptional gifted, stress management, etc.
3. Attend a professional conference, FLAG, Summer Institute.
4. Design and/or present a parent workshop on grieving and the gifted student, and/or on the other nine guidance and counseling competencies.
5. Present a workshop on professional study day.
6. Reflective journal of student observations.
7. Host study groups to discuss ways to meet the needs of gifted students in the regular classroom.
8. Join a professional organization such as the Florida Association for Gifted (FLA), EXCEL, the National Association for Gifted (NAGC).
9. Serve on a district committee regarding issues of the gifted.
10. Design opportunities for gifted teachers to work in conjunction with guidance counselors to meet the affective needs of the gifted.
11. Create an annotated bibliography of gifted websites.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Gifted Program



## **Component: 2.106.003**

### **PROCEDURES AND CURRICULUM FOR THE GIFTED (Proced & Curr - Gifted)**

#### **General Objective**

The participant will demonstrate the ability to develop, adapt and implement curricula appropriate for gifted pupils.

#### **Specific Objectives**

The participant will:

1. Utilize a model such as Guilford's Structure of the Intellect, Bloom's Taxonomy and Renzulli's Enrichment Triad in programming for gifted children.
2. Recognize and demonstrate selected different teaching styles and learning styles of exceptional pupils, the modality variations of gifted children, and appropriate teaching models for each: Value Clarification, Bibliotherapy, Role Playing, Child Study Techniques, Simulation, Encounter Groups, Boundary Breaking, Brainstorming, Information Retrieval, Independent Study, Research Skills, Questioning Technique, and others.
3. Plan activities that incorporate both cognitive and affective areas of learning.
4. Utilize the creative process in programming for the gifted.
5. Utilize community resources in the instructional program for the gifted.
6. Identify principles of a differentiated curriculum for the gifted/talented.
7. Identify methods of assessing the appropriateness of a curriculum for the gifted/talented.
8. Identify relationships between the regular curriculum and a differentiated curriculum for the gifted/talented.
9. Construct and evaluate instruments appropriate to curricular materials.
10. Survey classroom management techniques for implementing a differentiated curriculum.
11. Individualize a differentiated curriculum for the specific needs, abilities, interests, etc. of the gifted/talented student.

#### **Description of Activities**

The participant will:

1. Develop a topical or thematic unit for use with gifted pupils integrating
  - a. one or more teaching models
  - b. appropriate instructional strategies
  - c. activities incorporating cognitive and affective areas
  - d. the creative process
  - e. community resources
  - f. evaluation
  - g. suitable materials
2. Develop three Individual Educational Plans (IEP'S).
3. Evaluate at least two units from other participants based on standard criteria.

#### **Evaluation**

##### **Participant Assessment**

The participant will:

1. Prepare a topical or thematic unit appropriate for use with gifted pupils which will meet at least 80% of established criteria.
2. Prepare three (3) Individual Educational Plans based on given case studies. Each plan must meet 80% of established criteria.
3. Teach the prepared unit in the classroom. The teaching must meet at least 80% of the criteria on a standard checklist completed, if possible, by another teacher of the gifted.



## **Component: 2.106.003**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

One or more of the following may be implemented:

1. Serve as a coach for a basic education teacher.
2. Present a faculty overview and/or workshop on developing curriculum for gifted learners.
3. Attend a professional conference, FLAG, Summer Institute, etc.
4. Design and/or present a parent workshop on meeting the needs of gifted students through implementing problem centered curriculum.
5. Present a workshop on professional study day.
6. Keep a reflective journal of student observations.
7. Host study groups to discussed ways to meet the needs of gifted students in the regular classroom.
8. Join a professional organization such as the Florida Association for Gifted (FLAG), EXCEL, the National Association for Gifted (NAGC).
9. Subscribe to a professional journal/publication that focuses on the curriculum needs of the gifted learner.
10. Begin to develop a personal professional library.

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Gifted Program



**THEORY AND DEVELOPMENT OF CREATIVITY OF THE GIFTED  
(Creativity of the Gifted)**

**General Objective**

This course will provide an overview of theory, research, practical strategies and resources on creativity, with an emphasis on classroom applications.

**Specific Competencies and Objectives**

Upon successful completion of this course participants will be able to:

- 1.0 Competency: Define creativity, justify the benefits and role of creativity in schools.
  - Objectives:
  - 1.1 Identify five definitions of creativity and explain the similarities and differences among these definitions.
  - 1.2 Identify three reasons why a universally accepted definition of creativity has never been attained.
  - 1.3 Describe at least four major components contributing to creative productivity and connect these components with theories or models of creativity.
  - 1.4 Compare and contrast creativity with other related topics including thinking skills, convergent and divergent thinking, problem solving and decision-making.
  - 1.5 Justify and explain the benefits and role of creativity in the implications of rapid change in the educational setting, in the ways creativity prepares people for personal life, in preparing students for the modern work environment and in promoting integration and harmony among various elements of one's life.
  - 1.6 Describe five types of myths and misunderstandings about creativity and respond to each.
- 2.0 Competency: Recognize and value characteristics associated with creativity.
  - Objectives:
  - 2.1 Explain at least three different views of cognitive views associated with creativity.
  - 2.2 Explain three contemporary and historical views of the creative personality.
  - 2.3 Explain and give at least three different examples of creativity assessment techniques.
  - 2.4 Describe the implications of creativity characteristics in identifying and nurturing creativity.
  - 2.5 Identify at least four general controversial issues regarding the nature of creativity and describe the major arguments surrounding each of these issues.
- 3.0 Competency: Identify and describe elements of a creative context.
  - Objectives:
  - 3.1 Identify and give examples of the basic ground rules for creativity including deferred judgment and affirmative judgment.
  - 3.2 Identify and explain five types of blocks and barriers to creativity.
  - 3.3 Explain strategies to overcoming barriers to creativity.
  - 3.4 Identify ten elements of an organization's climate for creativity and connect these elements to the school setting.
  - 3.5 Identify and give examples of three levels of instructional planning for creative learning.
  - 3.6 Describe the nature of innovation and the change process as it relates to creative outcomes in an organization.



## **Component: 2.106.004**

- 4.0 Competency: Know and use operations to nurture creativity.
  - Objectives:
  - 4.1 Identify at least five types of basic tools for critical thinking.
  - 4.2 Define at least five types of metacognitive and management skills.
  - 4.3 Describe and apply mapping and webbing techniques.
  - 4.4 List and describe server process models for creativity and apply one or more of the following models in your own setting: Creative Problem Solving, deBono's CoRT and 6(7) Thinking Hats, Synectics, Tactics for Thinking, Talents Unlimited, others.
  - 4.5 Describe and apply creativity strategies in curriculum planning.
  - 4.6 Review and select published resources for nurturing creativity.
  - 4.7 List and describe at least three inventing programs such as Odyssey of the Mind, Future Problem Solving, Invent America, others.
  - 4.8 Define the role of mentors and mentor experiences in nurturing creativity and identify related sources.
  - 4.9 Define and give examples of application of at least five strategies for generating ideas and at least five strategies for analyzing or refining ideas.
- 5.0 Competency: Identify and describe strategies for assessing and encouraging creative outcomes.
  - Objectives:
  - 5.1 Describe three characteristics and criteria used to assess creative products.
  - 5.2 Describe four types of techniques for assessing creative accomplishments.
  - 5.3 Describe at least three ways to initiate the process of implementation of creativity and problem solving in an organizational environment.
  - 5.4 Identify and explain at least ten specific criteria for evaluating published resources for nurturing creativity.

### **Description of Activities**

The activities will lead participants to an understanding of the nature and needs of the gifted student. The participant will:

- 1. Participate in group discussions.
- 2. Read and discuss the writings of professional educators.
- 3. Prepare report(s) relevant to observations or prepare a project involving students.
- 4. Review and evaluate materials designed for gifted students,

### **Evaluation**

#### **Participant Assessment**

The participant will correctly answer 80% of the items on a written test measuring the specific objectives.

#### **Component Assessment**

- 1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
- 2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.106.004**

### **Follow-Up Plan**

One or more of the following may be implemented:

1. Serve as a mentor to a new teacher of gifted and focus on bringing creative problem-solving into the curriculum.
2. Present a faculty overview and/or workshop on the characteristics of creative gifted learners.
3. Attend a professional conference, FLAG, Summer Institute, etc.
4. Design and/or present a parent workshop on gifted student needs and characteristics.
5. Present a workshop on professional study day.
6. Keeping a reflective journal of student observations.
7. Host study groups to discuss ways to meet the needs of gifted students in the regular classroom.
8. Join a professional organization such as the Florida Association for Gifted (FLAG), EXCEL, the National Association for Gifted (NAGC).
9. Coach an Odyssey of the Mind Team.
10. Facilitate the beginning of a Future Problem Solving Team.

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Gifted Programs



## Component: 2.106.005

### EDUCATING SPECIAL POPULATIONS OF THE GIFTED STUDENTS (Special Populations Gifted)

#### General Objective

This course will provide an overview of theory, research, practical strategies and resources on special populations (minority, rural, English as a second language, young children, highly gifted, and gender specifics) with an emphasis on identification and programming.

#### Specific Competencies and Objectives

Upon successful completion of this course participants will be able to:

- 1.0 Competency: Define the characteristics and concomitant needs of special populations of gifted students.  
Objectives:
  - 1.1 Identify ways in which cultural values, traditions, stereotypes and perceptions may influence the development and educational experiences for different gifted students.
  - 1.2 Identify inhibiting factors that have prevented services for young gifted children.
  - 1.3 Describe knowledge of the demographic trends in Florida as they relate to incidents and prevalence of ESOL students.
  - 1.4 Demonstrate knowledge of the research on gender bias in which females are treated differently by parents, peers and teachers.
  - 1.5 Identify ways in characteristics of rural living which influence the development and experiences of rural gifted students.
  - 1.6 Demonstrate knowledge of the complex etiology and treatment of under achievement.
  - 1.7 Demonstrate an awareness of how teacher, peer and self perceptions influence the development of the gifted disabled student.
  - 1.8 Demonstrate knowledge of the characteristics and needs of the highly gifted student.
- 2.0 Competency: Identify and assess gifted students from special populations.  
Objectives:
  - 2.1 Demonstrate knowledge of the States current procedures and guidelines as they pertain to the screening and the identification of gifted students from special populations.
  - 2.2 Demonstrate knowledge and use of non-traditional screening and identification procedures appropriate for use with students from special populations.
  - 2.3 Demonstrate the awareness of the dual identification process used in identifying gifted disabled students.
  - 2.4 Match the appropriate screening and identification procedures with the needs of special populations students.
  - 2.5 Demonstrate systemic advocacy for insuring access to gifted programs for students from special populations.
- 3.0 Competency: Demonstrate knowledge of the curriculum concerns related to the education of gifted students from special populations.  
Objectives:
  - 3.1 Identify the instructional methods which accommodate the needs of special population students.
  - 3.2 Demonstrate the knowledge of mentorships, role playing, contracts, participatory learning and other instructional tools useful for teaching gifted students from special populations.
  - 3.3 Demonstrate an ability to modify curriculum to avoid cultural disability or gender bias in the classroom.



## **Component: 2.106.005**

- 4.0 Competency: Know and use motivational strategies in teaching gifted students from special populations.  
Objectives:
  - 4.1 Demonstrate sensitivity to students who by virtue of the I.Q. may be unable to relate to their peers.
  - 4.2 Demonstrate knowledge of teaching focus of control to gifted underachievers.
  - 4.3 Describe strategies such as bibliotherapy that can be used to counsel gifted students from special populations.
  - 4.4 Demonstrate knowledge of alternative program strategies appropriate for serving students from special populations.
  - 4.5 Identify strategies for stimulating the personal growth and development of gifted females.
- 5.0 Competency: Demonstrate an ability to identify and address the unique needs of parents of gifted student from special populations.  
Objectives:
  - 5.1 Identify specific counseling needs of parents of gifted students from special populations.
  - 5.2 Identify and connect parents of gifted students from special populations with community and social services resources.
  - 5.3 Demonstrate the skill of developing and implementing parent workshops in the community setting for parents of gifted students from special populations.
  - 5.4 Demonstrate the ability to adapt communication styles to the various backgrounds of families from special populations.
- 6.0 Competency: Demonstrate the ability to fulfill the guidelines suggested in the District's Plant B Procedures.  
Objectives:
  - 6.1 Demonstrate an understanding of the role of the Child Study Team in implementing Plan B.
  - 6.2 Demonstrate the ability to conduct teacher training sessions in sensitizing teachers to the diversity of gifted students from special populations.
  - 6.3 Demonstrate an ability to provide role models and/or mentors for career awareness.
  - 6.4 Demonstrate an ability to encourage self-esteem and special talents in gifted students from special populations.
  - 6.5 Demonstrate flexibility in matching students needs to curriculum guidelines to ensure academic success.

### **Description of Activities**

The activities will lead participants to an understanding of the nature and needs of the gifted student. The participant will:

- 1. Participate in group discussions.
- 2. Read and discuss the writings of professional educators.
- 3. Prepare report(s) relevant to observations or prepare a project involving students.
- 4. Review and evaluate materials designed for gifted students.

### **Evaluation**

#### **Participant Assessment**

The participant will correctly answer 80% of the items on a written test measuring the specific objectives.

#### **Component Assessment**

- 1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
- 2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.106.005**

### **Follow-Up Plan**

One of more of the following may be implemented:

1. Bring a basic education teacher to small group meetings.
2. Serve as a coach for a basic education teacher in understanding traits of potentially gifted students from under-represented populations.
3. Present a faculty overview and/or workshop on the characteristics of potentially gifted learners from under-represented populations.
4. Attend a professional conference, FLAG, Summer Institute.
5. Design and/or present a parent workshop on meeting the needs of under-represented gifted students.
6. Present a workshop on a topic related to special populations in gifted education on professional study day.
7. Keep a reflective journal of student observations.
8. Join a professional organization such as the Florida Association for Gifted (FLAG), EXCEL, the National Association for Gifted (NAGC).
9. Become a mentor to a new teacher of gifted with special emphasis on teachers in Title I schools.

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Gifted Programs



## **Component: 2.106.006**

### **GIFTED EDUCATION FOLLOW-UP**

#### **General Objective**

Participants will receive updated information regarding characteristics and learning development of gifted students.

#### **Specific Objectives**

1. Identify the characteristics of the gifted and the behaviors associated with each.
2. Identify gifted characteristics displayed in simulations.
3. Apply the understanding of gifted characteristics in various activities.
4. Develop student and program objectives that are appropriate and differentiated for the gifted/talented program.
5. Identify various techniques for developing and enhancing the self-esteem of gifted students.
6. Identify underachieving gifted students, their needs, and the causes and remediation of chronic underachievement.
7. Utilize different learning models such as Guilford's, Bloom's, and Renzulli's.
8. Demonstrate different teaching and learning styles appropriate for gifted students.
9. Survey classroom management techniques for implementing a differentiated curriculum.
10. Utilize the creative process in programming for the gifted.
11. Construct and evaluate instruments appropriate to curricular materials.
12. Plan activities that incorporate both cognitive and affective areas.

#### **Description of Activities**

Activities will include, but not be limited to, small and large group instruction, discussions, written assignments, interactive learning, simulations and role plays.

#### **Evaluation**

##### **Participant Assessment**

Participants will be assessed through the evaluation of each individual or group assignment. In addition, participants will complete all written assignments and/or activities which will be evaluated for appropriate structure and content. The criteria for successful completion will be 80%.

##### **Component Assessment**

Participants and instructors will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

Criteria for positive program judgment will be that 90% of all participants show increased knowledge of at least 80% of the specific objective.

#### **Follow-Up Plan**

Five or more of the following may be implemented:

1. Serve as a coach for a basic education teacher.
2. Present a faculty overview and/or workshop on gifted learners.
3. Become an officer in a district, state, or national organization.
4. Attend several professional conferences, i.e., FLAG, Summer Institute, ASCD, etc.
5. Design and/or present a parent workshop on gifted education.
6. Present a workshop on professional study day.
7. Keep a reflective journal of student observations.
8. Host study groups to discuss ways to meet the needs of gifted student.
9. Join a professional organization such as the Florida Association for Gifted (FLAG), EXCEL, the National Association for Gifted (NAGC).



## **Component: 2.106.006**

10. Read and give a public review of a book on issues relating to gifted education and connect these concepts and ideas to actions of advocacy.
11. Join a LISTSERVE on gifted education.
12. Develop a comprehensive personal library.
13. Become knowledgeable in legislative issues regarding gifted and volunteer time in supporting advocacy for gifted education.
14. Present at a state or national conference.

### **Inservice points - 60 maximum**

For Additional Information - Supervisor, Gifted Programs



## **Component: 2.200.004**

### **AGRICULTURAL MECHANICS MANAGEMENT SKILLS**

#### **General Objective**

To provide and update agribusiness and natural resources teachers' knowledge and skills in producing and marketing animals. The participant will be able to conduct teaching units that enhance student mastery of performance standards related to the agricultural mechanics curriculum. The agricultural mechanics curriculum is correlated with industry and FCAT standards.

#### **Specific Objectives**

The participant will be able to interpret written instructions, prepare bills of materials and demonstrate mastery of skills related the following objectives:

1. Demonstrate the use of agriscience tools, equipment, and instruments.
2. Practice personal, equipment, and shop safety.
3. Plan and construct animal and plant housing and enclosure structures.
4. Select and use hand and power tools.
5. Install simple electrical circuits.
6. Demonstrate electric and gas welding.
7. Service and maintain small gasoline engines.
7. Perform preventive maintenance, checks, and services for tractors.
8. Perform minor repairs on an irrigation system.
9. Weld, braze, and cut, using appropriate equipment.
10. Operate, service, test, and maintain agricultural machinery and equipment.
11. Diagnose, service, and repair the lubrication system.
12. Service cooling, lubrication, fuel-delivery, exhaust, and transmission systems.
13. Test, repair and/or replace the electrical system, using service manuals.
14. Diagnose, service, and repair transmission systems.
15. Service and maintain the hydraulic system.

#### **Description of Activities**

Objectives may be achieved via workshops, updating conferences, and college courses. Activities may include lectures, seminars, audio-visuals including interactive video, action research projects, application, demonstrations, and independent study at industry sites.

#### **Participant Evaluation**

Participants will demonstrate a mastery of 80% of the objective(s) by at least one of the following:

1. Paper and pencil test.
2. Written critique.
3. Artifacts demonstrating curriculum change.
4. Observation according to established criteria.

#### **Component Evaluation**

1. All participants and consultants will complete a questionnaire to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

A random selection of participants will be observed and evaluated by the supervisory staff or other experts in the field. Evidence of student mastery of the material and/or a written description method of infusing materials into the curriculum will be acceptable.

#### **Inservice Points - 60 Maximum**

For Additional Information: Supervisor, Agribusiness and Natural Resources Education



Component: 2.200.004



## **Component: 2.201.001**

### **UPDATING TECHNICAL SKILLS FOR CAREER AND TECHNICAL EDUCATION TEACHERS (Updating Tech Skills)**

#### **General Objective**

To provide Career and Technical Education teachers the opportunity to become knowledgeable about and proficient in the latest technological innovations and practices that are being implemented in the workplace sector addressed by their respective disciplines.

#### **Specific Objectives**

The participant will:

1. Demonstrate an understanding of the latest technological innovations and workplace practices.
2. Demonstrate some proficiency in the application of the latest technological innovations and workplace practices.
3. Initiate the curriculum modifications necessary to incorporate these new technologies and practices into their respective programs.
4. Describe and discuss current practices in the world of work.
5. Discuss outcomes or consequences of the technological innovations and new practices studied (expected-desired, expect-undesired, unexpected-undesired, and unexpected-desired).
6. Initiate the identification of the equipment and materials necessary to incorporate new technologies and practices into existing programs and courses.
7. Initiate the development of appropriate written test items necessary to assess student acquisition of related knowledge and understanding.
8. Initiate the development of alternative assessment strategies necessary to assess student acquisition of related skills and abilities.
9. Initiate the development of lesson plans, design briefs, units, or learning packets that facilitate the incorporation of these new technologies and practices into appropriate existing programs and courses.
10. Use technical information and data in preparing reports and performing demonstrations.

#### **Description of Activities**

Delivery systems for updating career and technical skills will include workshops, conferences, on-site visitations, seminars, A/V presentations discussions, demonstrations, lectures, private sector presentations, and/or college courses.

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate mastery of 80% of the objective(s) by at least one of the following:

1. Paper and pencil test
2. Artifacts demonstrating curriculum change
3. Written critique
4. Observation according to established criteria

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.201.001**

### **Follow-Up Plan**

Effective training in the education setting will be measured by one or more of the following:

1. Sharing Best Practice(s) Session
2. Demonstration/Observation/Feedback
3. On-site Mentoring/Coaching
4. Instructor-led Review/Update Session
5. Implementation Activity
6. Follow-up Study Group

### **Inservice Points - 60 Maximum**

For Additional Information – Career and Technical Education Supervisor



## **Component: 2.209.001**

### **DESIGN & PROBLEM-SOLVING BASED TEACHING METHODS FOR TECHNOLOGY EDUCATION (Design & Prob-Solv TE)**

#### **General Objective**

To inform Technology Education teachers about the methods and practices of the international Design and Problem-Solving movement of Technology Education.

#### **Specific Objectives**

The participant will:

1. Know the characteristics of Design and Problem-Solving methods and practices.
2. Understand the significance of discovery learning techniques.
3. Understand the importance of the activities of prototyping, invention and innovation.
4. Understand the difference between assigning a problem and assigning a solution.
5. Know the basic components of the design and problem-solving process.
6. Initiate the development of a Design Brief.
7. Initiate the development of a Technology Learning Unit (TLU).
8. Be prepared to participate in the development of a district wide Design Brief/TLU bank.
9. Demonstrate the ability to incorporate Design and Problem-Solving methodology into their teaching assignment.

#### **Description of Activities**

The delivery system may include, but not be limited to, lectures, discussions, field trips, hands-on activities, and seminars.

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate a mastery of 80% of the objective(s) by at least one of the following:

1. Pretest and post-test.
2. Observation according to established criteria.
3. Written critique, or
4. An impact study made from six (6) months - one (1) year to determine success of the system.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Observation by supervisor of the implementation of new teaching methods in the area of design and problem solving.
2. Video documentation of the best teaching practices will be shared with all participants.
3. A journal of innovative ideas is to be kept by all participants. Best practices will be shared with all workshop members at the end of a six-month period.
4. Gather information from student surveys regarding their perception of implemented teaching method(s).
5. Gather evidence of students successfully completing the assigned Technology Learning Unit.
6. Form coaching teams of other workshop participants and invite them to individual classes for observation and feedback.
7. Share written lesson plans developed for this teaching method to other workshop participants.



**Component: 2.209.001**

**Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Career and Technical Education



## **CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)**

### **General Objectives**

1. To provide chapter advisors/teachers with opportunities to develop leadership skills related to organizing Career and Technical Education student organizations activities.
2. To assist chapter advisors/teachers with integrating Career and Technical Education student organizations activities into the curriculum.

### **Specific Objectives**

The participant will demonstrate knowledge of:

1. The purposes, goals, and values of a career and technical student organization in his program area.
2. The role of the Career and Technical Education Student Organization in the total education of Career and Technical students.
3. How to orient students to the fundamentals and principles of the Career and Technical Education Student Organization.
4. The steps and procedures involved in establishing a Career and Technical Student Organization chapter.
5. The importance of a chapter advisor having a positive attitude about being involved with a Career and Technical Education student organization.
6. The methods that are effective in getting students to desire an active chapter.
7. The important considerations involved in preparing members for leadership roles through the planning and supervising of various activities; i.e., initiation and installation ceremony, election of officers, chapter meetings, and banquets.
8. The development of communication skills as an important part of leadership competence.
9. Planning and supervising a well-organized chapter meeting.
10. Supervising the development and implementation of a program of activities.
11. Supervising the election and training of officers.
12. The steps and procedures involved in assisting members in developing and financing a yearly program of activities.
13. The important considerations involved in supervising the activities of a chapter.
14. Supervising the development and implementation of a public relations program for the chapter.
15. The purpose of competitive events in Career and Technical Education Student Organizations.
16. The concepts, steps, and procedures involved in guiding participation in competitive events.
17. Steps and procedures in planning county-wide activities in regard to timetable, site selection, hotel negotiations, budget, program, meal functions, and facility needs.
18. The importance of supervising a yearly evaluation of the chapter.

### **Description of Activities**

Chapter advisors/teachers will participate in activities involving appropriate methods of developing leadership skills, such as lecture presentation, role playing experiences, group discussions, and AV presentations.

### **Evaluation**

#### **Participant Assessment**

1. Paper and pencil test
2. Written critique; or
3. Observation according to established criteria



## **Component: 2.211.003**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

Effective training in the educational setting will be measured by one or more of the following:

1. Focused observations by supervisor and peers.
2. Completed assignments by participants applying their knowledge and skills.
3. Self-assessment of implementation.
4. Sample lesson plans for specific content.
5. Individual conferences to discuss the extent of implementation and future plans for changes.

### **Inservice Points - 60 Maximum**

For Additional Information - General Director, Career and Technical Education



## **Component: 2.211.004**

### **CURRENT TRENDS IN CAREER AND TECHNICAL EDUCATION (Current Trends C & T Ed)**

#### **General Objective**

To inform Career and Technical Education teachers about the current trends and practices going on in their respective disciplines at the state, national, and international levels.

#### **Specific Objectives**

The participant will:

1. Demonstrate an awareness of on-going curricular changes.
2. Describe specific innovative curricular changes and methodological practices.
3. Discuss current and pending federal legislation that pertains to their respective disciplines and the possible effect of that legislation on local programs.
4. Discuss the implications of various innovative curricular activities with regard to the integration of those activities into local programs.
5. Review the state curriculum frameworks for specific courses to initiate a more thorough definition of the levels and types of learning implied in the document.
6. Review the state curriculum frameworks for specific courses to initiate the identification of the equipment and materials required to facilitate the levels and types of learning implied.
7. Review the state curriculum frameworks for specific courses to initiate the development of appropriate assessment strategies and techniques.

#### **Description of Activities**

The delivery system may include, but not be limited to, lectures, discussions, field trips, hands-on activities, and seminars.

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate a mastery of 80% of the objective(s) by at least one of the following:

1. Pretest and post-test.
2. Observation according to established criteria.
3. Written critique, or
4. An impact study made from six (6) months - one (1) year to determine success of the system.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Follow-up survey of random participants to determine implementation of new information.
2. Sample lesson plans to document connection to the real world of work.
3. Random survey of students of participants to determine their perception of the inclusion of related information.
4. Gather data regarding student achievement (pre- and post-test) prior to and after participant teaches inservice content.
5. Use participants as workshop leaders for other teachers in connecting their curriculum to the world of work.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Career and Technical Education



## **Component: 2.211.005**

### **SPECIAL TEACHING METHODS FOR CAREER AND TECHNICAL EDUCATION**

#### **General Objective**

This course is designed for pre-service or Inservice of Career and Technical Education (CTE) teachers to learn or update their knowledge of special teaching methods and classroom management techniques. This course will present, promote and practice existing research on effective teaching. The content will include, but not limited to, organizing instructional activities, assessing student comprehension, monitoring student behavior, effective questioning and student praise, presentation of conceptual knowledge and preparing and administering student tests.

#### **Specific Objectives**

1. Identify existing research on effective teaching.
2. Identify effective practices used in planning for instruction.
3. Demonstrate effective strategies for organizing instructional activities and materials.
4. Develop effective teaching objectives and determine whether intended outcomes have been achieved.
5. Develop specific classroom rules and strategies for monitoring student behavior.
6. Demonstrate teacher awareness of disruptive behavior and desists.
7. Demonstrate use of effective questioning techniques; including both high and low order questions.
8. Demonstrate appropriate types of praise.
9. Identify and develop lesson reviews.
10. Develop and demonstrate procedures to clearly explain lab procedures to students, monitor activities and provide timely feedback.
11. Demonstrate the effective presentation of conceptual knowledge.
12. Demonstrate effective verbal and non-verbal communication skills.
13. Demonstrate effective procedures of test preparation, administering and analysis of student assessment.

#### **Evaluation**

##### **Participant Assessment**

Pre and Post test

1. Lesson presentation
2. Observations with summary/reflection
3. Student will develop an Organized Instructional Portfolio consisting of:
  - a. Lesson Plans with Substitute Guide
  - b. Four Lesson Plans
  - c. Equipment/Activity/Lab Procedures
  - d. Resource Materials
  - e. Test/Quiz
  - f. Lesson Reflection

#### **Follow-up Plan**

Follow-up observation of classroom application and implementation of materials developed in the workshop.

#### **Inservice Points – 45 Maximum**

For Additional Information – General Director, Career and Technical Education



## **Component: 2.211.009**

### **LEADERSHIP SKILLS FOR CAREER AND TECHNICAL EDUCATION TEACHERS (Leader Skills C&T Ed)**

#### **General Objective**

To update leadership skills of Career and Technical Education department heads and potential management personnel.

#### **Specific Objectives**

The participant will:

1. Complete forms and follow county/school procedures.
2. Describe and/or demonstrate the duties of the department head.
3. Organize and conduct department meetings and other forms of communication.
4. Promote program areas with school and community leaders.
5. Organize and conduct meetings and activities with an advisory committee.
6. Prepare and follow a department budget.
7. Organize and maintain department inventory of equipment, supplies, textbooks, audio-visual materials, computer software, etc.
8. Motivate teachers to work together in sharing department duties.

#### **Description of Activities**

Delivery systems for updating leadership skills of department personnel will include workshops, conferences, discussions, demonstrations, on-site visitations, college courses, and/or private sector presentations.

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate master of 80% of the objective(s) by at least one of the following:

1. Pencil and paper test
2. Artifacts demonstrating department organization
3. Written critique
4. Observation according to established criteria

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow Up Plan**

1. Provide supervisors office with copies of completed county/school forms or procedural material.
2. Observation by supervisors office or site administrator of dept. or school meetings conducted by participant.
3. Evidence of the job performance of individuals successfully completing the activities identified in this component is gathered.
4. Form a networking system and coaching teams of participants.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Career and Technical Education



## **TEACHING HIGHER ORDER THINKING (THOT)**

### **General Objective**

To provide teachers with the skills to develop teaching skills, within the vocational/technical programs, that will prepare students to think critically within the content area. This Inservice will enable teachers to identify appropriate topics for higher order thinking lessons, develop these lessons, and then practice presenting such lessons.

### ***Knowledge Objectives***

1. Define, cite indicators and give examples of flexible thinking.
2. Define, cite indicators and give examples of student awareness.
3. Define, cite indicators and give examples of problem formulation.
4. Define, cite indicators and give examples of development and examination of generalizations.
5. Define, cite indicators and give examples of validation of generalizations.

### ***Performance Objectives and Principles:***

#### ***Objectives***

1. Identify an appropriate topic(s) for a higher order thinking lesson in their curriculum specialty.
2. Develop a lesson plan and supplemental materials to apply the instructional strategies.
3. Demonstrate the lesson in a regular class.
4. Demonstrate the ability to recognize the knowledge base indicators in simulated lessons.
5. Devise instructional strategies on the approved topic that includes the following principles.

#### ***Principles***

1. If students are instructed to discontinue unsuccessful approaches, to be alert to new ways of solving a problem, and to forego immediate evaluation of ideas for solving a problem, they are more likely to achieve problem solution.
2. If the teacher provides concrete materials which students may freely explore and reduces student anxiety by allowing sufficient time for thought, then students are likely to become flexible problem solvers and produce solutions of higher quality.
3. If students become aware of problem-solving procedures and their own thought processes, flexibility, and thereby problem-solving ability, is likely to be enhanced.
4. If the teacher involves students in reacting to discrepant events, or in considering perplexing situations for which background information is provided, then students are likely to acquire ability to recognize situations as problematic and to formulate problems.
5. If teachers engage students in using facts to arrive at generalizations, making predictions based on generalizations, developing the concept of "all other things being equal", devising and conducting controlled validation procedures, and thinking of ways to disprove a "hunch", then students are more likely to learn how to formulate and test generalizations.
6. If the teacher induces the students to examine the supportive evidence for a generalization, its consistency with what is already known and its database, then they will be more skillful in determining the acceptability of generalization.



## **Component: 2.211.010**

### **Description of Activities**

1. Participants will be involved in a prototype higher thinking lesson.
2. Teachers will be reviewing the latest research findings on teaching higher order thinking.
3. Teachers will be identifying appropriate topics for a higher order thinking lesson.
4. Teachers will develop higher order thinking lessons in their curriculum specialty.
5. Teachers will demonstrate lessons to entire group for review and feedback.
6. Teachers will use the following materials: knowledge base for THOT Domain 1 and 2; and, Prototype Lesson Plan for Teaching Higher Order Thinking.

### **Evaluation**

#### **Participant Assessment**

Participants will be evaluated using the following procedures:

1. A pretest and post-test on the concept/indicator examination for Teaching Higher Order Thinking (THOT).
2. A Teaching Higher Order Thinking problem solving examination.
3. A performance evaluation on a Teaching Higher Order Thinking lesson.

#### **Component Assessment**

The component will be evaluated using the following procedures:

1. All participants will complete opinion surveys to assess the degree to which specific objectives have been addressed by component activities. Data will be summarized.
2. Individual evaluations of participants' written lessons in teaching higher order thinking.

### **Follow-up Plan**

A follow-up classroom observation will be performed at the school site.

#### **Inservice Points - 30 maximum**

For Additional Information - General Director, Career and Technical Education



## **Component: 2.211.013**

### **Career and Technical Education Level II Curriculum Writing**

#### **General Objective**

The purpose of this component is to provide Career and Technical Education (CTE) Teachers with advanced curriculum development skills. Teachers attending this multi-day training will differentiate between a standard lesson development and a comprehensive CTE curriculum guide that includes scope and sequence, extensive teacher activities, student activities, assessment for implementation in a high achieving Career and Technical Education classroom.

Teachers attending Level II workshop must have documented attendance of prerequisite training course Planning Matters and demonstrated basic word processing skills using Microsoft Word.

#### **Specific Objectives**

The participant will:

1. Define and differentiate between performance-based, project-based and problem-based curriculum design.
2. Develop Career and Technical Education curriculum based on, as appropriate, state and national standards and includes the following components:
  - a. Accurately sequenced comprehensive lesson plans given the CTE template including relevance to CORE content areas.
  - b. Comprehensive description of teacher activities.
  - c. Comprehensive description of hands-on student activities.
  - d. Instructional ancillary materials.
  - e. Extended learning activities and enhanced student deliverables.
  - f. Assessments, to include tests, quizzes and rubrics.

#### **Descriptions of Activities**

This course will provide face to face workshop time where participants will engage in the following activities:

1. Lecture and discussion.
2. Individual, small group and whole group activities.
3. Demonstrations and practice.

In addition, participants will electronically submit workshop products and receive feedback from workshop facilitator. Participants will meet for a follow-up and evaluation session.

#### **Evaluation**

##### **Participant Assessment**

Participants will be evaluated for successful mastery of each curriculum unit using a rubric designed to score submitted product by the specific program area supervisor and/or workshop facilitator. Criteria for successful mastery will be that 100 % of all participants show increased skill based on initial training pretest and ability to show 80% mastery of the specific objectives.

##### **Component Assessment**

All participants will complete online evaluations/opinionnaires to assess the degree to which specific objectives have been addressed by component activities. All participants who have successfully completed this component, will indicate they had a satisfactory or higher increase in knowledge and will use the results in their day to day teaching.



## **Component: 2.211.013**

### **Follow-Up Plan**

Participants will attend a session to receive feedback on curriculum following implementation of classroom and instructional use of product.

### **Inservice Points - 45 maximum**

For Additional Information - Career and Technical Education, General Director



## **TEACHING ADULTS**

### **General Objectives**

To acquaint adult instructors (new and experienced) and counselors with (1) the differences between teaching adults and children, and (2) the differences between teaching adult basic education students and other adult students.

To orient new teachers to the philosophy, materials, and procedures of the Adult and Community School instructional program in Hillsborough County.

### **Specific Objectives**

The participant will:

1. Identify the learning characteristics of adults and children.
2. Demonstrate knowledge of counseling responsibilities for adults.
3. Identify materials appropriate for use in the Adult and Community Education program.
4. Identify classroom management techniques.
5. Identify instructional techniques appropriate for use with adults learners.

### **Description of Activities**

Workshop will utilize various resource materials and personnel to present the ways in which instruction of adults differs from instruction of children. Seminars will provide opportunity for participants to demonstrate an understanding of these differences.

### **Evaluation**

#### **Participant Assessment**

Participants will demonstrate mastery of objectives by scoring at least 80% on a written posttest.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

Participants will complete one or more of the following activities:

1. Counsel students and place in appropriate class
  - a. ABE Student
  - b. GED Student
  - c. Secondary Adult Student
  - d. ESOL Student
2. Register students for the following
  - a. Two Credit or Non-Credit Students
  - b. GED Student for Testing
  - c. Career (Vocational) Student
3. Document the ability to arrange for proper placement testing
4. Demonstrate the ability to obtain the appropriate instructional materials
5. Other as determined by instructor



Component: 2.300.001

**Inservice Points - 60 maximum**

For Additional Information - Director, Adult & Community Education



## **Component: 2.300.002**

### **ADULT INSTRUCTION**

#### **General Objective**

To provide part-time teachers of adults with a knowledge and skills base for providing effective instruction.

#### **Specific Objectives**

The participant will:

1. Develop an instructional lesson plan to include content, learner state, objectives/outcomes, materials, activities, and assessment. (FPMS Domain 1.0 Planning)
2. Demonstrate classroom management strategies which promote the learning process and avoid or desist off-task behavior. (FPMS Domain 2.0 Management of Student Conduct)
3. Demonstrate classroom instructional strategies which effectively deliver the lesson plan, including questioning techniques. (FPMS Domain 3.0 Instructional Organization & Development)
4. Present content effectively using the following treatment of subject matter. (FPMS Domain 4.0 Presentation of Subject Matter)
  - a. Concepts: definition, attributes, examples & non-examples
  - b. Laws/Principles: cause & effect using linking words
  - c. Academic Rules: state & apply
  - d. Value Judgments: criteria & evidence
5. Demonstrate effective verbal and nonverbal teacher behavior to emphasize important points, show enthusiasm, and challenge students. (FPMS Domain 5.0 Communication: Verbal & Nonverbal)
6. Prepare students for, administer, and provide feedback for student assessment. (FPMS Domain 6.0 Testing: Student Preparation, Administration, Feedback)
7. Identify learning styles of adult students; apply to planning and instructional delivery.
8. Identify safety and health issues for educators and emergency procedures for the classroom.
9. Recognize copyright laws, including the Fair Use Doctrine as it applies to educators.
10. Apply the principles of professional conduct and code of ethics for educators.

#### **Description of Activities**

Lecture, discussion, reading materials, demonstration, cooperative learning, observation, and/or performance practice may be used to meet the objectives of this component. Specialized Inservice workshops which address the objectives may be used; or participants may complete objectives through college course work.

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate mastery of at least 80 percent of the objectives by one or more of the following methods. Written test(s); or performance observation; or written critique.

##### **Component Assessment**

1. All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90 percent of all participants show increased knowledge on at least 80 percent of the specific objectives.



## **Component: 2.300.002**

### **Follow-Up Plan**

Participants will complete one or more of the following:

1. Counsel an A B F student, and/or secondary student and make recommendations for their support in adult education
2. Plan a lesson with objectives, materials, and assessment for domains 1, 3, 4, 5 and 6.
3. Develop a Course Master File for an adult school site.
4. Other as determined by the instructor.

### **Inservice points – 60 Maximum**

For Additional Information – Director of Adult Technical Centers or Director of Adult and Community Education



## **Component: 2.404.001**

### **COOPERATIVE LEARNING**

#### **General Objective**

To communicate the nature of cooperative learning and the procedures for utilizing cooperative learning strategies in a variety of classroom settings.

#### **Specific Objectives**

Participants will:

1. Identify at least three models of cooperative learning.
2. Identify three goal structures for classroom assignments.
3. Compare the benefits and limitations of individualistic, competitive, and cooperative models of instructional delivery.
4. Produce rationales for using cooperative learning in their classrooms.
5. Describe the basic elements of cooperative learning.
6. Describe the outcomes promoted by cooperative learning and identify the research that supports these outcomes.
7. Describe the teacher's role in structuring learning situations cooperatively.
8. Outline and describe strategies for planning a cooperative lesson.
9. Describe procedures and strategies for implementing a cooperative lesson in a variety of contextual settings.
10. List the basic elements that are examined when evaluating a cooperative lesson, and describe procedures and strategies for evaluating them,
11. Recognize that the implementation of cooperative learning needs to be coupled with the implementation of collegial support groups among teachers.
12. Produce, deliver, and critique at least three cooperative learning lessons.

#### **Description of Activities**

Personnel trained in cooperative learning will conduct workshops, seminars, and organize support groups to study and implement cooperative learning. Participants will be involved in lectures, discussions, cooperative group activities, role playing, and AV presentations.

#### **Evaluation**

##### **Participant Assessment**

Participants will complete pre-posttest on the specific objectives and must show gain on 80% of the objectives.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.404.001**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 2.404.002**

### **Influencing the Classroom Environment**

#### **General Objective**

This course is designed to provide classroom teachers with strategies and techniques that are best practices in providing students with a successful classroom culture through the use of high expectations. Participants will learn to use positive classroom management procedures, routines, participants will learn to provide standards of conduct and how to strategically reinforce positive behavior. Additionally, participants will learn how to respectfully address challenging behaviors while encouraging students to take an active role in monitoring their own behavior.

#### **Specific Objectives**

The participant will:

1. Understand the role of teacher in setting the classroom culture for behavior.
2. Learn to build a culture of high expectations and mutual respect between teacher and students as well as between students.
3. Build an effective classroom management plan that is foundation for standards of conduct.
4. Create procedures that are designed to have students efficiently work while decreasing distractions and minimal loss of instructional time due to routine noninstructional tasks with students learning to assume responsibility for smooth operation of the classroom.
5. Design physical space to enable students to contribute to their learning environment in a positive manner.

#### **Description of Activities**

Learning Activities for the participants will consist of lectures, discussion, role playing, flexible group work and interactive learning.

#### **Evaluation**

##### **Performance Assessment**

Participants will engage in the development of a successful classroom management plan.

The successful completion will be noted upon inclusion of 80% of strategies in the classroom management plan.

**Component Assessments** will include at least one of the following:

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program completion will be that 90% of all participants increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Follow up with participants will include at least one of the following:

1. Participant survey
2. Observation and Feedback
3. Site administration consultation
4. Enhancement of strategies through collaboration in site based professional learning community

#### **Rationale**

To support and develop effective teachers the district will provide research-based professional learning that supports the knowledge, skills and strategies necessary for the classroom teacher to establish and maintain a positive learning culture and environment.



## **Component: 2.404.002**

### **Cultural Competencies**

This training provides participants with a broad knowledge of people from differing backgrounds and profiles as well as meeting the needs of students in exceptional education.

### **Researched-based**

Courses provided to the district instructional staff are research-based best practices developed by nationally recognized experts in the field of education as well as internationally known and respected research institutions.

### **Framework Correlation**

Domain 1:	Demonstrating Knowledge of Students
Domain 2:	Creating an Environment of Respect & Rapport
	Managing Classroom Procedures
	Managing Student Behavior
	Organizing Physical Space
Domain 3:	Engaging Students in Learning
Domain 4:	Showing Professionalism

### **Inservice Points – 60 Maximum**

For Additional Information - Supervisor, Professional Learning, Teacher Training



## **Component: 2.404.003**

### **ACP: Effective Teaching Strategies**

#### **General Objective**

To facilitate teachers' development of effective teaching behavior included in the Florida Accomplished Practices for Educators and the domains of the Hillsborough County Public Schools Teacher Evaluation Rubric.

#### **Specific Objectives**

The participant will:

1. Identify the Florida Accomplished Practices for Educators and HCPS Teacher Evaluation Rubric concepts and indicators.
2. Describe major research findings in the field of teaching effectiveness.
3. Complete self-diagnosis of teaching strengths and weaknesses.
4. Design and implement a professional learning plan for self-improvement of targeted teaching behaviors.
5. Increase desired teaching behaviors in targeted competency or domain.

#### **Description of Activities**

Training activities may include lectures, discussion, small group, peer pairs, classroom observations, and clinical supervision.

#### **Evaluation**

##### **Participant Assessment**

Participants will be evaluated by at least one of the following:

1. Written course activities aligned to the Florida Educator Accomplished Practices.
2. Critique of written self-diagnosis, professional learning plan, or teaching log.
3. Reflection on effective teaching behaviors.

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up**

1. Participant written learning plan
2. In-class demonstration of skills documented by a creditable observer or electronic record of the demonstration
3. Other activities, per trainer discretion

##### **Inservice Points – 60 Maximum**

For Additional Information - Supervisor, ACP



## **Component: 2.404.011**

### **THE NEW ART AND SCIENCE OF TEACHING**

#### **General Objective**

The participants will read, learn, and apply the strategies from the book *The New Art and Science of Teaching* by Robert Marzano into classroom practice to increase student achievement.

#### **Specific Objectives**

This course will train participants to:

1. Understand the process of action research
2. Explore research on effective instructional strategies
3. Examine research on effective management strategies
4. Investigate research on effective classroom curriculum design strategies
5. Incorporate the use of these strategies
6. Monitor the impact of strategies on student achievement

#### **Description of Activities**

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Lecture
2. Hands-on activities
3. Individual and group activities
4. Assignments

#### **Follow-Up**

Participants will successfully complete at least one of the evaluation activities listed below with at least 80% proficiency:

1. A finished product
2. A plan for implementation of strategies/skills
3. Classroom observation by S.A.L. and/or supervisor
4. On-site visitation
5. Analysis of test score results

#### **Rationale**

POWER components reflect best practices in pedagogy and action research using current research-based instructional strategies identified by the National Staff Development Council.

#### **Cultural Competence**

POWER courses address cultural competency by focusing on differentiated instruction to give participants a broad knowledge of students differing profiles, including students from diverse backgrounds and students with disabilities.

#### **Research-Based**

Nationally recognized organizations provide guidelines for research-based instruction, including The National Staff Development Council, The Association for Supervision and Curriculum Development, and the National Association of Elementary School Principals.



## **Component: 2.404.011**

### **Best Practices**

Knowledge of pedagogy that will yield high student achievement

Research-based strategies that establish an environment that engages students through the use of high expectations, tracking student learning, strong relationships, and clear communication

Knowledge of effective strategies for developing rules and procedures in order to maintain a cohesive community

Implementation of action research as a means to collecting more rigorous and thoughtful qualitative evidence of actual student performance

The improvement of practice through continual learning and progressive problem solving

### **Inservice Points - 60 maximum**

For Additional Information - Director, Professional Development



## **Component: 2.405.001**

### **DROPOUT PREVENTION**

#### **General Objective**

To provide the alternative education teacher with an opportunity to expand their knowledge of current instructional procedures for students with motivational learning problems and behavior disorders. This institute will address philosophy of teaching specific skills, materials and approaches in learning styles behavior and curriculum that are used with students in alternative education programs.

#### **Specific Objectives**

At the conclusion of thirty hours of instruction each participant will:

1. List and discuss activities designed to improve the student's development in self-concept and ability to communicate positively.
2. List and discuss activities designed to promote the development of assertive discipline and time management.
3. Define and discuss the four goals of misbehavior.
4. Establish a set of rules and a step-by-step discipline procedure that embody the concepts contained in current research on discipline for use in an Alternative Education classroom.
5. List the basic tenets of various theories as they relate to a student's personal choice and responsibility.
6. Identify the learning and emotional characteristics styles of individual students.
7. Describe the various learning and teaching modalities.
8. Identify the learning styles of individual teachers.
9. Explain the relationship between their learning style and their teaching style.
10. Learn how to administer tests that reveal a persons learning style and interpret the results.
11. Plan a series of instructional activities which are appropriate for students with varying modalities.
12. Demonstrate the ability to select appropriate materials and activities for students with different learning styles.
13. Construct an activity sheet for one week's instruction that contains visual, auditory, and kinesthetic instructional components.

#### **Description of Activities**

The participants will be given instruction in alternative methods of teaching the topics listed in the specific instructional objectives. Methods to be used in facilitating this component are: lecture, demonstration, hands-on activities, large group interaction, small group interaction, AV equipment and hand-outs. Thirty Inservice points will be awarded upon successful completion of this component. The following activities will be conducted during the workshop:

1. Discussion of importance of teacher pupil relationship and praising the learner.
2. Development of a set of rules and discipline procedures designed to promote a positive Alternative Education classroom environment.
3. Investigation of various Discipline techniques.
4. Discussion of learning centers involving the kinesthetic, auditory, and visual learning modalities.
5. Discussion of Assertive Classroom Discipline. William Glasser's Reality Therapy and Positive Action.
6. Participation in large and small group discussion.
7. Participation in self-designed role-play vignettes that give critical feedback on discipline consistency and discipline techniques.
8. Overview of the philosophical rationale of using and understanding learning styles and the modalities of those styles:
  - a. Glasser
  - b. Purkey (Invitational Learning)
9. Study of learning and teaching style modalities including the selection or development of appropriate techniques and materials.
10. Utilize objective and projective instruments that assess learning and teaching styles:
  - a. Herrmann Model
  - b. Gregoric
  - c. McCarty Format Model
  - d. Swassing Barbe Modality Index
11. Specific case histories of high risk high potential individuals.



## **Component: 2.405.001**

### **Description**

Instruction will include lecture, class discussion, small group work and active participation in the learning process.

### **Evaluation**

#### **Participant Assessment**

The participants will be given a pretest and posttest on the course content. Credit will be awarded to any participant scoring 80% on the posttest or showing improvement on 80% of the objectives.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

#### **Inservice Points - 35 maximum**

For Additional Information - Supervisor, Alternative Education



## **Component: 2.406.002**

### **CONFERENCE SKILLS**

#### **General Objective**

To enable participants to give helpful feedback and to set cooperative goals.

#### **Specific Objectives**

The participant will:

1. Describe the characteristics of three approaches to interviewing, and note the results of each.
  - (a) tell and sell
  - (b) tell and listen
  - (c) problem solving
2. Demonstrate at least three ways to begin a planning conference and a feedback conference to insure task orientation without introducing threat.
3. Demonstrate questioning skills that will encourage the interviewee to identify needs and suggest strategies for improvement.
4. Demonstrate ability to summarize and achieve closure.
5. Conduct a summative (evaluation) interview (administrators, supervisors only).

#### **Description of Activities**

Activities will include lecture, written materials, role play, practice exercises. Participants may develop a checklist for evaluation of interviews.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. A paper-and-pencil test
2. A review of written work using established criteria.
3. Observation according to objective criteria.

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of the participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Participants will self report to course instructor the results of a conference that occurs after course ends and identify the new skills that were employed.

#### **Inservice Points - 30 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 2.406.003**

### **INTERPERSONAL COMMUNICATIONS, ATTITUDE AWARENESS (Interpersonal Comm)**

#### **General Objective**

To provide educators with knowledge and skills of behaviors applicable to:

1. Face to face communication.
2. One's own unique style of communicating.
3. Group and organizational factors which affect that communication.
4. Improvement on personal/professional communication.
5. Analysis of one's attitude and the effect on communication.
6. Techniques for changing attitudes for self-improvement.

#### ***Specific Objectives***

The participant will:

1. Restate what someone has said so it reveals the understanding received by the individual listening.
2. Describe specific behavior instead of responding to personality and assumed motivation.
3. Describe feelings in specific terms applying criteria specifications.
4. Identify nonverbal behavior and use perception checks to reveal how other people are feeling.
5. Give and receive feedback as a way to improve interpersonal communication.
6. Discuss the effect expectations have on skill performance and perceptions of self and others.
7. Identify the importance of congruence among intentions, actions, and effects.
8. Describe how feelings affect communication.
9. Explain the importance of matching behavior with intentions.
10. State responses which increase openness in communication.
11. Identify the effects of roles on communication.
12. Identify the effects of norms on communication.
13. Identify the effects of one-way versus two-way communication.
14. Identify the effects of pressure on styles of communication.
15. Diagnose facilitating or inhibiting communication.
16. Design personal learning models for improving the skills presented in this series.

#### **Description of Activities**

Participants will be organized in small groups for workshop activities. Films, discussions, written exercises, and demonstrations will be interspersed with practice-critique sessions in the groups. Commercially developed materials may be designed to meet all or part of the activities.

#### **Evaluation**

##### **Participant Assessment**

Performance evaluation using objective criteria as well as written pre and post tests will take place for each activity conducted with an 80% criteria for successful completion. Members of work groups will observe and critique each other as they practice skills. Each participant will complete an assessment of knowledge and a model for improving skills prior to completion of the workshop.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of the participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.406.003**

### **Follow-Up Plan**

Participants will develop an action plan for self improvement. Will self-report one changed behavior to instructor within 60 days of course end.

### **Inservice Points - 30 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 2.407.002**

### **MULTI-MEDIA TECHNIQUES**

#### **General Objective**

To provide media specialists and others with the skills to develop multimedia presentations. Mediums include but are not limited to computer, laser disc, CD-ROM, slide, and video and audio technology.

#### **Specific Objectives**

The participant will:

1. Understand how multi-media technology can be used in instructional presentations.
2. Demonstrate an ability to operate designated multi-media technology.
3. Demonstrate the ability to identify appropriate software for a given task.
4. Acquire proficiency in producing a multi-media presentation using technology.
5. Create a multi-media presentation for classroom use.

#### **Description of Activities**

Each participant shall be given specific instruction in using multimedia technology to create instructional presentations and shall participate in the production of an individual or group project.

#### **Evaluation**

##### **Participants Assessment**

Each participant will demonstrate at least 80% proficiency in using multimedia technology, based on the instructor's evaluation of the individual or group project.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of the participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

The trainer may choose from these follow-up strategies:

1. Maintain a journal or log of multi-media technologies used in the classroom.
2. Multi-media documentation of activities implemented, i.e., video, photo, audio, etc.
3. Write a lesson plan using multimedia technologies.
4. Other strategies deemed appropriate by the Inservice contact person.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Technology Training



## **Component: 2.407.003**

### **DESIGNING CURRICULUM SUPPORT MATERIALS & TECHNIQUES FOR SCHOOL MEDIA SPECIALISTS (Curr Support for Media)**

#### **General Objective**

To provide instruction for media specialists in developing print and non-print materials and techniques which will support the school curriculum.

#### **Specific Objectives**

The participant will:

1. Develop a resource bibliography in a specific subject area for (a) specific level(s).
2. Evaluate newly published materials.
3. Compile a list of recommended titles.
4. Develop a series of program ideas that support specific curriculum areas.
5. Develop a survey to research what areas of curriculum are covered in the school.

#### **Description of Activities**

Participants will receive group instruction covering topics listed in the objectives. Participants will be provided the necessary materials to complete their projects. Supervisory staff will be responsible for ongoing support and assistance. All final products will be stored on a disk.

#### **Evaluation**

##### **Participant Assessment**

Successful completion of this activity will be based on the completed product and/or actual demonstration of skills learned. Each participant must meet 80% of established criteria.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of the participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

The trainer may choose from one of these follow-up strategies:

1. Maintain a journal of a program implemented to support specific curriculum areas.
2. Update the resource bibliography in a specific subject area that was developed for the Inservice component.
3. Other strategies as deemed necessary by the Inservice contact person.

#### **Inservice Points - 30 maximum**

For Additional Information - Supervisors, Educational Media



## **Component: 2.407.004**

### **AUTOMATED LIBRARY SYSTEMS**

#### **General Objective**

To provide media specialists with training in administering an automated library system. To instruct media specialists in techniques and procedures that will increase their skills in administering and organizing their media centers.

#### **Specific Objectives**

The participant will gain proficiency in but not limited to the following modules:

1. Administration
2. Book inventory
3. Equipment inventory organization
4. Maintaining collections
5. Ordering procedures
6. Materials selection
7. Processing
8. Time management
9. Program development
10. A.V. Production
11. Staff management
12. Public relations
13. Automated library systems proficiency in:
  - a. Logon and logoff procedures
  - b. Searching procedures
  - c. Inventory procedures
  - d. Administering circulation
  - e. Administering public access
  - f. Email procedures

#### **Description of Activities**

1. The participant will select one of the areas listed in specific objectives 1-12 and write a comprehensive module for their chosen topic.
2. The participant will be given hands on instruction for specific objective 13 in administering an automated library system after which they will be asked to demonstrate their ability to perform specific tasks within the stated objectives.

#### **Evaluation**

##### **Participant Assessment**

1. Successful completion of this activity will be based on the completed product developed in the workshop. Each product must meet 80% of established criteria.
2. Each participant will demonstrate at least 80% proficiency in performing automated library system tasks. Competency will be based on the instructor's evaluation of each participant's performance when asked to complete specific tasks within the stated objectives.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of the participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.407.004**

### **Follow-Up Plan**

The trainer may choose from one of these follow-up strategies:

1. Follow-up contact by supervisor will be conducted to assess the implementation of the module developed.
2. Self-assessment of module implementation.
3. Completion of assignments applying their knowledge and skills.
4. Other strategies deemed appropriate by the Inservice contact person.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisors, Technology Training



## **Component: 2.407.005**

### **UPDATING MEDIA SPECIALISTS SKILLS (Updating Media Sp Skills)**

#### **General Objective**

To provide a variety of Inservice training for media specialists which will keep them current on all aspects of media centers.

#### **Specific Objectives**

The participant will:

1. Identify the current needs of media specialists.
2. Design appropriate concurrent sessions to be presented on Professional Study Day.
3. Select presenters of the concurrent sessions.
4. Coordinate the equipment and facility needs for Professional Study Day.
5. Design the participants' program.

#### **Description of Activities**

Workshop participants will discuss all of the above items. They will then divide up all topics for the final coordination.

#### **Evaluation**

##### **Participants Assessment**

Successful completion of this workshop will be based on the completed product developed in the workshop. Each product must meet 80% of established criteria. Follow up visitation by supervisor will be conducted to assess the implementation of the module developed.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program completion will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

The trainer may choose from one of these follow-up strategies:

1. Observation by supervisor or peers of implementation strategies.
2. Improvement plan for continuing workshop activities for the upcoming year.
3. Other strategies as deemed appropriate by the Inservice contact person or supervisor.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisors, Educational Media



## **Component: 2.407.006**

### **VIDEO PRODUCTION TECHNIQUES (Video Prod Techniques)**

#### **General Objective**

To provide each participant with the opportunity to acquire proficiency in the use of video production equipment used in production.

#### **Specific Objectives**

The participant will:

1. Demonstrate the proper set up and use of various video production equipment, including but not limited to video camera, video editor, audio equipment, lighting, special effects generator, AV computers, etc.
2. Demonstrate knowledge of basic script writing.
3. Produce a 10-minute live broadcast or video production.

#### **Description of Activities**

Each participant shall be given specific instruction and an opportunity to work with various video production equipment used in video production over a closed-circuit television system. Information delineating all operational steps in sequence for each piece of designated equipment will be demonstrated and/or distributed to each participant.

After instruction for each piece of equipment is completed, participants will work together to produce a live production or video production incorporating at least 80% of the designated video equipment.

#### **Evaluation**

##### **Participant Assessment**

A survey will determine each participant's proficiency levels and needs. Each participant will demonstrate through performance 80% proficiency determined by a checklist.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

The trainer may choose from one of these follow-up strategies:

1. Keep a portfolio of future video productions.
2. Write a lesson plan for teaching a lesson on video productions.
3. Self-assessment of implementation of a video production curriculum.
4. Other strategies as deemed appropriate by the Inservice contact person.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisors, Media, ITV, & Technical Services



## **Component: 2.408.001**

### **ALTERNATIVE CERTIFICATION PROGRAM (ACP) SEMINAR (ACP Seminar)**

#### **General Objectives**

Participants will examine the various learning theories and their application to the teaching and learning process. They will develop an understanding of the developmental theories of intelligence, language, personality, and socialization and be able to synthesize this information into decision-making to apply the knowledge to instruction.

#### **Specific Objectives**

Participants will be able to:

1. Apply a model of the teaching-learning process in instructional decision-making.
2. Define learning.
3. Develop lesson plans using behavioral analysis and/or social cognitive theory, cognitive learning theory, and constructivist theory.
4. Develop lesson plans to teach concepts using the Taxonomy of Educational Objectives.
5. Define motivation from different theoretical points of view and apply the research on motivation to teaching.
6. Develop a personal concept of intelligence and an understanding of how that concept influences teaching decisions.
7. Explain how culture influences achievement and learning styles of students.
8. Describe theories of personal, cognitive, and moral development and their implications for teaching.
9. Examine various forms of assessment and determine methods for matching assessment to instruction.
10. Develop basic assessment techniques.

#### **Description of Activities**

The seminars will consist of lecture and discussion. In addition, participants will develop lesson plans, create assessment tools, examine research, and complete action research projects.

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate mastery of 80% of the objectives by at least one of the following:

1. Paper and pencil test.
2. Artifacts demonstrating lesson development and presentation.
3. Summaries of educational research

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgement will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Follow-up strategies will include at least one of the following:

1. Participant survey
2. Update meetings of ACP participants
3. Mentoring and coaching of ACP participants
4. Networking support groups for ACP participants

#### **Inservice Points — 60 Maximum**

For Additional Information — Supervisor of Teacher Training



## **Component: 2.408.003**

### **TEAM TEACHING**

#### **General Objective**

To familiarize members of teaching teams with the dynamics of teaming and with the interpersonal relationships essential to good team functioning,

#### **Specific Objectives**

The participant will:

1. Describe advantages and problems associated with team teaching.
2. Outline organizational structure for a team.
3. Analyze interpersonal relationships among team members.
4. Identify roles played by team members.
5. Follow the decision-making process and its effect on the interpersonal structure of the team.

#### **Description of Activities**

Conferences, courses, and commercially offered workshops may be used to meet the objectives of this component. Workshops featuring discussion, demonstration, and simulation will be conducted.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. A paper-and-pencil test
2. A review of written work using established criteria

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.408.003**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 2.408.004**

### **IMPLEMENTING CURRICULUM FOR BASIC SKILLS (Basic Skills Curr)**

#### **General Objective**

To train teachers to establish and implement appropriate curriculum for teaching basic skills in any discipline.

#### **Specific Objectives**

Given the standards or skills identified for any assessment level by the Florida Department of Education, the participant will:

1. Identify appropriate instructional objectives in a given content area.
2. Sequence these objectives in a coherently structured program.
3. Identify prerequisite skills for each objective.
4. Describe specific terminal performances to be achieved for each objective.
5. Identify/Adapt/Develop materials appropriate for teaching the terminal skills specified.
6. Demonstrate at least two appropriate instructional techniques/strategies for achieving terminal performances.
7. Construct criterion referenced evaluation items, performance or paper-and-pencil.

#### **Description of Activities**

Workshop activities will include, but not be limited to:

1. General orientation session(s) on objectives and discussion leading to consensus on sequencing.
2. Small group work addressing specific segments of the task for search, research, and recommendation activities.
3. Large group sessions using A-V, consultant, panel, or other presentations aimed at facilitation of curriculum design or implementation.
4. Field-testing of materials with appropriate students, followed by critique and revision.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. A paper-and-pencil test
2. A review of written work using established criteria.

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.408.004**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisors, Basic Skills, Language Arts, English, Mathematics



## **Component: 2.408.005**

### **TRAINING FOR INDIVIDUALIZING INSTRUCTION (Ind Instruction)**

#### **General Objective**

To provide training in individualization in any discipline, both in teaching materials construction and teacher methods.

#### **Specific Objectives**

The participant will:

1. Plan a needs assessment, comparing curriculum and school population being served in order to identify ability levels to be met.
2. Identify existing materials, both commercial and teacher-made, for use in individualization.
3. Describe existing individualization systems and their adaptation to teacher styles and schools.
4. Design curriculum materials not already available for the system of individualization selected.
5. Design classroom management and room arrangements as they apply to systems of individualization.

#### **Description of Activities**

Activities will include workshops with follow-up activities, seminars, conferences, observations of functioning systems, college credit work.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. A paper-and-pencil test
2. A review of written work using established criteria.

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.408.005**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



## **TEACHING BY OBJECTIVES**

### **General Objective**

To train teachers to teach effectively and efficiently and to manage by objectives.

### **Specific Objectives**

The participant will:

1. Interpret results of criterion referenced tests in reading and math, developing a prescription (diagnostic map) for each student.
2. Specify objectives for individual students as identified by the prescription.
3. Identify appropriate instructional activities to achieve the objectives.
4. Organize ad hoc groups in a variety of patterns for instruction.
5. Keep records to provide data for monitoring student progress and make recommendations for future placement.

### **Description of Activities**

Teachers will be working with results of criterion-referenced tests for the students whom they will be teaching. Instruction in the procedures for interpretation and mapping of test results will be followed by supervised performance in each of the objectives. At the end of the Inservice, each teacher should have:

1. A diagnostic map for each student
2. Prioritized objectives for each student
3. Specified instructional activities for each objective
4. Organized ad hoc groups for both teacher-directed and independent
5. A system for monitoring student performance.

### **Evaluation**

#### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. A paper-and-pencil test
2. A review of written work using established criteria

The criteria for successful completion will be 80%.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.408.006**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Area Supervisors



## **THE DYNAMICS OF CLASSROOM DISCUSSION (Classroom Discussion)**

### **General Objectives**

1. To demonstrate that discussion can be a genuine learning experience for both teachers and students.
2. To acquaint teachers with the guidelines to follow in order to conduct thoughtful discussion at any level of education - kindergarten through college.
3. To assist teachers in developing shared inquiry skills.

### **Specific Objectives**

The participant will:

1. Distinguish between fact, interpretation, and evaluation questions.
2. Recognize the basic principles and techniques of leading and participating in effective discussion.
3. Recognize the characteristics of reflective thinking.
4. Recognize effective and ineffective strategies of discussion.
5. Lead discussion demonstrating shared inquiry as a joint learning experience.
6. Demonstrate co-leading as a form of team teaching.
7. Evaluate and critique discussion.
8. Develop themes for independent and small group study.
9. Develop clusters of questions for research projects.
10. Develop clusters of questions for evaluation discussions.

### **Description of Activities**

Participants will engage in formal and informal activities, such as lectures, course work, discussion groups, conferences, and application of skills in classroom programs.

### **Evaluation**

#### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. Instructor and self-evaluation through objective exercises.
2. Observation and critique by the instructor.
3. Critique by other members of the class based on prepared criteria.
4. Self-evaluation based on a list of specific discussion characteristics.
5. Evaluation of written clusters of questions by the instructor.

The criteria for successful completion will be 80%.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.408.007**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



## **LEARNING CHANNELS**

### **General Objectives**

To provide the participant with the opportunity to do the following: to address the area of teaching effectiveness in the cognitive domain and to focus attention and skill training on the identification and use of student learning channel strengths; to analyze the curricula bases on learning channels; and how to develop alternative strategies to meet the needs of the heterogeneous classroom situation. The topics covered will include, but not be limited to: insight into how students learn; how to deliver lessons that hold the attention of students; how to help students process information; how the mind organizes information and forms concepts; and how to assist students to increase their ability to retain information.

### **Specific Objectives**

The participant will:

- 1.0 Gain insight into how students learn by
  - 1.1 Understanding how eye movements and choice of words indicate learning preferences.
  - 1.2 Exploring questioning techniques and inventories that can illuminate individual student learning preferences.
  - 1.3 Identifying their own learning preferences - kinesthetic/tactual. auditory, or visual.
- 2.0 Be able to deliver lessons that hold the attention of students by
  - 2.1 Using a variety of learning activities to access all learning preferences.
  - 2.2 Varying words and body movements to engage the learning preferences of each student.
  - 2.3 Observing demonstration lessons that model these skills.
- 3.0 Learn how to help student process information by
  - 3.1 Determining how the mind classifies, discriminates, labels, operates and combines information.
  - 3.2 Experimenting with techniques that allow the use of these five steps in lesson development.
  - 3.3 Helping students to use these mental operations to learn best.
- 4.0 Understand how the mind organizes information and forms concepts and learn to
  - 4.1 Organize lessons globally and sequentially.
  - 4.2 Present concepts in concrete and abstract form.
  - 4.3 Recognize how teaching preference affects student learning.
- 5.0 Will increase student ability to retain information by
  - 5.1 Understanding why some students retain information and others do not.
  - 5.2 Learning techniques that expand short-term and long-term memory.
  - 5.3 Constructing and using memory techniques that correspond to the varying learning preferences of students.

### **Description of Activities**

Participants will receive instruction via simulations, case studies, controlled role play, programmed learning, modified sensitivity training, mini-lectures, film strips, and audio tapes. Training is designed to transform content into behavioral improvement in the participant.

### **Evaluation**

#### **Participant Assessment**

The participant will be given a posttest. Credit will be awarded to any participant earning 80% or above on the posttest. In addition to the posttest, the participants will be observed in controlled situations to ascertain their proficiency in using the skills delineated in the objectives.



## **Component: 2.408.009**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge of at least 80% of the specific objectives.

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 2.408.010**

### **TEACHING THINKING SKILLS**

#### **General Objective**

To facilitate the development and utilization by school personnel of techniques and strategies for teaching thinking skills.

#### **Specific Objectives**

The participants will demonstrate knowledge and skills in the following areas:

1. Issues related to teaching thinking skills.
  - a. Examine social trends for educational implications.
  - b. Review national assessments of student achievement.
  - c. Examine professional councils' recommendations for improved teaching of critical thinking skills.
2. Qualities/characteristics of skillful/critical thinkers.
  - a. Identify qualities/characteristics of skillful/critical thinkers.
  - b. Identify the conditions and environments that are conducive for developing skillful/critical thinkers.
3. Definitions of skillful/critical thinking.
  - a. Define skills thinking or critical thinking in a manner that is operationally useful for a faculty.
  - b. Explore cognitive, effective, and creative taxonomies at structures for defining skillful/critical thinking.
4. Strategies and techniques for teaching thinking skills.
  - a. Analyze a variety of strategies and approaches for developing thinking skills.
  - b. Examine materials available for teaching thinking skills.
  - c. Recognize and state teacher behaviors that facilitate students' thinking skills.
5. Metacognition
  - a. Define metacognition as construct and operationally.
  - b. Develop and utilize instructional strategies to facilitate student understanding and use of metacognition.
  - c. Develop an understanding of teachers' own metacognitive processes.
6. Evaluation of teaching for thinking.
  - a. Establish and write short- and long-range action plans for teaching thinking skills.
  - b. Establish criteria for knowing when the implemented actions plans have been effective.

#### **Description of Activities**

Lecture and reading activities will be complemented by discussions, small group work, simulations, peer feedback techniques, or hands-on developmental projects.

#### **Evaluation**

##### **Participant Assessment**

Evaluation will be conducted through written tests, oral reporting, or demonstrated through role-playing. Wherever practicable, on-the-job follow-up will be conducted. The criteria for success will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.408.010**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 2.408.011**

### **TEACHER EXPECTATIONS AND STUDENT ACHIEVEMENT (Tea Expt & Stu Achmt)**

#### **General Objective**

To train participants to use an interaction model that involves specific supportive and motivating techniques with all students in a non-discriminatory manner.

#### **Specific Objectives**

The participant will:

1. provide response opportunities to students
  - i. distribute response opportunities equitably,
  - ii. give individual assistance,
  - iii. allow time for responding,
  - iv. delve, rephrase, give clues,
  - v. use higher level questioning.
2. provide feedback to students
  - i. affirm or correct performance,
  - ii. praise learning performance,
  - iii. give reason for praising learning performance,
  - iv. listen attentively,
  - v. accept and reflect feelings in non-evaluative manner;
3. demonstrate personal regard for students
  - i. move within arm's reach,
  - ii. express courtesy,
  - iii. take personal interest in student/give compliment,
  - iv. touch student in friendly manner,
  - v. desist, correct behavior in calm, courteous manner.

#### **Description of Activities**

This program will be offered at school sites. For each school, a team including the administrator and one staff member will be trained to coordinate the program at their school. The fifteen TESA techniques will be presented in segments during a series of five workshops held approximately one month apart. Each workshop will include: review of literature and research, demonstration techniques, group interaction, and role playing. Between sessions, participants develop their skills by directing and interaction model toward target students in their classes and observing and coding each other in the classroom to establish the frequency of interactions occurring with target students.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by demonstrating the interaction techniques in the classroom. At least 80% of the techniques will be observed.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge and skill on at least 80% of the specific objectives.



## **Component: 2.408.011**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 30 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 2.408.012**

### **THE CLIENT CENTERED MIDDLE SCHOOL (Client Centered MS)**

#### **General Objectives**

1. To increase knowledge of the nature and needs of middle grades students.
2. To explore implications of characteristics of middle grades students upon instruction and programs.
3. To increase knowledge of the philosophy, curricular goals, and programs of middle schools.

#### **Specific Objectives**

The participant will:

1. Recognize physical growth trends in young adolescents,
2. Recognize sexual development trends in young adolescents,
3. Recognize the emotional implications of maturation of young adolescents,
4. Recognize the social implications of maturation of young adolescents,
5. Recognize the intellectual growth trends in young adolescents,
6. Recognize and affirm the wide diversity in the nature and needs of young adolescents,
7. Demonstrate an understanding of the educational implications of different intellectual, physical, social and emotional needs of young adolescents,
8. Identify and demonstrate instructional strategies that meet the intellectual, physical, social, and emotional needs of young adolescents,
9. Identify assessment practices that respond to the characteristics of young adolescents,
10. Identify environmental forces--families, cultures, and neighborhoods--which affect the lives of young adolescents,
11. Demonstrate an understanding and acceptance of varied family configurations from which today's young adolescent's come,
12. Demonstrate an understanding and acceptance of varied cultural backgrounds from which today's young adolescents come,
13. Demonstrate an understanding of the role of families and communities in the education of middle school students,
14. Identify educational program components found in exemplary middle schools and defend the appropriateness of each,
15. Define and describe interdisciplinary team organization,
16. Define and describe flexible block scheduling for using time in middle schools,
17. Describe grouping patterns and practices appropriate for middle grades students,
18. Define and describe the Teacher-as-Advisor component of middle school,
19. Describe the physical plant needs peculiar to the design of a middle school,
20. Demonstrate an understanding of the nature and rationale for an integrated curriculum in the middle grades.

#### **Description of Activities**

Inservice sessions will consist of lectures, discussions, demonstrations, media presentations, and independent study materials, following which participants will practice the skills being learned.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. A written test
2. Active participation in written products and successful completion of tasks during training session



## **Component: 2.408.012**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

One or more of the following will be used:

1. Reflective journal of strategy use
2. Classroom observation by peer, subject area leader, sites based administrator or supervisor.
3. Examples of student work
4. Attendance at next level of training
5. Formation of users groups/coaching and feedback groups

### **Inservice Points - 60 maximum**

For Additional Information - Subject Area Supervisors, Generalist Supervisors, Middle School Education



**EFFECTIVE INSTRUCTION FOR MIDDLE SCHOOL  
(Instruct For Middle School)**

**General Objectives**

1. To increase knowledge of alternative instructional strategies for middle school student.
2. To increase knowledge in learning styles and the instructional process.
3. To increase knowledge of alternative methods for assessing student achievement.
4. To increase knowledge of integrating the community and the instructional process.

**Specific Objectives**

The participant will:

1. Demonstrate knowledge of four alternative instructional strategies,
2. Demonstrate understanding of the goals and elements of cooperative learning,
3. Enumerate different types of cooperative learning groups,
4. Outline the rules for groups, the roles of members and the grouping methods for cooperative learning groups,
5. Demonstrate the use of social processing skills as part of cooperative learning,
6. Name and describe the levels of Bloom's Taxonomy and Williams Taxonomy in hierarchical order,
7. Examine questioning strategies to enhance creative and critical thinking skills,
8. Apply the levels of the cognitive taxonomy and the creative taxonomy in designing classroom tasks through the use of cue charts,
9. Demonstrate knowledge of the characteristics and uses of learning centers and activity packets,
10. Demonstrate methods or design and management of learning centers and activity packets,
11. Develop prototypes for learning centers and activity packets,
12. Demonstrate knowledge of gaming and simulation design,
13. Demonstrate knowledge of steps in gaming and simulation design,
14. Prepare examples of gaming and simulation,
15. Demonstrate knowledge of the use of technology to enhance education,
16. Examine alternative methods for testing or evaluating student performances,
17. Demonstrate knowledge of variety learning styles,
18. Demonstrate knowledge of teaching styles relative to a variety learning styles,
19. Design a lesson plan with activities geared to each learning style,
20. Develop a community-related social action project as a learning experience.

**Description of Activities**

Participants will engage in discussions, demonstrations, reading and writing assignment, and role-playing. Necessary materials will be provided.

**Evaluation**

**Participant Assessment**

One or more of the following forms of evaluation will be used:

1. A written test
2. Active participation in written products and successful completion of tasks during training session



## **Component: 2.408.013**

### **Component Assessment**

One or more of the following will be used:

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized
2. Criteria for positive program judgment will be that 90% of all participants demonstrate acquired knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

One or more of the following will be used:

1. Reflective journal of strategy use
2. Classroom observation by peer, subject area leader, sites based administrator or supervisor.
3. Examples of student work
4. Attendance at next level of training
5. Formation of users groups/coaching and feedback groups

### **Inservice Points - 60 maximum**

For Additional Information - Subject Area Supervisor, Generalist supervisors, Middle School Education



**RESPONSIVE MIDDLE SCHOOL PROGRAMS  
(Resp Middle School)**

**General Objectives**

1. To increase knowledge of the interdisciplinary team organization.
2. To increase knowledge of interdisciplinary instruction.
3. To increase knowledge of the advisor/advisee program.

**Specific Objectives**

The participant will:

1. Develop a research based knowledge of the teaming concept and its implications,
2. Recognize alternative types of interdisciplinary team organization,
3. Formulate activities to enhance team effectiveness,
4. Demonstrate ways to use planning periods for improving instruction,
5. Demonstrate ways to build team identity and to enhance effectiveness,
6. Effectively conduct a team meeting,
7. Demonstrate ways to evaluate team effectiveness,
8. Develop a research based knowledge of interdisciplinary instruction,
9. Demonstrate a knowledge of the steps involved in beginning interdisciplinary instruction,
10. Compile a list of potential themes or topics for interdisciplinary units,
11. Prepare an interdisciplinary instructional unit,
12. Create an assessment instrument designed to measure the academic and affective outcomes of an interdisciplinary unit,
13. Demonstrate an understanding of an effective advisory program,
14. Demonstrate knowledge of the responsibilities of an advisor,
15. Demonstrate the ability to organize and schedule an advisory program,
16. Develop, deliver and evaluate an advisory activity,
17. Prepare a list of potential themes or topics for advisory activities,
18. Present plans for evaluating the advisory program.

**Description of Activities**

Using trained teachers, the workshop participants will be involved in the following activities: mini-lectures, discussions, demonstrations, reading assignments and role playing. All participants will be provided with the materials necessary for implementing their assignments.

**Evaluation**

**Participant Assessment**

One or more of the following forms of evaluation will be used:

1. A written test
2. Active participation in written products and successful completion of tasks during training session



## **Component: 2.408.014**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

One or more of the following will be used:

1. Reflective journal of strategy use
2. Classroom observation by peer, subject area leader, sites based administrator or supervisor
3. Examples of student work
4. Attendance at next level of training
5. Formation of users groups/coaching and feedback groups

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Middle School



## **Component: 2.408.015**

### **EARLY LITERACY PARTICIPANT'S COURSE (ELPC)**

#### **General Objective**

To assist K-3 teachers in focusing on how children learn rather than only on what they learn. Teachers become familiar with determining strengths in teaching language and understanding how children learn to read and write. They will be able to monitor and interpret children's reading and writing development.

#### **Specific Objectives**

Upon completion of an Inservice activity the participant will be able to:

1. Observe children in the classroom during specific tasks.
2. Share understandings and insights with fellow participants.
3. Understand that language and development occurs when children make sense of the situation(s) in which they are involved.
4. Understand that language development is stimulated in children when they are confronted with situations which challenge understandings about the world.
5. Provide a supportive classroom environment.
6. Share a theoretical framework which guides not only literacy teaching but overall teaching.
7. Make appropriate teaching decisions.
8. Understand that learning to read and write is part of children's learning development.
9. Understand that children learn language when they are immersed in it.
10. Realize that the same kinds of conditions which foster children's oral language are necessary to encourage their development in literacy.
11. Demonstrate through outside activities the practical application of teaching strategies.
12. Demonstrate through classroom performance the practical application of teaching strategies.
13. Gain educational growth through a wide range of professional readings.
14. Observe the importance of writing in the whole process of learning.

#### **Description of Activities**

A variety of flexible activities are designed for varying lengths of time and may include:

1. lecture/discussion
2. small group activities
3. large group activities
4. classroom visitations
5. strategy demonstrations
6. outside activities

#### **Evaluation**

##### **Participant Assessment**

To the satisfaction of the instructor, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment or by other valid means of measurement, in compliance with Section 231.608Z(1), Florida Statutes and Rule 6A-5.071(5), FAC



## **Component: 2.408.015**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

The effect of the training in the educational setting will be measured by:

1. Focused observation and feedback given to participants
2. Application of knowledge gained to the classroom setting
3. Involvement in peer coaching and peer observation at school site
4. Sharing of knowledge gained by participant with peers at school site
5. Performance of demonstration lessons at school site
6. Participation in follow-up sessions based on participant needs

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Elementary Language Arts/ Reading



## **Component: 2.408.017**

### **EARLY LITERACY FACILITATOR'S COURSE (Early Literacy Fac Course)**

#### **General Objective**

Participants will acquire a greater understanding of techniques and skills necessary for developing literacy in K-3 students.

#### **Specific Objectives**

The participant will:

1. Increase knowledge of the nature and needs of kindergarten through third grade students.
2. Assist kindergarten through third grade teachers in focusing on how students learn rather than only on what they learn.
3. Support teachers in determining strengths in teaching language and understanding how students learn to read and write.
4. Demonstrate to teachers how to monitor and interpret student's reading and writing development.
5. Understand the underpinnings necessary to successfully facilitate the teacher level course.
6. Understand the dynamics of cooperative groups.
7. Understand how to share the insights of fellow participants.
8. Demonstrate a clear understanding of the principles of change, teaching, and literacy.
9. Demonstrate appropriate facilitator decision-making strategies.
10. Demonstrate a clear understanding of learning principles.
11. Model the importance of professional readings and writings.
12. Model the various components of a balanced literacy program.
13. Model the use of running records.
14. Identify and address current issues facing classroom teachers.
15. Understand and articulate the role of the facilitator.

#### **Description of Activities**

Inservice sessions will consist of lectures, activities, discussions, demonstrations, media presentations, and independent study materials, following which participants will practice the skills being learned.

#### **Evaluation**

##### **Participant Assessment**

To the satisfaction of the instructor, each individual will:

1. Complete assigned activities.
2. Demonstrate increased competency on at least 80% of the objectives as determined by a pre- and post-assessment or by other valid means of measurement, in compliance with Section 231.608(1), Florida Statutes and Rule 6A-5.071(5), FAC.

Criteria for positive program judgment, will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.408.017**

### **Follow-Up Plan**

The effect of the training in the educational setting will be measured by:

1. Focused observation and feedback given to participants
2. Application of knowledge gained to the classroom setting
3. Involvement in peer coaching and peer observation at school site
4. Sharing of knowledge gained by participant with peers at school site
5. Performance of demonstration lessons at school site
6. Facilitation of follow-up sessions based on participant needs

### **Inservice Points - 60 maximum**

For Additional Information: Supervisor, Elementary Reading/Language Arts / Supervisor, Schoolwide Project Generalist



## **Component: 2.408.018**

### **TEACHING STRATEGIES FOR IMPROVING THINKING: PATTERNS FOR THINKING (Patterns For Thinking)**

#### **General Objective**

To provide teachers with the knowledge to develop teaching strategies that incorporate Patterns of Thought, Concept Analysis, and Inductive/Deductive Teaching which will facilitate students' reading comprehension and help them become independent thinkers and learners.

#### **Specific Objectives**

The participant will:

1. Analyze the patterns of thought found in text or presented in notes or lecture.
2. Use graphic organizers to represent the patterns of thought.
3. Acquire a knowledge of concept analysis.
4. Learn how to use matched non examples and examples that vary widely on irrelevant attributes.
5. Discuss hindrances to concept development.
6. Differentiate between inductive and deductive reasoning.
7. Apply strategies that move class activities and discussions from recall to higher order thinking and problem solving.

#### **Description of Activities**

Inservice session will consist of discussions, demonstrations, and opportunities for participants to apply strategies and concepts to create lessons and activities for classroom use.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. Written product/paper and pencil test.
2. Classroom observation.

##### **Component Assessment**

All participants will complete an opinionnaire to evaluate the training component.

#### **Follow-Up Plan**

1. Examples of implemented strategies.
2. Observation feedback by administrator or peer.
3. Learning journals kept by participant.
4. Samples of student work.
5. Random survey of participants to determine implementation of new information.

#### **Inservice points - 30 maximum**

For Additional Information - Supervisor, Reading 6-12

#### ***Meets Language Arts/Reading Requirements***



## **Component: 2.408.019**

### **CONTENT ENHANCEMENT TRAINING**

#### **General Objective**

To train teachers in the use of Content Enhancement Routines developed by the University of Kansas in order to deliver content material more effectively to different groups of students.

#### **Specific Objectives**

The participant will:

1. Demonstrate knowledge of where, how, and why Content Enhancement Routines were developed.
2. Demonstrate ability to complete a device depending on the different routines that are trained.
3. Demonstrate the "cue-do-review" sequence.
4. Verbalize the "linking steps" for each routine taught.
5. Understand the difference between Planning and Teaching Routines.
6. Describe at least five simple enhancers and how they differ from Content Enhancement Routines.
7. Develop a diagram to be used in their class with students.
8. Share their visual devices with the others in the training group.

#### **Description of Activities**

In-services consisting of two routines per day to include lecture, small group work, material usage, developing a device, and implementing it within the classroom and sharing results with the group during subsequent trainings.

#### **Evaluation**

##### **Participant Assessment**

1. The participant will develop a diagram for every routine that is trained.
2. The participant will send completed diagram so an overhead can be made. In the beginning of subsequent trainings, each participant will share their diagram with the entire group.
3. A pencil and paper post-test may be completed at one of the sessions.

##### **Component Assessment**

1. All participants will complete opinionnaires to assess the degree to which objectives have been addressed by component activities.
2. Criteria for positive program judgment will be that 100% of participants will show increased knowledge on 90% of objectives 1-6 and 100% on objectives 7-8.

#### **Follow-Up Plan**

1. Mentoring and or demonstration through resource teacher.
2. Continued training with same group for networking purposes.
3. Results of implementation with students will be collected on a +/- sheet.

#### **Inservice points - 60 maximum**

For Additional Information - Supervisor, Florida Diagnostic and Learning Resource System



## **Component: 2.408.020**

### **CREATING INDEPENDENCE THROUGH STUDENT-OWNED STRATEGIES (CRISS)**

#### **General Objective**

This course is designed to help teachers develop effective methods for teaching reading, writing, and organizing within the content areas. CRISS includes strategies which teachers can use to: elicit prior knowledge, help students recognize main ideas from content reading assignments, develop learning and study guides, use writing and discussion to reinforce ideas, and improve vocabulary instruction.

#### **Specific Objectives**

The participants will be able to:

1. Understand and apply the CRISS principles in the classroom.
2. Use a variety of active learning strategies to help students learn content material.
3. Use a variety of learning guides and note-taking strategies to help students organize and learn material.
4. Incorporate writing into content instruction, both informal writing, in the form of learning logs, and formal writing for assessment.
5. Develop a lesson which incorporates all of the above.

#### **Description of Activities**

Activities will include, but not be limited to discussions, simulations, lectures, conceptual mappings, and presentations.

#### **Evaluation**

##### **Participant Assessment**

Participants will create a lesson plan that must include at least one CRISS strategy and will be explained during the final session of the training. Expected participation is 100%.

##### **Component Assessment**

At least 90% of the participants must have accomplished at least 85% of the objectives.

#### **Follow Up Plan**

Within 4 weeks after course ends, participants will conduct the lesson they developed and write reflectively upon its success. This writing will be collected by instructor.

#### **Inservice points – 60 maximum**

For Additional Information – Director of Professional Learning



## **Component: 2.408.021**

### **Applying Learning Theories to Instructional Practice Online (Lrng Theories/Inst Pract Online)**

#### **General Objective**

To provide information on learning theories for Multiple Intelligences, Cooperative Learning and Cross-age Tutoring through the use of distance learning activities. Program goals include enabling educators to apply learning theories to the development and delivery of lesson plans while learning to access educational resources appropriate for home and school use through the Internet.

#### **Specific Objectives**

The participant will:

1. Select text from a list of books and write a description of the educational philosophy and its applicability to instruction.
2. Search the Internet and download plans that are examples of Multiple Intelligence, Cross-age Tutoring, and Cooperative Learning.
3. Search the Internet for lesson plans, select and download five plans appropriate for instruction.
4. Review educational Internet sites appropriate for home learning activities and make a list with a brief description of each site.
5. Search the Internet and develop a list of lesson plans and professional organization sites appropriate for educators.
6. Use the Sunshine State Standards to select a curricular area and one standard, write ten activities, applying learning theory, to accomplish the standard.
7. Review worksheet resources and create a worksheet using a theme, objective or a Sunshine State Standard.
8. Review Multiple Intelligences, Cross-age Tutoring, and Cooperative Learning lesson plan examples and write one lesson plan for each of these models.

#### **Description of Activities**

The participants will develop a portfolio consisting of their written essays, web site lists, lesson plans, and worksheet activities. These activities will include material downloaded from the Internet, descriptions of their reading material, and worksheets and lesson plans developed. E-mail, online chat, and telephone consultation will be used to work with the teacher and other students.

#### **Evaluation**

##### **Participant Assessment**

The participants will compile a portfolio of their activities and assignments that will be reviewed at the end of the course using a rubric. In addition, participants will show a gain in knowledge based on the content of their portfolio.

##### **Component Assessment**

All participants and instructors will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

#### **Follow-up Plan**

Follow-up activities will include one or more of the following:

1. Mentoring and coaching
2. Networking of participants

#### **Inservice Points – 60 Maximum**

For additional information – Supervisor, Florida Diagnostic and Learning Resources System



## **Component: 2.408.023**

### **MANAGING MULTIPLE GROUPS**

#### **General Objective**

To help teachers develop strategies and material for working with multiple concurrent groups in the classroom.

#### **Specific Objectives**

The participant will:

1. Design at least one arrangement of his/her classroom to accommodate small group and individualized activities.
2. Outline at least three activities in which are included:
  - a. teacher-instructed group activities
  - b. extension and/or reinforcement (practice) group activities
  - c. alternative activities (other areas)
  - d. individually prescribed activities
  - e. self-selection activities (to be available for students who have finished assignments)
3. Design a system for managing traffic and keeping records for students working in these groups.
4. Identify and/or develop materials and organization of materials to allow for compatible activities in groups for at least one content area for one week.

#### **Description of Activities**

Participants will work in small groups in a workshop designed to demonstrate the operation of a classroom in which multiple groups are used. Instructional groups, study groups, research and exercise groups will be working concurrently to achieve the objectives of the workshop.

#### **Evaluation**

##### **Participant Assessment**

Successful completion of each objective will be measured by demonstration of 80% of the behaviors on a checklist.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. A review of written design showing arrangement of the teacher's classroom.
2. A review of the three written activities.
3. An observation of students working and moving according to the teacher's plan and evaluation for the system for keeping records.
4. An observation of one language arts period and a review of lesson plans for one week for all groups in the language arts class.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



**EFFECTIVE CLASSROOM MANAGEMENT - T.E.A.C.H.  
(T.E.A.C.H.)**

**General Objective**

To provide the participant with the opportunity to improve his/her skills in practical, positive interaction techniques; verbal skills, momentum and non-confrontation strategies; group dynamics; and decision making. The topics covered will include, but not be limited to: communication techniques with students, administrators, parents and others; strategies for overcoming student resistance; methods of resolving classroom problems effectively; techniques for increasing student motivation; strategies for decreasing classroom disruptions; and methods to assist in making productive classroom decisions.

**Specific Objectives**

The participant will:

- 1.0 Improve communication with students, administrators, parents, and others by using skills designed to
  - 1.1 resolve differences of opinion.
  - 1.2 decrease negative and argumentative responses.
  - 1.3 increase positive and cooperative responses.
- 2.0 Overcome student resistance using skills designed to
  - 2.1 gain insight into the reasons for student resistance.
  - 2.2 reduce the frequency and intensity of problems.
  - 2.3 enhance student self-esteem.
- 3.0 Resolve classroom problems efficiently and effectively with skills designed to
  - 3.1 gain student cooperation.
  - 3.2 obtain long term solutions.
  - 3.3 keep, share or give decision-making power.
- 4.0 Increase student motivation through skill designed to
  - 4.1 help students uncover their own reasons to change.
  - 4.2 guide students in solving their own problems.
  - 4.3 relate student satisfactions to classroom goals.
- 5.0 Reduce classroom disruptions using techniques to
  - 5.1 minimize the potential for confrontations.
  - 5.2 sustain student concentration.
  - 5.3 prevent escalation of minor incidents.
- 6.0 Make consistently productive classroom decisions by
  - 6.1 analyzing the problem.
  - 6.2 determining if it can be solved.
  - 6.3 planning strategies for solving it.

**Description of Activities**

Participants will receive instruction via simulations, case studies, controlled role plays, programmed learning, modified sensitivity training, mini-lectures, film strips, and audio tapes. The training is designed to transform content into behavioral improvement in the participant.

**Evaluation**

**Participant Assessment**

The participant will be given a posttest. Credit will be awarded to any participant earning 80% or above on the posttest. In addition to the posttest, the participants will be observed in controlled situations to ascertain their proficiency in using the skills delineated in the objectives.



## **Component: 2.408.024**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Director, Professional Learning



**PROFESSIONAL REFINEMENTS IN DEVELOPING EFFECTIVENESS  
(P.R.I.D.E.)**

**General Objective**

P.R.I.D.E. is designed to provide a set of support skills for teachers and administrators to improve their strategies when dealing with students, parents, and peers. Teachers and administrators will be able to demonstrate a variety of effective questioning techniques and discipline strategies to enhance communication and classroom management.

**Specific Objectives**

The participant will be able to:

1. Identify and demonstrate use of the modes of questioning.
  - a. memory questions
  - b. comprehension questions
  - c. creative questions
  - d. evaluation questions
2. Identify and demonstrate use of effective questioning techniques and characteristics.
  - a. clarity in presentation
  - b. single question
  - c. unnecessary expressions or interjections
  - d. vocabulary at student comprehension level
  - e. pause time before selecting reciter
  - f. pause time after selecting reciter
3. Identify and demonstrate use of effective general response techniques.
  - a. pause time after reciter answers
  - b. paraphrasing - add information
  - c. paraphrasing - more specific
  - d. paraphrasing - next question
4. Identify and demonstrate use of effective response techniques for answers that are
  - a. correct.
  - b. partially correct.
  - c. incorrect.
  - d. evasive.
5. Identify and state important research regarding effective questioning and responding techniques.
6. Identify and interpret the characteristics of students' nonverbal behavior signs.
7. Demonstrate use of effective teacher nonverbal communication including body language, congruence, and tactical emplacement.
8. Identify and state important research regarding nonverbal communication.
9. Identify, characterize, and demonstrate use of strategies for motivating change in behavior including
  - a. rewards and reinforcers.
  - b. penalties and non-reinforcement.
  - c. contingency contracts.
10. Identify and state important research regarding motivating change in behavior.
11. Identify and categorize critical classroom incidents.
12. Demonstrate comprehension of causality and effect of certain teacher and administrative decisions upon certain results and consequences.
13. Generate quickly a set of several possible options for a given situation or critical incident.
14. Evaluate and prioritize classroom situations or incidents for effective problem solving.



## **Component: 2.408.025**

### **Description of Activities**

Performance Learning System PRIDE will be used for the training by participants and instructors. Lecture and reading activities will be complemented by simulations and peer feedback techniques.

### **Evaluation**

#### **Participant Assessment**

Evaluation will be conducted through written tests, oral reporting, or demonstrated through role-playing. Wherever practicable, on-the-job follow-up will be conducted. The criteria for success will be 80%.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

#### **Inservice Points - 60 maximum**

For Additional Information - Director, Professional Learning



## **Paraprofessional 101**

### **General Objective**

The purpose of this component is to provide support personnel with basic skills for working with children. This objective will be achieved through direct instruction and participant-centered activities. Upon completion of this component, paraprofessionals will be able to utilize basic teaching methods which will help them become more effective in the classroom.

### **Specific Objectives**

This course will help support personnel to:

1. Gain knowledge allowing them to enhance their skills for working with children.

### **Description of Activities**

Participants will attend workshops which will provide them with effective methods for enhancing their teaching skills and communication in the classroom. These workshops will use the following methods.

1. Lecturettes
2. Discussions
3. Modeling of strategic activities
4. Demonstrations of practices
5. Hands-on training

### **Evaluation**

Participants will demonstrate mastery of 80% of the objectives by at least one of the following:

1. Paper and pencil test
2. Artifacts demonstrating mastery of content
3. Summaries of research on effective practices

### **Follow-up**

Follow-up strategies will include at least one of the following:

1. Participant survey
2. Participant feedback to direct supervisors
3. Review of topics at staff meetings

### **Rationale**

Hillsborough County Public Schools employs over 2,000 paraprofessionals from a variety of backgrounds. These employees play a major role in the education of children and therefore, must have knowledge of basic teaching methods.

### **Cultural Competence**

This course focuses on the basics of working with children. Participants will gain fundamental knowledge and skills to be successful in the classroom. The Paraprofessional 101 Course is designed to give participants information for working with teachers, parents and students from differing profiles, including those with disabilities and from a variety of cultural and linguistic populations.

### **Research-Based**

Courses provided to paraprofessionals are research-based and either developed in the district or purchased from well-respected companies. These courses address the best practices of working with people from differing backgrounds.



## **Component: 2.408.027**

### **Best Practices**

1. Understanding backgrounds and differences
2. Teaching methods and strategies

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 2.408.028**

### **CRITICAL FRIENDS**

#### **General Objective**

This component answers two questions: 1) What is a professional learning community and how does it contribute to student achievement? 2) How do I, as a coach, foster adult dialogue and collaboration that results in high levels of student learning?

Participants will learn how professional learning communities in schools contribute to increased student achievement. Participants will learn the concepts, habits, tools, and skills that lead to more reflective practice.

#### **Specific Objectives**

1. Understand the significance of professional learning communities in improving student learning.
2. Know about and practice several strategies for engaging in reflective discourse based upon ideas contained in different kinds of “texts.”
3. Understand how to give and receive productive feedback on professional practice.
4. Understand and practice using several methods for increasing learning by examining student and adult work collaboratively.
5. Have a clear sense of the role of a CFG coach in creating and sustaining a professional learning community.
6. Have a clear practical plan for working with a CFG.

#### **Description of Activities**

Participants are involved in mini lectures, skill practice, role plays, demonstrations, reading assignments, and discussions.

#### **Evaluation**

##### **Participant Assessment**

Performance evaluation using objective criteria will assess knowledge and skills gained during the institute with an 80% criteria for successful completion.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of specific objectives.

#### **Follow-Up Plan**

Participants will implement CFG’s at their school site and will attend an additional training that will focus on implementation issues and advanced protocols.

#### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



**IMPROVING STUDENT ACHIEVEMENT BY INCORPORATING A FRAMEWORK FOR  
UNDERSTANDING POVERTY  
(Framework for Understanding Poverty)**

**General Objective**

Participants will gain knowledge and strategies for improving student achievement through an understanding of contributing socioeconomic factors.

**Specific Objectives**

Participants will:

1. Examine societal patterns as they relate to class and schooling.
2. Explore and examine typical characteristics of students of poverty.
3. Analyze environmental factors which influence the ability to achieve in school.
4. Develop an understanding of characteristics of class which influence achievement.
5. Learn instructional strategies for work with students of poverty.

**Description of Activities**

Participants will examine Ruby Payne's sixteen modules for understanding poverty and developing instructional strategies for addressing low achievement for students from poverty. Activities will include but are not limited to presentations, discussions, role-plays, simulations, small group interaction, independent reading and practice and cooperative work. Instructional delivery of this component will occur as a workshop.

**Evaluation**

Participant Assessment

1. Participants must complete assigned activities.
2. Participants must participate in course discussions and interactions.
3. Participants must complete the post workshop activity.

**Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants showed increased knowledge on at least 80% of specific objectives.

**Follow-Up Plan**

Site facilitators will be invited to follow-up sessions that update knowledge and skills and provide them with an opportunity to discuss concerns using any of the following formats: (1) structured interview with participants, (2) structured interview with participant's supervisor, (3) structured interview with participant's students, (4) participant oral reflection, (5) participant written reflections, (6) participant portfolio, (7) participant product, (8) direct observation, (9) videotape of participant, (10) audiotape of participant, (11) review of student records of participant.

**Inservice Points - 30 Maximum**

For Additional Information - Director, Office of Training and Professional Learning



**EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM: FOUNDATIONS OF  
EFFECTIVE TEACHING I  
(Effective Teaching I)**

**General Objective**

To provide a series of professional learning experiences that encourage classroom teachers and instructional paraprofessionals to improve their practice and their students' achievement by becoming users of research.

**Specific Objectives**

The participant will:

1. Examine the three levels of research and the validity and reliability of each;
2. Gain perspective on connections between research, policy, and practice;
3. Examine a synthesis of research on the fundamental aspects of teaching and learning;
4. Participate in classroom based training activities designed to help them understand the research concepts and transfer their learning to classroom implementation;
5. Engage in self-reflection and collegial inquiry based on research and their own classroom practice;
6. Identify specific core teacher behaviors that support good teaching;
7. Focus on two areas of research: classroom management including effective classroom management for the beginning of the school year and effective group management practices and teacher effectiveness including interactive direct instruction, teaching cognitive strategies with scaffolding, pacing and success rate, questioning strategies, and feedback to student responses.

**Description of Activities**

The Educational Research and Dissemination Program is a Hillsborough Classroom Teachers association sponsored research-based professional learning program. It was created to provide classroom educators access to research on teaching and learning in a forum that helps them understand the value of using research findings to guide classroom practice and gives them the ability to apply those findings effectively. This series of professional learning experiences provide valid and reliable research findings on best practices in a wide variety of classroom management and instructional strategies and in teaching curriculum content. The Foundation of Effective Teaching I course focuses on classroom management and teacher effectiveness.

**Evaluation**

**Participant Assessment**

1. Journals/research reflections
2. Individual and group products and presentations
3. Trainee/peer observation and feedback

**Component Assessment**

1. All participants and consultant will complete professional learning opinionnaires to assess the degree in which specific objectives have been addressed by component activities. Participant data will be summarized.
2. All participants will complete HCTA course effectiveness survey to determine effectiveness of content and strategies.

**Follow-Up Plan**

1. A series of workshops will be held to provide follow-up and continuous access to the credible, research-based information that is essential to educators as they carry out their professional responsibilities.
2. NBCTs will provide mentoring and support throughout the series of workshops.



**Component: 2.408.030**

**Inservice Points - 60 Maximum**

For Additional Information - Director, Office of Training and Professional Learning Executive Director, CTA



## **Component: 2.408.031**

### **ADVANCED PLACEMENT PROGRAM STRATEGIES (Adv Placement Prog Strat)**

#### **General Objective**

Participant will improve their understanding of instructional strategies and pedagogical methods that help students succeed rigorous academic courses and prepare for college admission.

#### **Specific Objectives**

The participant will:

1. Assess program/site strengths and/or needs.
2. Increase understanding of program strategies
3. Identify appropriate area/areas to apply strategies/skills.
4. Model appropriate strategies/skills with students and other educators.
5. Monitor effectiveness of applied strategies/skills
6. Modify and update use of strategies/skills as needed.

#### **Descriptions of Activities**

A variety of Inservice/training sessions will be offered addressing appropriate curricula materials and instructional strategies for offering programs under the College Board Advancement Placement rubric. Varying methods of delivery will be used including:

1. Interactive lecture
2. Hands-on activities
3. Individual group activities
4. Interactive technology
5. Case study review

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. Paper and pencil test
2. Classroom observation by program supervisor/administrator
3. Participant survey

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires for assessment of specific objectives
2. On-site visitations by supervisor, other participating teachers, and/or administrators.
3. Analysis of test scores results
4. Evaluation of AP programs offered at site

#### **Follow-up Plan**

One or more of the following may be used:

1. Self-assessment after using strategies with colleagues and/or students.
2. A short participant-made plan of how and when programs strategies are to be implemented.
3. On-site training of other administrators/teachers by participant.



**Component: 2.408.031**

**Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Academic Programs, Secondary Education



## **Component: 2.408.032**

### **Best Practices in Advanced Placement Content (Advanced Placement Content)**

#### **General Objective**

To prepare students for success by providing teachers with a variety of research-based strategies and skills that will help them actively engage students in the learning process.

#### **Specific Objectives**

The participant will:

1. Increase understanding of content in rigorous curricula area.
2. Increase knowledge base of instructional strategies/skills.
3. Identify appropriate area/areas to apply strategies/skills.
4. Model appropriate strategies/skills with students.
5. Monitor effectiveness of applied strategies/skills.
6. Modify and update use of strategies/skills as needed.

#### **Descriptions of Activities**

A variety of Inservice/training sessions will be offered addressing appropriate strategies/skills for presenting rigorous academic curriculum and instruction. Varying methods of delivery will be used including:

1. Interactive lecture
2. Hands-on activities
3. Individual and group activities
4. Curriculum review and analysis
5. Analysis of student course work and exams

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. Paper and pencil test
2. Classroom observation by program supervisor
3. Participant survey/interview

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires for assessment of specific objectives.
2. On-site visitations by supervisor and/or participating teachers.
3. Analysis of test scores results.



## **Component: 2.408.032**

### **Follow-Up Plan**

One or more of the following may be used:

1. Sample of participant's instructional materials.
2. Classroom observation by subject area leader, department head, and/or supervisor.
3. Self-assessment after using strategies with students.
4. A short participant-made plan of how and when strategies are to be implemented.
5. Student interviews to document implementation of strategies and their effectiveness.
6. On-site training of other teachers by participant.

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Academic Programs, Secondary Education



## **Component: 2.408.033**

### **ACTION RESEARCH FOR INSTRUCTIONAL PERSONNEL (Action Research)**

#### **General Objective**

Through action research teachers investigate their own practice to improve the quality of their performance. Done by individuals or by teams of colleagues, this training has the potential to generate genuine and sustained improvement in the classroom. It will give teachers the opportunity to reflect on and assess their pedagogy.

Action Research is standard 1.4.4 (Faculty Level-Evaluation Strand) of the Florida Department of Education Professional Learning Evaluation Protocol. In the Protocol it is defined as consisting of a defined plan of study in which the teacher documents what changes will be made and collects formal data on the resulting changes in students.

#### **Specific Objectives**

1. Identify the phases of effective action research.
2. Determine the indicators of an action research problem/question.
3. Formulate a research question based on indicators.
4. Differentiate the data collection necessary for effective analysis.
5. Formulate an action plan to assist with implementation and data collection.
6. Dissect data, rank and prioritize findings through follow-up sessions.
7. Acknowledge and dialogue data and research findings.
8. Reflect on action research data and its impact on your student's achievement.
9. Determine methods for evaluating the effectiveness of the action research project.

#### **Description of Activities**

Participants will be involved in mini lectures, skill practice, reading assignments, discussion and research development.

#### **Participant Assessment**

Participant Assessment will include, but will not be limited to the following:

1. Completion of 100% of training criteria and attendance.
2. Written summary of findings from action research project.

#### **Component Assessment**

Criteria for positive program effectiveness will be that 90% of all participants showed increased knowledge and noted positive change in instructional practice.

#### **Inservice Points - 60 Maximum**

For Additional Information - Director, Office of Training and Professional Learning



## **Component: 2.408.035**

### **ALTERNATIVE CERTIFICATION PROGRAM EFFECTIVE CLASSROOM MANAGEMENT (ACP Eff Classroom Mgmt)**

#### **General Objectives**

The purpose of this component is to introduce teachers in the Alternative Certification Program to the knowledge, skills and strategies necessary to implement successful management of a K-12 classroom.

Upon completion of this component, Alternative Certification Program teachers will be able to:

1. Utilize research-based strategies to maximize student achievement and help students become responsible, self-disciplined learners;
2. Create a classroom environment in which learning and teaching can take place.

#### **Specific Objectives**

The participant will:

1. Connect effective classroom management to their own background schema as students.
2. Identify the necessity for a balance of caring and control in the classroom.
3. Identify classroom management practices that are validated by research.
4. Review the research on physical environment and its connections to effective classroom management.
5. Design an effective physical room arrangement connected to the research.
6. Explore the research on teaching strategies for establishing classroom rules and routines.
7. Assess, reflect and revise classroom rules to connect with the research.
8. Identify different types of routines for effective classroom management.
9. Explore research on cooperative learning, social skills and the importance of teacher modeling and connect it to implications for strategies to be applied in the classroom.
10. Review, reflect and revise classroom hierarchy of consequences to connect with research.

#### **Description of Activities**

1. Participant will attend 24 hours of class (8 sessions of 3 hours each).
2. Class activities will include instructor presentations, whole group discussions and individual and group presentations.
3. Participants will be placed in small groups with teachers of similar content/grade level for research-based inquiry and discussion.
4. Participants will create and share a classroom management plan specific to their own students.

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities which may include:

1. Pre/Post test (written and/or oral)
2. Participant product (e.g. portfolio, individual and group presentations, videotape, audiotape, reflective journal, case study)
3. Performance indicator (e.g. rubric/checklist)
4. Observation



## **Component: 2.408.035**

### **Follow-up Plan**

Participants in this component will receive ongoing support and feedback by trained administrators and veteran educators throughout their participation in the Alternative Certification Program.

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Alternative Certification Program, Office of Training and Professional Learning



## **Component: 2.408.037**

### **CLOSING THE ACHIEVEMENT GAP**

#### **General Objective**

This course will help teachers recognize the reality of the achievement gap. Participants will gain knowledge and strategies to help improve student achievement and eliminate the achievement gap through an understanding that all students have the right to learn at all high levels. Solutions to close the gap will be presented in ways that can be applied to all schools.

#### **Specific Objectives**

1. Investigate the Achievement Gap between students of different racial/ethnic backgrounds.
2. Explore statistics that expose the gap in standardized testing.
3. Realize the need to understand the effects of race on student success.
4. Engage in Courageous Conversations about race and learning to gain new insight and change classroom practices.
5. Gain a clear understanding of each student's ability to learn.
6. Explore the importance of establishing high expectations for all students.
7. Learn to incorporate student's reflection throughout each lesson.
8. Use assessment as a learning tool for all students.
9. Learn to integrate six basic principles in all aspects of teaching.

#### **Description of Activities**

Participants will receive instruction via lectures, electronic non-interactive, video clips, and case studies, discussions, and written materials.

#### **Evaluation**

##### **Participant Evaluation**

1. Participants will complete written assignments and/or activities which will be evaluated for appropriate content related to newly learned strategies attempted in the classroom. The criteria for successful completion will be 80%.
2. Participants must participate in course discussions and interactions.

##### **Component Assessment**

1. All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge of at least 80% of the specific objectives.

#### **Follow-Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following.

1. Focused observation by administrators and/or peer coaches with follow-up feedback and coaching.
2. On-site visits and coaching by course facilitators and/or district staff members.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Office of Training and Professional Learning



## **Component: 2.408.043**

### **Advancement Via Individual Determination (AVID)**

#### **General Objectives**

Participants investigate strategies to ensure access and equity for all students at all grade levels and content areas.

#### **Specific Objectives**

This course will train participants to:

1. Identify students for the AVID program
2. Motivate students, parents, and community members to participate in the AVID program
3. Expand capacity of the AVID program within their school
4. Ensure student access to rigorous course work that will prepare them for a four year university
5. Utilize Cornell notes, reading to learn, writing to learn strategies to ensure student success
6. Develop and practice critical thinking and inquiry skills
7. Utilize collaboration to improve AVID student learning
8. Understand the use and importance of tutorials in the AVID classroom
9. Analyze school data to determine that they are ensuring access and equity for all students
10. Integrate and ensure that their individual AVID plan is an integral part of the School Improvement Plan
11. Promote professional learning within their school site to encourage the use of AVID strategies

#### **Description of Activities**

Participants will:

1. Analyze data to determine student needs
2. Investigate AVID strategies that are relevant to their content areas
3. Develop lessons and professional learning plans to expand AVID within their schools
4. Collect evidence to ensure completion of AVID certification

#### **Evaluation**

Participants will successfully demonstrate AVID certification by compiling evidence of all eleven essentials being implemented and monitored at their school sites.

Participants will complete the evaluation form in the Professional Learning System.

#### **Follow-Up Plan**

Activities to support the use of new concepts and skills may include the following:

1. Coaching
2. Instructor-led review/updates
3. Learning log
4. Lesson plans
5. Anecdotal evidence

#### **Rationale**

AVID components reflect best practices in pedagogy and action research using current research-based instructional strategies identified by the National AVID center.



## **Component: 2.408.043**

### **Cultural Competence**

AVID courses address cultural competency by focusing on differentiated instruction to give participant a broad knowledge of students differing profiles, including students from diverse backgrounds and students with disabilities. Strategies learned will help ensure access and equity for all students.

### **Research-Based**

The National AVID Center along with nationally recognized researchers have provided the guidelines for research based best-practices and early intervention strategies as part of the AVID program.

### **Best Practices**

1. Use of Cornell notes in writing and reading to learn strategies
2. The effective use and instruction on inquiry in the classroom
3. Using collaborative groups to promote learning for all students
4. Student led tutorials to enrich and remediate learning

### **Inservice Points – 60 Maximum**

For Additional Information – Director, Professional Learning



## Component: 2.408.055

### Identifying and Evaluating Text Complexity

#### General Objective

This 3-hour professional learning course will prepare all teachers, regardless of content, to identify and evaluate the complexity of instructional text.

The **Identifying and Evaluating Text Complexity** professional learning emphasizes the need to be able to identify and evaluate complex text in order to scaffold students through close read lessons in multiple disciplines about multiple topics. The approach fosters respect for the discipline and content while illustrating for teachers how to identify and evaluate complex text used to provide necessary scaffolds for students to deeply understand content read. The use of complex text is intended to move students to high levels of reading proficiency.

#### Specific Objectives

After completing this 3-hour course, educators will be able to:

- Effectively identify complex text through the use of a text-complexity tool
- Create evaluation reviews of core text used within various content areas
- Provide instruction and support that will enable every student to read text written at their grade level with good comprehension and fluency
- Help students acquire skills, knowledge, and attitudes required for proficiency in comprehension of content area text
- Engage and motivate students to read and write in their content area as a result of comprehending more complex text
- Explicitly teach discipline-specific and academic vocabulary in their content classroom
- Assess and monitor student's individual literacy needs
- Select and use various texts that challenge students' thinking and learning
- Understand, select, and use complex text in their content classroom

#### Description of Activities

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Modeling from instructors
3. Hands-on training
4. Individual, small group, and whole group creation of text complexity reviews through peer creation and editing
5. Kagan Cooperative Learning
6. CRISS strategies
  - Pattern Puzzles
  - Text-marking
  - Directed-Note Taking

#### Evaluation

The **Identifying and Evaluating Text Complexity** instructors will assess participants by observing them during the professional learning as they participate in class activities, collaborate with their peers, and engage in discussion and assignments. Participants will also be responsible for turning in the following:

- Reviews of text utilizing a text complexity tool provided during professional learning.
- Reflection on classroom implementation at end of professional learning.

#### Follow-up

Participants will demonstrate attainment of the skills in identifying and evaluating complex text through classroom observations and coaching from the site-based reading coach and content teacher leader. Site-based personnel, content-area supervisors, the practicum supervisor, and other program designees will provide continuing support.

#### Rationale

**Identifying and Evaluating Text Complexity** professional learning reflects best practices in literacy instruction in all content areas using current research-based instructional practices identified by the Common Core State Standards (CCSS) research found in Appendix A of the CCSS document and research found in the National Reading Panel Report (2000). Furthermore, **Identifying and Evaluating Text Complexity** professional learning supports teachers in meeting the rigorous demands of the Empowering Effective Teachers (EET) program.



## **Component: 2.408.055**

### **Research-Based**

Nationally recognized guidelines for research-based instruction include the following:

- Florida K-12 Reading Endorsement
- International Reading Association's *Standards for Reading Professionals*
- National Institute for Literacy's *Using Research and Reason in Education*
- National Institute for Child Health and Development's *Preventing Reading Difficulties in Young Children*
- National Reading Panel's *Teaching Children to Read*
- Common Core State Standards Appendix A—Research Supporting Key Elements of the Standards
- Common Core State Standards Appendix B—Text Exemplars and Sample Performance Tasks
- Center of Instruction—*Bringing Literacy Strategies into Content Instruction*
- US DOE Institute of Education Sciences—IES Practice Guide—*Improving Adolescent Literacy: Effective Classroom and Intervention Practices*
- US DOE Institute of Education Sciences—IES practice Guide—*Organizing Instruction and Study to Improve Student Learning*
- Carnegie Corporation of New York—*Writing to Read*
- Carnegie Corporation of New York—*Time to Act, Reading in the Disciplines*
- Alliance for Excellent Education—*Literacy Instruction in the Content Areas*

### **Best Practices**

1. Understanding of the reading process
2. Scientifically based reading instruction as a foundation to synchronize and scaffold students' as they progress towards mastery.
3. Use of assessments to guide instructional decision-making.
4. Use of data to identify, prevent, or remediate reading difficulties.
5. Use of gradual release instructional model
6. Differentiation of instruction through broad knowledge of students from differing profiles, including students with disabilities and students from different populations
7. Knowledge of instructional methodology to prevent reading difficulties and to promote acceleration of reading progress for struggling readers.
8. Application of knowledge of reading development to strengthen reading instruction to increase student reading proficiency.
9. CRISS—Creating Independence through Student-owned Strategies.

### **Inservice Points – 30 Maximum**

For additional information—Director of Literacy, Curriculum and Instruction



## **Component: 2.408.079**

### **District-Certified Demonstration Classroom Professional Learning Approach**

#### **General Objective**

This course is designed to enable teachers to observe in a district certified demonstration classroom, to understand and implement exemplary instructional and classroom management strategies and techniques in order to apply new learning to their own classrooms.

#### **Specific Objectives**

The participant will have gained knowledge and skills to be able to:

1. Plan and organize effective learning environments to maximize the impact of effective whole group, small group and individualized instruction upon academic achievement.
2. Manage classroom behavior through a variety of proactive and preventative behavior management strategies and techniques.
3. Employ time management principles to promote planning and delivery of differentiated lessons incorporating best practices and preventative management techniques.
4. Use formative and summative assessment to inform lessons and increase engagement of students in lesson delivery.

#### **Description of Activities**

The professional learning will occur through a coaching cycle that includes pre-brief conversation and written notes to set the goal and purpose of the observation in the demonstration classroom, a guided observation in a district certified demonstration classroom with coach present as the participant is observing and taking notes specifically related to pre-brief goals and plans. A post observation debrief conversation with coach and the creation of a specific action plan document describing the implementation of new learning to participant's classroom, a set time to demonstrate implementation with coach as observer, a post implementation discussion with coach and reflection upon implementation successes and challenges and a next steps document plan describing plans to adjust and continue to apply new learning in the participant's classroom.

The participant will:

1. Engage in a professional learning coaching cycle designed to meet participant individualized needs. Cycle includes pre-brief, observation, implementation, debrief and next steps planning.
2. Attend pre-brief meeting with coach, select target for observation complete pre-brief documents
3. Attend observation of district certified demonstration classroom teacher lesson side by side with coach and complete observation notes document(s).
4. Debrief with coach to complete and develop action plan for implementation into participant teacher classroom.
5. Implement strategies in classroom with coach as observer, debrief implementation with coach
6. Develop next steps plan for honing implemented strategies and continue practicing new learning within classroom.

#### **Evaluation**

##### **Participant Assessment**

Participant will successfully complete all tasks during the learning cycle, documented by coach

Participant will successfully integrate content, skills and strategies in lesson and behavior plans used in their classrooms.

#### **Follow up Plan**

Participant will complete and implement action plan.



## **Component: 2.408.079**

Participant's coach will observe and with participant document reflections on action plan .

Post implementation observation: participant will complete next steps reflection document and planning.

Participant will implement targeted new learning in classroom as verified by coach and submit all paperwork for in-service credit.

Participant may engage in an additional coaching cycle addressing next steps plan goals.

### **Rationale**

This training reflects best practices in pedagogy and action research using current research-based instructional strategies identified by Learning Forward.

### **Research-Based**

Nationally recognized organizations provide guidelines for research-based instruction, including Learning Forward, The Association for Supervision and Curriculum Development, and the National Association of Elementary School Principals.

### **Best Practices**

1. Job embedded professional learning yields highest results in teacher implementation of new skills
2. Describes action research as a means to collecting more rigorous and thoughtful qualitative evidence of actual student performance
3. The improvement of practice through continual learning and progressive problem solving
4. Teachers collaborate on common assessments, strategies, and interventions in order to increase student achievement

**Inservice Points: 30 Maximum**



## **Component: 2.411.001**

### **TEACHING STUDENTS WITH EDUCATIONAL PROBLEMS (Teach Stu With Ed Prob)**

#### **General Objectives**

To acquaint teachers with alternative strategies for teaching students with educational problems.

To help teachers approach educational problems from several points of view.

#### **Specific Objectives**

The participant will demonstrate at least five of the following:

1. List ten steps for building trust.
2. Describe three uses of the parent-teacher-student conference.
3. Outline the establishment of stable limits for classroom management.
4. Describe at least three of six methods of individualizing learning activities.
5. Select programs or parts of programs for use with students with educational problems.
6. Identify and correlate functional literacy skills to programs selected.
7. Administer a simple test for determining learning styles and teaching styles.
8. Identify instructional strategies to complement learning/teaching styles.
9. Demonstrate or describe six activities in the affective domain.

#### **Description of Activities**

Participants will engage in intensive study of the areas defined above, responding to lecture, A-V presentations, written materials, and discussions in workshops, conferences, college courses.

#### **Evaluation**

##### **Participant Assessment**

To earn Inservice points, each participant must take a written pre- and post-test for each training segment. The participant must attain 80% accuracy on the post test, which will cover concepts presented during the specific segment.

##### **Component Assessment**

1. All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge in at least 80% of the specific objectives.

#### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review



## **Component: 2.411.001**

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Florida Diagnostic and Learning Resources System



## **Component: 2.411.002**

### **INTRODUCTION TO MULTIPLE INTELLIGENCES (Intro-Multiple Intelligences)**

#### **General Objective**

To provide teachers and any other classroom personnel with a beginning knowledge base, skill, and strategies for creating a vision for educating children in a multiple intelligences environment.

#### **Specific Objectives**

The participant will

1. Describe Howard Gardner's theory of multiple intelligences and identify the seven intelligences.
2. Give examples of how people exhibit the different intelligence strengths.
3. Identify their own personal intelligence strengths.
4. Explain some implications of the theory of multiple intelligences for professional practice.
5. Experience a sample multiple intelligence lesson and reflect on the activity.
6. Apply instructional strategies, such as movement, music, the visual arts, interpersonal activities, and reflection to the teaching of any subject for all age groups.
7. Explain aspects of project-based learning.
8. Identify multiple intelligences-based assessment approaches.
9. Identify approaches to education that characterize multiple intelligences schools.
10. Identify approaches that might be implemented at participants' schools.
11. Explain the concept of educating for understanding.
12. Design a multiple intelligences-based curriculum unit that elicits student understanding.

#### **Description of Activities**

Inservice sessions will consist of discussions, active learning, reflection, and ongoing dialogue between participants on ways that multiple intelligences theory could be implemented in this individual classrooms and schools.

#### **Evaluation**

##### **Participant Assessment**

Participants knowledge and skills of specific objectives taught will be evaluated by dividing participants into small groups of like age groups to develop a curriculum unit to be shared with the whole group.

##### **Component Assessment**

All participants will complete a questionnaire provided by the district to evaluate the training component.

#### **Follow-Up Plan**

Trainer will complete one of more of the following:

1. Implementation survey
2. Review/Update Session
3. Technical Assistance
4. Journal/log/portfolio
5. On-site mentoring/coaching

#### **Inservice Points - 60 Maximum**

For More Information - Director, Professional Learning



## **Component: 2.411.003**

### **Gender Differentiated Instruction**

#### **General Objective**

This course is designed to provide an overview of current research on brain development and the implications on learning. Participants will learn about some of the structural differences and chemical/hormonal differences between the male and female brain. Participants will also learn about the information processing differences between the male and female brain, as well as the learning cycle for all students. This course also offers classroom practices for implementation that provide differentiated instruction by gender.

#### **Specific Objectives**

The participant will:

1. Learn how to use a gender lens to understand how boys and girls learn.
2. Understand the value of four key strategies – water, movement, structure, collaboration.
3. Learn classroom practices that will increase student engagement.
4. Learn classroom practices that will increase teacher effectiveness.
5. Learn classroom practices that will decrease gender achievement gaps.

#### **Description of Activities**

The instructional time will be divided between presentation, instruction, cooperative learning activities, inquiry activities, and pedagogical strategies for the classroom.

Consultants will present concepts and guide participants through activities and/or material preparation.

#### **Evaluation**

##### **Participant Assessment**

1. Participants will successfully complete tasks during the training session(s).
2. Participants will integrate content, skills and strategies in lesson plans that will be implemented in their classrooms.

##### **Component Assessment**

All participants and consultants will complete a survey to assess the degree to which specific objectives were addressed by the component activities. Participant data will be summarized.

#### **Follow-up Plan**

One or more of the following may be used:

1. Examples of participant work products.
2. A sample of participants will be observed, interviewed or surveyed to determine the level of implementation.
3. Samples of student work.
4. Classroom observation by another educator
5. Self-assessment of implementation.
6. Sample lesson plans.

#### **Rationale**

This training reflects best practices in pedagogy and action research using current research-based instructional strategies identified by Learning Forward.

#### **Research-Based**

Nationally recognized organizations provide guidelines for research-based instruction, including Learning Forward, The Association for Supervision and Curriculum Development, and the National Association of Elementary School Principals.

#### **Best Practices**



## **Component: 2.411.003**

1. Describes action research as a means to collecting more rigorous and thoughtful qualitative evidence of actual student performance
2. The improvement of practice through continual learning and progressive problem solving
3. Teachers collaborate on common assessments, strategies, and interventions in order to increase student achievement
4. Job embedded professional learning yields highest results in teacher implementation of new skills

### **Inservice Points – 60 Maximum**

For Additional Information –Director, Professional Learning



## **Component: 2.412.001**

### **CULTURALLY SENSITIVE CLASS (Cultrly Sensitive Class)**

#### **General Objective**

To provide participants with information and strategies to increase cultural awareness and sensitivity within the classroom setting. The information and strategies presented relate to four major areas: 1) teacher-student-parent relationships, 2) student self-esteem, 3) student motivation, and 4) racial and ethnic tolerance among students.

#### **Specific Objectives**

The participant will:

1. Describe the values and customs of hers or his own culture.
2. Describe the values and customs of cultural groups other than one's own.
3. Describe the contributions of various cultural groups.
4. Describe the historical and social experiences of various cultural groups.
5. Describe the ways in which the school experiences how students from various cultural groups may be alike or different.
6. Identify factors that influence teacher expectations.
7. Identify positive and negative expectancy behaviors.
8. List the crucial attitudes that affect academic success.
9. Describe attitudes that negatively affect student achievement.
10. Identify strategies that can be used to help students increase their achievement motivation and academic success.
11. Identify factors in the classroom that affect the self-esteem of students from different cultural groups.
12. Identify strategies that can be used to increase cultural esteem.
13. Identify barriers to intercultural communication.
14. Identify strategies to facilitate intercultural communication.
15. Identify classroom strategies that facilitate valuing differences among students.
16. Demonstrate culturally sensitive behaviors.

#### **Description of Activities**

The objectives are met through active participation in six modules:

1. Increasing Cultural Awareness and Sensitivity
2. Improving Teacher-Student-Parent Relationships
3. Increasing Student Self-Esteem
4. Increasing Student Motivation and Achievement
5. Valuing differences in the Classroom
6. Designing Activities to Promote Cultural Knowledge and Sensitivity

The six modules may incorporate, but are not limited to, the use of mini-lectures, cooperative learning, readings, written assignments, class and group discussions, participant presentations, videos/media, and simulations.

#### **Evaluation**

##### **Participant Assessment**

The knowledge and strategies acquired by each participant shall be assessed via a posttest on the six modules presented. Inservice credit will be awarded for earning a score of 80% or greater on the posttest and for the successful design and presentation of a learning activity related to one of the six modules taught.



## **Component: 2.412.001**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized and shared with appropriate supervisor staff.
2. Criteria for positive program judgment will be that 90% of all participants demonstrate acquired knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

Participants will self report student responses to designed learning activity to instructor. Learning activity should be conducted within two months after course ends.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 2.412.002**

### **MULTICULTURAL AWARENESS**

#### **General Objective**

To provide teachers, administrators, and support staff with an overview of multicultural education and practical training in the process necessary to implement a multicultural education program.

#### **Specific Objectives**

The participant will:

1. Review Blue Print 2000 legislation which relates multicultural education to student performance.
2. Demonstrate an understanding of the following:
  - a. culture
  - b. deep culture
  - c. surface culture
  - d. assimilation
  - e. acculturation
  - f. melting pot/salad bowl theories
  - g. equity/equality
  - h. stereotype
  - i. bias
  - j. racism
3. Demonstrate an understanding of the four levels of multicultural education.
4. Review selected multicultural materials including research-based literature and classroom materials such as books, videos, and magazines.
5. Demonstrate knowledge of the process of developing a multicultural education action plan.

#### **Description of Activities**

The instructional time will consist of presentations, lectures and activity-building sessions which include cooperative learning and interactive learning. Consultants will present concepts and guide participants through activities, materials, and/or material preparation.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. Written Products
2. Group Projects
3. Essay Tests
4. Competency Questionnaire
5. Projects related to the Objectives

##### **Component Assessment**

1. All Participants and consultants will complete questionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program completion will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 2.412.002**

### **Follow Up-Plan**

In their work setting participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. Focused observations by administrators and peer coaches with follow-up feedback and coaching.
2. On-site visits and coaching by Inservice facilitators and/or district and staff.

### **Inservice points - 60 maximum**

For additional information - Supervisor, Multi-Ethnic Programs



## **Component: 2.412.003**

### **BUILDING A CULTURALLY RESPONSIVE LEARNING ENVIRONMENT (Cltlrly Rspnsiv Lrning Env)**

#### **General Objective**

To enable teachers to incorporate new teaching and learning strategies that are based on knowledge of the effects of culture and ethnicity upon learning.

#### **Specific Objectives**

The participant will:

1. Demonstrate an understanding of learning styles which are associated with minority populations, including African, Asian, Hispanic, and Native American students.
2. Demonstrate an understanding of a variety of instructional strategies including:
  - a. debates
  - b. instructional games
  - c. cooperative starters
  - d. cooperative learning
  - e. critical thinking modules
  - f. projects
  - g. choice assignments
  - h. interactive lectures
  - i. discussions
  - j. seminars
  - k. brainstorming
  - l. committees
  - m. audio-visual presentations
  - n. role-playing
  - o. interdisciplinary units
3. Demonstrate an understanding of the TESA Interaction Model.
4. Review the current research in multicultural education and develop a lesson based on best practices in teaching and learning.
5. Revise an existing lesson utilizing a principle of multicultural education which incorporates multiple instructional strategies.
6. Demonstrate knowledge of the contributions of African, Asian, Hispanic, and Native Americans.
7. Demonstrate an understanding of the following terms:
  - a. race
  - b. ethnicity
  - c. culture
  - d. racism
  - e. stereotypes
  - f. acculturation
  - g. assimilation
  - h. genocide
  - i. holocaust

#### **Description of Activities**

Activities will include lectures, discussions, demonstrations, cooperative learning, videos, and written materials. Practice exercises, group and individual assignments will be completed.



## **Component: 2.412.003**

### **Evaluation**

#### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. Written products;
2. Group projects;
3. Essay tests;
4. Competency questionnaire; or
5. Projects related to the objectives

The criteria for successful completion will be 80%.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program completion will that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. Focused observations by administrators and peer coaches with follow-up feedback and coaching.
2. On-site visits and coaching by Inservice facilitators and/or district and staff.

#### **Inservice points - 60 maximum**

For Additional Information - Supervisor, Multi-Ethnic Programs



## **Component: 2.412.005**

### **Cultural Heterogeneity**

#### **General Objective**

To make teachers aware of the variety of cultures in our society in order to support all students.

#### **Specific Objectives**

The participant will:

1. Identify components of culture.
2. Apply characteristics of culture in creating their own imaginary cultures.
3. Recognize how culture impacts classroom climate.
4. Demonstrate an understanding of the impact of verbal and non-verbal communication in a classroom.
5. Identify common stereotypes.
6. Demonstrate an awareness and understanding of minority contributions.
7. Identify strategies which work in a multicultural classroom.

#### **Description of Activities**

Activities will include lectures, discussions, interactive teaching and learning, cooperative learning, individual and group projects/assignments and writing.

#### **Evaluation**

##### **Participant Assessment**

Participants will be assessed through the evaluation of each individual and/or group assignment utilizing competency-based assessment instruments. In addition, participants will complete all written assignments and/or activities which will be evaluated for appropriate structure and content. The criteria for successful completion will be 80%.

##### **Component Assessment**

1. Participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. Focused observations by administrators and peer coaches with follow-up feedback and coaching.
2. On-site visits and coaching by Inservice facilitators and/or district staff.

**Inservice points - 20 maximum** For Additional Information - Supervisor, Multi-Ethnic Programs



## **Component: 2.412.009**

### **AFRICAN AMERICAN HISTORY AWARENESS (African American Awareness)**

#### **General Objective**

To provide teachers, administrators, and support staff with an overview of the history, culture, and contributions of African Americans. The component will also provide activities for the classroom teacher to implement an African American History curriculum program.

#### **Specific Objectives**

The participant will:

1. Review Blueprint 2000 legislation and Senate Bill 660 and House Bill 2665 which relate to the teaching of African American History.
2. Demonstrate an understanding of the following periods of time in African American History: African Kingdoms and the Slave Trade, Slavery in America, The Civil War and Reconstruction, The Freedom Movement, and The Late 20th and Early 21st Centuries.
3. Review selected material in the African American History curriculum guide distributed to teachers.
4. Demonstrate knowledge of selecting proper activities for all students in conjunction with the finished products of teacher lesson plans.

#### **Description of Activities**

The instructional time will consist of lectures, discussions, videos, written materials, activity sheets, presentations, and interactive learning.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used.

1. written products
2. group projects
3. projects related to the objectives
4. competency questionnaire
5. essay tests

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program completion will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow Up Plan**

In their work setting, participants will incorporate into their assignment the concepts and strategies presented in this training component. The effect of the training will be measured by one or more of the following:

1. Focused observations by administrators and peer coaches with follow-up feedback and coaching.
2. On-site visits and coaching by Inservice facilitators and/or district staff.



**Component: 2.412.009**

**Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Teacher Training



## **Component: 2.421.001**

### **KEYS TO MOTIVATION**

#### **General Objective**

Keys to Motivation is designed to provide teachers and administrators with three types of motivational skills: observational/diagnostic, interpersonal, and organizational. Topics that will be covered include, but are not limited to, risk-taking and other affective behaviors that limit or enhance motivation, encouragement strategies, mind-mapping skills, leadership strategies, and group learning.

#### **Specific Objectives**

The participants will be able to:

- 1.0 Gain insight into risk-taking and the affective stages of motivation by:
  - 1.1 Identifying mastery-oriented statements and behaviors.
  - 1.2 Identifying self-limiting statements and behaviors.
  - 1.3 Recognizing the four stages of affect.
  - 1.4 Developing alternatives to learning situations that make tasks more manageable for students.
- 2.0 Master encouragement support skills by:
  - 2.1 Using non-judgmental approval statements to manage student perceived risks.
  - 2.2 Using encouragement responses to help students stay on task.
  - 2.3 Using feed forward statements to assist students in the learning process.
  - 2.4 Using positive affirmations to create an empowering environment.
- 3.0 Develop mind-mapping strategies by:
  - 3.1 Organizing information based on a mind-mapping structure.
  - 3.2 Instructing students to use mapping as an integral part of the learning process.
- 4.0 Understand leadership strategies by:
  - 4.1 Organizing learning instances to balance the use of power and decision making with students.
  - 4.2 Communicating expectations clearly and positively by connecting teacher expectations with student risk-management.
  - 4.3 Connecting shared leadership with risk-management and the reduction of self-limiting behaviors.
- 5.0 Incorporate group learning into their classrooms by:
  - 5.1 Facilitating the process of setting social guidelines.
  - 5.2 Facilitating student decision making by consensus.
  - 5.3 Dividing classes into groups for cooperative learning opportunities.
  - 5.4 Using the jigsaw strategy to group students for interactive learning situations.
  - 5.5 Using specific arrangements to meet particular learning/student interaction goals.

#### **Description of Activities**

Participants will receive instruction via simulations, mini-lectures, case studies, group discussions, and role playing. The training is designed to transform content into behavioral changes of the participants.

#### **Evaluation**

##### **Participant Assessment**

Evaluation will be conducted through written assignments, based on newly attempted classroom activities, and group presentations. Criteria for success will be 80%.



## **Component: 2.421.001**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge of at least 80% of the specific objectives.

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 3.003.001**

### **COMPUTER TOPICS**

#### **General Objective**

To develop proficiency in basic computer utilization including, but not limited to the use of word processing, database, spreadsheet, desktop publishing, presentation software, and communications applications.

#### **Specific Objectives**

The participant will:

1. Understand basic computer operations including, but not limited to:
  - Booting procedures
  - Operating & closing applications
  - Creating documents
  - Storing and retrieving documents
  - Printing documents
2. Gain proficiency in using word processing and/or desktop publishing applications to:
  - Format text by changing font styles and sizes
  - Edit text by adding, deleting, and manipulating blocks of text
  - Enhance documents using graphics and special printing techniques
  - Design pages using headings, columns, and special effects
3. Gain proficiency in using data base applications to organize, record, and store data by:
  - Creating, formatting, editing, and arranging fields
  - Placing text and numerical data within a field
  - Preparing multiple layouts for viewing data
  - Exporting a database into another application
4. Gain proficiency in using spreadsheet applications to organize, record and store calculated data by:
  - Using columns, rows, and cells to produce worksheets
  - Creating calculated formulas
  - Preparing multiple layouts for viewing data
  - Exporting a spreadsheet into another application
5. Gain proficiency in using presentation software to produce computer generated slide presentations by:
  - Using auto templates
  - Creating stacks
  - Designing backgrounds
  - Importing graphics and sound
  - Creating buttons
  - Using layering and scripting techniques
6. Gain proficiency in using communications applications to send and receive electronic mail messages and access on-line databases and bulletin boards by:
  - Understanding basic modem operation
  - Creating and saving communications documents
  - Producing communications log-on documents
  - Creating electronic phone books
  - Understanding send and receive procedures
7. Gain proficiency in using computer systems for data management and student evaluation.

#### **Description of Activities**

1. Participants will receive training in basic computer operations using one or more types of applications.
2. Participants will be given ample practice time after which they will use the designated applications to produce a document.



## **Component: 3.003.001**

### **Evaluation**

#### **Participant Assessment**

Each participant will demonstrate at least 80% proficiency in using one or more basic computer applications, based on the instructor's evaluation of the final document.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

### **Follow-Up Plan**

The trainer may choose one of these follow-up strategies:

1. Create a self-assessment of their implementation of computer utilization at their site.
2. Individual conferences to discuss the extent of implementation and future plans for changes.
3. Complete an assignment applying their knowledge and skills.
4. Other strategies deemed appropriate by the Inservice contact person.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.isnterience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous) between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 60 hours**

For Additional Information – Director, Professional Learning



## **Component: 3.003.003**

### **COMPUTER ASSISTED INSTRUCTION (Computer Assisted Instr)**

#### **General Objective**

To acquire skills in using computers in the instruction of exceptional students.

#### **Specific Objectives**

The participant will:

1. Review and evaluate courseware appropriate for use with exceptional students.
2. Review and integrate computer courseware into the regular exceptional student education curriculum.
3. Design and construct activities to enhance the use of computers in the ESE curriculum.
4. Develop awareness of copyright laws and policies regarding the use of computer courseware.
5. Review peripheral devices appropriate for use with exceptional students.
6. Develop classroom management skills necessary for exceptional student education teachers using computers.
7. Identify the proper use of authoring and shell programs and a computer language for ESE students.
8. Review and design a student management system for exceptional student education.

#### **Description of Activities**

The participants will review a variety of commercial and public domain computer courseware using FDLRS/TECH Software Evaluation form. Workshop activities will include designing of integration activity packets; reviewing copyright laws and policies; examining peripheral devices; developing classroom management skills; introducing computer languages and designing student data management systems.

#### **Evaluation**

##### **Participant Assessment**

The participants will be expected to develop lesson plans and activity packets for software integration using peripheral devices; prepare computer-use classroom schedules, and earn at least 80% on copyright and authoring/shell program post-tests.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Participants will complete one or more of the following:



## **Component: 3.003.003**

1. Develop a lesson plan incorporating computers in the instruction of students
2. Develop a portfolio/folder of lesson plans, activity packets and/or computer-use classroom schedules
3. Review or update session
4. Reflection Journal or Log
5. Other as determined by instructor

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.isintercience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous) between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 60 hours**

For Additional Information - Supervisor, Florida Diagnostic and Learning Resources System (FDLRS)



## **Component: 3.003.005**

### **COMPUTER NETWORKING TOPICS (COMPUTER NETWORKING TPCS)**

#### **General Objective**

To develop a working knowledge of basic computer networking based on the participant's level of network utilization.

#### **Specific Objectives**

Basic network users will:

1. Understand basic network concepts and terminology.
2. Learn how networks function within the school environment.
3. Demonstrate the ability to perform basic user tasks including, but not limited to:
  - Logging in and out
  - Using menus
  - Accessing multiple servers
  - Launching applications
  - Storing and sharing documents
  - Sending and receiving electronic mail

Network administrators will:

1. Understand all basic user functions.
2. Demonstrate the ability to perform administrative tasks including, but not limited to:
  - Setting up access privileges
  - Creating and changing passwords
  - Adding and deleting users
  - Installing software
  - Adding and deleting files
  - Troubleshooting network problems

#### **Description of Activities**

1. Each participant will be given basic instruction in computer network operation and utilization, based on the participant's level of network use.
2. Participants will be given ample hands-on experiences after which they will be asked to demonstrate their ability to perform specific tasks within the stated objectives.

#### **Evaluation**

##### **Participant Assessment**

Each participant will demonstrate at least 80% proficiency in performing networking tasks, based on the participant's level of use. Competency will be based on the instructor's evaluation of each participant's performance when asked to complete specific tasks within the stated objectives.

##### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.



## **Component: 3.003.005**

2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

The basic network user trainer may choose one of these follow-up strategies:

1. Write lesson plans utilizing basic network user tasks.
2. Create a presentation for site network users.
3. Other strategies deemed appropriate by the Inservice contact person.

The network administrator trainer may choose one of these follow-up activities:

1. Documentation of network administration at administrative site.
2. Develop training lesson for network users at administrative site.
3. Maintain records of technical assistance.
4. Other strategies deemed appropriate by the Inservice contact person.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.interscience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous) between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 30 hours**

For Additional Information - Supervisor, Technology Training



## **Component: 3.003.006**

### **TECHNOLOGY AND LEARNING**

#### **General Objective**

To provide participants with strategies that allows them to use technology to enhance teaching and learning in their classrooms.

#### **Specific Objectives**

The participant will understand how technology is used to facilitate:

1. Active learning
2. Cooperative learning
3. Interdisciplinary learning
4. Individualized learning

#### **Description of Activities**

Participants will be given basic instruction with hands-on activities related to the use of technology as a teaching/learning tool. Lectures, demonstrations, and seminars techniques will be used.

#### **Evaluation**

##### **Participant Assessment**

Each participant will demonstrate at least 80% mastery of the stated objectives as measured by a written post-test.

##### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

#### **Follow-Up Plan**

The trainer may choose from one of these follow-up strategies:

1. Create a classroom data base for use at their site.
2. Create a PowerPoint presentation to teach a lesson or technology strategy.
3. Other strategies deemed appropriate by the inservice contact person.

#### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

#### **Research-Based**



## **Component: 3.003.006**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.interscience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous) between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 60 hours**

For Additional Information - Supervisor, Technology Training



## **Updating Technology Skills**

### **General Objective**

Participants will be introduced to one or more of HCPS' approved software programs, including, but not limited to:

- EASI Attendance
- EASI Discipline
- EASI Sign In/Out
- IDEAS (Electronic email and collaboration)

### **Specific Objectives**

The course will train participants to:

1. sign-in to EASI using the Education Connection Gateway to enter attendance, sign-in, tardy as well as sign-out information and discipline referrals using a Train-the-Trainer model
2. setup and use IDEAS

### **Descriptions of Activities**

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Modeling
3. Demonstration
4. Hands-on training

### **Evaluation**

Participants will successfully complete at least 80% of the items on the EASI or IDEAS class checklist. The participant will complete the evaluation form in the Professional Learning System.

### **Follow-Up Plan**

The participant will provide training on EASI discipline, attendance and signin/signout programs. Participants will utilize the IDEAS email and collaboration system.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.isnterience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.



**Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

**Inservice Points – Maximum 60 hours**

For Additional Information – Director, Professional Learning



## **APPLYING TECHNOLOGY IN A CLASSROOM**

### **General Objective**

Applying Technology in a Classroom provides participants with the necessary technology skills to enhance teaching and learning in their classrooms. This hands-on course provides instructional personnel the opportunity to explore strategies using technology in the classroom.

### **Specific Objectives**

The course will train participants to:

1. integrate hardware, software, and/or websites into the curriculum
2. design and construct activities/lesson plans to enhance the use of technology in the curriculum
3. develop techniques for the management of technology within the classroom
4. facilitate active learning, cooperative learning, interdisciplinary learning, and individualized learning using technology

### **Descriptions of Activities**

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Demonstrating the use of technology in a classroom environment
3. Hands-on training

### **Evaluation**

Participants will successfully complete at least 80% of the items on the Applying Technology in a Classroom performance evaluation checklist. The participant will complete the evaluation form in the Professional Learning System.

### **Follow-Up Plan**

The participant will implement the integration techniques in the classroom. The District Trainer will offer support, answer questions and provide additional training as needed for the participant.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. *Wiley InterScience*. 31 October 2008  
<http://www3.isintercience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.



**Component: 3.003.008**

3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

**Inservice Points – Maximum 60 hours**

For Additional Information – Director, Professional Learning



## **Component: 3.003.011**

### **Electronic Collaborative Systems**

#### **General Objective**

This course will train teachers in the use of online collaborative systems including but not limited to Social Networking, Wikis and Blogs. This class will provide the opportunity for participants to create a functional learning community, an interactive web page or a threaded discussion blog. Participants will have the opportunity to set unique preferences, create user lists, and manage permission features for all users.

#### **Specific Objectives**

The participant will:

1. Identify online collaborative systems terminology.
2. Describe and have a working knowledge of online collaborative systems components.
3. Develop an awareness of online collaborative system platforms.
4. Demonstrate the processes inherent to online collaborative systems.
5. Use online collaborative systems to access information.

#### **Description of Activities**

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions and online research
2. Modeling of online collaborative systems
3. Hands-on training in Social Networking, Wikis or Blogs
4. Modeling the use of hand-held devices

#### **Evaluation**

The participant will successfully complete at least 80% of the items on the Electronic Collaborative Systems performance evaluation checklist. The participant will complete the evaluation form in the Professional Learning System.

#### **Follow-Up Plan**

The participant will successfully create a functional learning community, an interactive web page or a threaded discussion blog by the end of the course. Support for Electronic Collaborative Systems is provided by Customer Service and Support Specialists.

#### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

#### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. [Wiley InterScience](#). 31 October 2008



## **Component: 3.003.011**

<http://www3.isnterience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 60 hours**

For Additional Information – Director, Professional Learning



## **Component: 3.003.013**

### **USING THE LAWSON SYSTEM: FINANCE, PROCUREMENT, INVENTORY (Lawson/Finance)**

#### **General Objective**

To develop proficiency in the Lawson business system software in the areas of Finance, Procurement, and Inventory.

#### **Specific Objectives**

The participant will demonstrate proficiency in one or more of the following categories:

##### **Budget**

Participants will be able to:

1. View and understand the Cost Center Report.
2. Understand and apply correct accounting units.
3. Enter budget transfers.

##### **Requisition**

Participants will be able to:

1. Understand the difference between a Requisition and Purchase Order.
2. Create a Requisition.
3. Adjust a Requisition.
4. Approve a Requisition.
5. Determine the status of a Requisition and/or Purchase Order.
6. View a Requisition/Purchase Order
7. Receive purchased items.
8. Return purchased items
9. View Invoices.

##### **Inventory**

Participants will be able to:

1. Understand inventory terms.
2. Setup bins and bin groups.
3. View bins and bin groups.
4. Add and delete items from the Item Master List.
5. Add and delete items at a location.
6. Add an activity.
7. Transact inventory issues, returns, transfers, and replenishments.
8. Conduct physical inventory.
9. Adjust inventory.

#### **Description of Activities**

Participants will receive face-to-face, hands-on training in the basic Lawson functions within one or more of the categories listed above. Participants will be provided with ample practice time to apply new skills in simulated scenarios.



## **Component: 3.003.013**

### **Evaluation**

#### **Participant Assessment**

Each participant will demonstrate at least 80% proficiency in one or more of the above categories, based on the instructor's evaluation of the practice exercises.

#### **Component Assessment**

1. Participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by the component activities. Participant data will be summarized.

### **Follow-Up Plan**

The instructor may choose one of the following strategies:

1. Create a self-assessment document to be used after participants return to their sites and use the Lawson system.
- 2 Conduct online threaded discussions with participants after the training to provide coaching and mentoring

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Cultural Competence**

Professional development courses embed cultural competency by addressing the diverse needs of participants.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008  
<http://www3.interscience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 60 hours**

For Additional Information – Managing Director, Hillsborough Consortium for Technology and Education or Supervisor of Media and Technology Services



## **Component: 3.003.014**

### **SUCCESSMAKER**

#### **General Objective**

The purpose of this component is to teach instructional personnel how to use SuccessMaker courseware to support classroom instruction.

#### **Specific Goals**

The participants will be able to:

1. Identify types of SuccessMaker courses.
2. Identify features of Foundation courses
3. Login to SuccessMaker as a student.
4. Access and Explore the Student Classroom Interface Icons
5. Access Assigned resources in the Student Resource Center
6. Assign students to groups.
7. Assign courseware to students.
8. Run last session report.
9. Run Grouping report by area of difficulty.
10. Run Course reports
11. Use data from reports to develop action plans.

#### **Description Of Activities**

Participants will receive instruction via lectures, demonstrations, electronic non-interactive, and written materials. Practice exercises and individual assignments will be completed.

#### **Evaluation**

Participant Assessment Evaluation will be conducted through written assignments based on newly learned objectives. The criteria for successful completion will be 80%.

#### **Component Assessment**

1. All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge of at least 80% of the specific objectives.

#### **Follow-up Plan**

Participants will complete one or more of the following:

1. Run a last session report.
2. Run a course report for selected students.
3. Create an action plan for selected students based on data from course report.
4. On-site visits and coaching by inservice facilitators and/or district staff.

#### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

#### **Cultural Competence**

Professional development courses embed cultural competency by addressing the diverse needs of participants.



## **Component: 3.003.014**

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008  
<http://www3.interscience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 20 hours**

For Additional Information - Supervisor, Office of Training and Professional Learning



## **Microsoft Excel Training (Microsoft Excel)**

### **General Objective**

This hands-on course introduces the participants to the features of the Excel program, allowing them to create and manipulate spreadsheets, databases, and charts.

### **Specific Objectives**

The course will train participants to:

1. learn how to create and modify spreadsheets
2. learn how to use formulas and functions
3. learn how to create and modify databases
4. learn how to create and modify charts

### **Description of Activities**

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Modeling of creating and manipulating Excel files
3. Hands-on training in the use of the application
4. Discussion of using the application in a classroom environment

### **Evaluation**

Participants will successfully complete at least 80% of the items on the Microsoft Excel performance evaluation checklist. The participant will complete the evaluation form in the Professional Learning System.

### **Follow-up**

The participant will use the application in the classroom as an instructional aide and as a personal productivity tool. Additional support is provided by Customer Service and Support and the Technology Training Staff.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Cultural Competence**

Professional development courses embed cultural competency by addressing the diverse needs of participants.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)



## **Component: 3.003.016**

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.interscience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 60 hours**

For Additional Information – Director, Professional Learning



## **Lawson Asset Management Training (Lawson Asset Management)**

### **General Objective**

An asset is a non-consumable item that has been assigned a tag number. This hands-on course takes participants through the processes involved in maintaining accurate records for assets at the school site from procedures for updating assets and producing reports to reflect up to date asset information to equipment loan forms and procedures to report asset loss and/or damage.

### **Specific Objectives**

The course will train participants to:

1. enter tag number and view information
2. enter a tag number and modify information
3. complete equipment loan forms
4. report equipment loss/damaged or stolen
5. run an asset report using the Crystal report system

### **Description of Activities**

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Modeling of completing electronic forms
3. Demonstration of forms in the training environment
4. Hands-on training in the training environment

### **Evaluation**

Participants will successfully complete at least 80% of the hands-on activities identified by a course checklist. The participant will complete the evaluation form in the Professional Learning System.

### **Follow-up**

The participant will maintain accurate asset inventory. Support will be provided by the Property Control Department, Logistics and Inventory Division.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Cultural Competence**

Professional development courses embed cultural competency by addressing the diverse needs of participants.

### **Research-Based**



## **Component: 3.003.018**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.isintercience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 30 hours**

For Additional Information – Director, Professional Learning



## **Lawson Human Resources Initiator Training (Lawson HR Initiator)**

### **General Objective**

This hands-on course will cover the Lawson hiring processes for HR initiators (site secretaries, etc.) and provide participants with skills necessary for hiring, transferring, and rehiring employees. Participants will also learn to initiate other HR transactions, including additional assignments and to research and maintain employee information.

### **Specific Objectives**

The course will train participants to:

1. hire, transfer, and rehire employees
2. initiate other HR transactions, including additional assignments, leaves of absences, terminations, and other related transactions
3. maintain and modify employee information

### **Description of Activities**

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Modeling of completing electronic forms
3. Demonstration of forms in the training environment
4. Hands-on training in the training environment

### **Evaluation**

Participants will successfully complete at least 80% of the hands-on activities identified by a course checklist. The participant will complete the evaluation form in the Professional Learning System.

### **Follow-up**

The participant will maintain employee information and initiate HR transactions. District HR Specialists will offer support, answer questions and monitor the progress of the participant.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Cultural Competence**

Professional development courses embed cultural competency by addressing the diverse needs of participants.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008



## **Component: 3.003.019**

<http://www3.interscience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 30 hours**

For Additional Information – Director, Professional Learning



**Lawson: Ordering Goods and Services  
(Lawson: Ordering Goods & Svcs)**

**General Objective**

This course provides an overview of the state statutes and procurement best practices. The class provides a hands-on opportunity to input information for requesting goods and services. Participants learn to use Lawson reporting tools, create a requisition to request items, learn the approval process for the requisitions, and check the status of the requisitions.

**Specific Objectives**

The course will train participants to:

1. create an order for Office Depot
2. locate items using the Lawson Shopping Cart
3. create a requisition to purchase bid and non-bid items
4. review procedures for requesting sole source and emergency purchases
5. review procurement procedures and develop specifications for obtaining quotes for non-bid items
6. review the approval process for requisitions
7. check the status of a requisition
8. request new vendors
9. locate purchase order number
10. view purchase order information

**Descriptions of Activities**

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Modeling of completing electronic forms
3. Demonstration of forms in the training environment
4. Hands-on training in the training environment

**Evaluation**

Participants will successfully complete at least 80% of the hands-on activities identified by a course checklist. The participant will complete the evaluation form in the Professional Learning System.

**Follow-up**

The participant will obtain goods and services. The District Procurement Department will offer support, answer questions and monitor the progress of the participant.

**Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

**Cultural Competence**

Professional development courses embed cultural competency by addressing the diverse needs of participants.

**Research-Based**



## **Component: 3.003.020**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.interscience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 30 hours**

For Additional Information – Director, Professional Learning



## **Lawson Payroll Initiator Training (Lawson Payroll Initiator)**

### **General Objective**

This class will provide a hands-on opportunity to input information for a payroll. Participants will record basic time entry, substitute time entries, special time entries for extended learning program and additional assignments. The course will provide the opportunity to correct and verify payroll. All additional time entry screens, including workshop pay and summer school will be covered.

### **Specific Objectives**

The course will train participants to:

1. learn how to record basic time entry, substitute time entries, special time entries for extended learning program and additional assignments
2. learn how to correct and verify a payroll
3. learn how to use additional time entry screens including workshop pay and summer school

### **Description of Activities**

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Modeling of completing electronic forms
3. Demonstration of forms in the training environment
4. Hands-on training in the training environment

### **Evaluation**

Participants will successfully complete at least 80% of the hands-on activities identified by a course checklist. The participant will complete the evaluation form in the Professional Learning System.

### **Follow-up**

The participant will provide an accurate payroll every two weeks. District Payroll Specialists will offer support, answer questions and monitor the progress of the participant.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Cultural Competence**

Professional development courses embed cultural competency by addressing the diverse needs of participants.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008



## **Component: 3.003.021**

<http://www3.isintercience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 30 hours**

For Additional Information – Director, Professional Learning



## **Microsoft PowerPoint**

### **General Objective**

This hands-on course provides participants with the skills needed to create presentations. Using various features of PowerPoint, participants' presentations may include text, multimedia resources, slide designs, graphics, hyperlinks and embedded files. In addition, custom features such as slide masters, animations, and transitions will be explored.

### **Specific Objectives**

The course will train participants to:

1. explore and navigate within the PowerPoint window
2. create a PowerPoint presentation using text, graphics, multimedia resources, and designs
3. use custom features including hyperlinks and embedded files
4. set up a slide show
5. use various print options
6. apply the technology in the classroom.

### **Descriptions of Activities**

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Modeling the creation and presentation of a slideshow
3. Hands-on training

### **Evaluation**

Participants will successfully complete at least 80% of the items on the Microsoft PowerPoint performance evaluation checklist. The participant will complete the evaluation form in the Professional Learning System.

### **Follow-Up Plan**

The participant will implement the software in the classroom. The District Trainer will offer support, answer questions and provide additional training as needed for the participant.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Cultural Competence**

Professional development courses embed cultural competency by addressing the diverse needs of participants.

### **Research-Based**



## Component: 3.003.024

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.isnterience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the Inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 60 hours**

For Additional Information – Director, Professional Learning



## **Design for Distance Learning**

### **General Objective**

The purpose of this component is to assist district personnel in attaining the skills necessary for creating effective online courses. Upon completion of the component, all participants will be able to design, develop, implement, facilitate, and evaluate online professional learning experiences in compliance with copyright laws that affect content for online delivery systems.

### **Specific Objectives**

The course will train participants to:

1. determine if content is appropriate for online learning experiences.
2. design online Courses utilizing best practices in instructional design.
3. determine the appropriate model for navigating through a distance learning course
4. (e.g., syllabus-driven, study-guide driven, or linear).
5. organize content for online delivery.
6. divide content into appropriate lesson 8Chunks."
7. develop learning activities appropriate for online lessons.
8. organize lessons into a logical online course.
9. enter course content into an online delivery system.
10. create appropriate student assessments for online learning.
11. facilitate an online learning course.
12. evaluate the effectiveness of online learning experiences in order to make revisions that will improve the efficacy of the online course.

### **Descriptions of Activities**

Participants will examine common models of instructional design to develop a model that is appropriate for their content, while creating online teaming activities based on research- based best practices in instructional design. The participants will review professional articles devoted to creating needs assessments, the use of technology in learning, and Observation of copyright laws as related to online courses. Examples of online lessons and suggestions to improve the effectiveness of the lessons will be evaluated. The participants will work within a distance learning delivery system to practice placing content in an online environment. Examples of research-based online assessments will be reviewed and participants will practice creating assessments using their content.

### **Evaluation**

The participants will demonstrate mastery at or above an 80% level of all required indicators through multiple activities which may include:

- post-test (online)
- weekly online assignments
- performance indicator (e.g., rubric/checklist)
- portfolio of online activities

### **Follow-Up Plan**

Participants in this component will receive follow-up assistance in placing courses in the online learning environment, assistance with facilitation of their courses, and review of suggested improvements to courses after evaluations of the first implementation of the course is completed.



## **Component: 3.003.028**

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Cultural Competence**

Professional development courses embed cultural competency by addressing the diverse needs of participants.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.isnterience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision
2. Understanding the importance of instructional and technical relationships within the district
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the inservice credit awarded by the district
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 30 hours**

For Additional Information – Director, Professional Learning



## **Microsoft IT Academy Courses**

### **General Objective**

This online course(s) provide each participant with the skills needed to improve technology problem-solving skills and performance on the job. Each participant will explore one or more of the following areas: Digital Literacy, Business Worker Applications, Web/Windows Development, as well as, one or more of the following roles: Database Administrator, Systems Administrator, System Engineer, Server Administrator, Enterprise Administrator, Computer Technician and Support Technician.

### **Specific Objectives**

The course(s) will train participants to:

1. improve job role achievement.
2. successfully complete Microsoft® certification exam or credential, if appropriate.

### **Descriptions of Activities**

Each participant will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. self paced lessons and self tests.
2. lab activities.
3. course Assessment(s).

### **Evaluation**

Participants will successfully complete at least 80% of the items on assessments. The participant will also complete the evaluation form in the Professional Learning System.

### **Follow-Up Plan**

Each participant will implement the acquired knowledge into appropriate job-related activities.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.



**Cultural Competence**

Professional development courses embed cultural competency by addressing the diverse needs of participants.

**Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.isnterience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

**Best Practices**

Acknowledge the content, purpose, and organization is consistent with the district's mission and vision.

Understand the importance of instructional and technical relationships within the district.

Assure each program of study results in learning outcomes appropriate to the rigor and breadth of the inservice credit awarded by the district.

Respect the importance of appropriate interaction (synchronous and asynchronous between instructor and students, and among students, is reflected in the design of the course.

Recognize that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

**Inservice Points – Maximum 60 hours**

For Additional Information – Director, Professional Learning



## **Project Based Learning (Tech4Learning suite/MS Office suite/Inspiration)**

### **General Objective**

This hands-on course trains teachers to produce Project Based Learning (PBL) lessons using digital tools including but not limited to multimedia applications, graphic organizers, and productivity tools. Participants will develop visually descriptive, conceptually meaningful lessons. These lessons allow students to explore the process of cooperative learning while developing individual and team-related skills. Participants create and share grade-level and content-specific projects that are guided by an Essential Question, unit plan and lesson plans.

### **Specific Objectives**

The course will train participants to:

1. brainstorm an Essential Question
2. outline a Unit Plan driven by the Essential Question
3. outline several Lesson Plans that support the Essential Question
4. record, capture and import digital media
5. link to external digital media
6. develop and apply rubrics and other assessments
7. save projects as digital media files

### **Description of Activities**

Participants will complete a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Brainstorming sessions to develop the Essential Question
3. Planning unit and lesson plans
4. Developing evaluation tools including rubrics and checklists
5. Hands-on training using a family of multimedia authoring tools

### **Evaluation**

The participant will successfully complete at least 80% of the items on the Project Based Learning tools performance evaluation checklist. The participant will complete the evaluation form in the Professional Learning System.

### **Follow-up**

The participant will successfully attach a finished multimedia file to an email and send it to the instructor at the end of the course that can be easily distributed to other participants for further peer review.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Cultural Competence**



## **Component: 3.003.033**

Professional development courses embed cultural competency by addressing the diverse needs of participants.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008  
<http://www3.interscience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district.
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous) between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 60 hours**

For Additional Information – Director, Professional Learning



## **Web Literacy for Educators**

### **General Objective**

This hands-on course provides participants with the skills needed to effectively, responsibly, and safely further the development of their own Internet skills while learning to think critically about information found on the web. Participants will use activities to validate resources found on the web and learn how to maximize the Internet to enhance classroom instruction. Online safety will be stressed (digital citizenship).

### **Specific Objectives**

The course will train participants to:

1. understand Internet sense and safety
2. customize search engine options
3. save favorite web sites
4. apply this technology in the classroom

### **Descriptions of Activities**

Participants will complete a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Investigate Internet resources
3. Bookmark web-based resources
4. Preview Internet safety videos
5. Complete a cyber-bullying exercise
6. Complete a digital citizenship quiz
7. Hands-on training

### **Evaluation**

Participants will successfully complete at least 80% of the items on the Web Literacy for Educators performance evaluation checklist. The participant will complete the evaluation form in the Professional Learning System.

### **Follow-Up Plan**

The participant will implement the software in the classroom. The District Trainer will offer support, answer questions and provide additional training as needed for the participant.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Cultural Competence**

Professional development courses embed cultural competency by addressing the diverse needs of participants.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. [Wiley InterScience](#). 31 October 2008



## **Component: 3.003.038**

<http://www3.isnterience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision
2. Understanding the importance of instructional and technical relationships within the district
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the inservice credit awarded by the district
4. Respecting the importance of appropriate interaction (synchronous and asynchronous) between instructor and students and among students is reflected in the design of the course
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace

### **Inservice Points – Maximum 60 hours**

For Additional Information – Director, Professional Learning



## **Microsoft Word**

### **General Objective**

This hands-on course provides participants with the skills needed to create written documentation using various features of Word. Custom features including mail mergers, citations and bibliographies, forms and special report setups will be explored. Participants produce a variety of documents that enhance school-to-home communications and student achievement.

### **Specific Objectives**

The course will train participants to:

1. Use the Microsoft Word Ribbon.
2. Manage Word 2007 settings.
3. Navigate within the Word window.
4. Create a business letter.
5. Use custom features.
6. Apply this program in the classroom.

### **Descriptions of Activities**

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Creation of documents
3. Hands-on training

### **Evaluation**

Participants will successfully complete at least 80% of the items on the Microsoft Word performance evaluation checklist. The participant will complete the evaluation form in the Professional Learning System.

### **Follow-Up Plan**

The participant will implement the software in the classroom. The District Trainer will offer support, answer questions and provide additional training as needed for the participant.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Cultural Competence**

Professional development courses embed cultural competency by addressing the diverse needs of participants.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.isintercience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.



## **Component: 3.003.039**

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous) between instructor and students and among students is reflected in the design of the course.
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 60 hours**

For Additional Information – Director, Professional Learning



## **Component: 3.408.001**

### **ALTERNATIVE CERTIFICATION PROGRAM/COMPUTER LITERACY (ACP Computer Literacy)**

#### **General Objectives**

To make the Alternative Certification Program (ACP) teachers aware of the basic hardware and software used with either Macintosh or DOS computers.

To make the ACP teachers aware of the implications of microcomputers as a tool for classroom instruction.

#### **Specific Objectives**

The participant will:

1. Identify the three-part model of the computer as an information processing system.
2. Identify the physical elements of the computer (i.e., input devices, central processing unit, output devices).
3. Identify uses of the various types of computer software (i.e., Microsoft Word, Internet Explorer, E-mail).
4. Define types of instructional software (i.e., computer assisted instruction, computer managed instruction).
5. Use available software for the microcomputer which is appropriate for instruction in his or her academic area.
6. Apply microcomputer systems for student evaluation and data management.

#### **Description of Activities**

A consultant will present the concepts and guide the teachers through the hands-on experiences with computer software.

#### **Evaluation**

##### **Participant Assessment**

Participants will be evaluated on their actual performance on the microcomputer by demonstrating 80% of the skills on a checklist. They must also earn at least 80% on a written posttest.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgement will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Demonstration of the Florida Department of Education Accomplished Practices for Educators #12, Technology, throughout the duration of the participants' Alternative Certification Program.

#### **Inservice Points — 45 Maximum**

For Additional Information — Supervisor of Teacher Training



## **Interactive Whiteboard Training (Interactive Whiteboard)**

### **General Objective**

The Interactive Whiteboard Training equips participants with the necessary skills and resources to fully integrate frequently used interactive whiteboards and the related software into the classroom. This hands-on course provides instructional personnel with the opportunity to explore the functionality of the interactive whiteboards.

### **Specific Objectives**

The course will train participants to:

1. set up and orient the hardware packages.
2. use the features of the software programs with the interactive whiteboards.
3. create presentations to be used as lessons.
4. use resources in the software programs and websites.
5. understand the commonalities and differences among the resources.

### **Descriptions of Activities**

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Modeling the creation of interactive pages and use of the tools of each whiteboard
3. Demonstrating each of the software and hardware options in a classroom environment
4. Hands-on training

### **Evaluation**

Participants will successfully complete at least 80% of the items on the Interactive Whiteboard performance evaluation checklist. The participant will complete the evaluation form in the Professional Learning System.

### **Follow-Up Plan**

The participant will implement the software and hardware in the classroom. The District Trainer will offer support, answer questions, and provide additional training as needed for the participant.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.isnterience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.

### **Best Practices**



**Component: 3.408.010**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

**Inservice Points – Maximum 60 hours**

For Additional Information – Director, Professional Learning



## **WorkPlace Essentials Technology Skills for Support Personnel**

### **General Objective**

The purpose of this component is to provide support personnel with the knowledge and skills to effectively use technology in a professional education environment. This objective will be achieved through direct instruction and participant-centered activities. Upon completion of this component, participants will be able to effectively utilize technology in their daily work environment.

### **Specific Objectives**

This course will help support personnel to:

- Gain skills allowing them use technology effectively in the workplace.
- Gain knowledge to grow professionally in the education profession.

### **Description of Activities**

Participants will attend workshops which will provide them with effective methods for using technology in the workplace. These workshops will use the following methods.

- Lecturettes
- Discussions
- Modeling of strategic activities
- Demonstrations of practices
- Hands-on training

### **Evaluation**

Participants will demonstrate mastery of 80% of the objectives by at least one of the following:

- Paper and pencil test
- Artifacts demonstrating mastery of content
- Summaries of research on effective practices

### **Follow-up**

Follow-up strategies will include at least one of the following:

- Participant survey
- Participant feedback to direct supervisors
- Review of topics at staff meetings

### **Rationale**

Hillsborough County Public Schools employs over 8,000 instructional support personnel (transportation, student nutrition, custodial, clerical, paraprofessional) from different backgrounds. These employees play a major role in the education of children and therefore, must be able to effectively use technology in the workplace.

### **Research-Based**

Courses provided to support personnel are research-based and either developed in the district or purchased from well-respected companies. These courses address the best practices of working with people from differing backgrounds.

### **Best Practices**

- Understanding backgrounds and differences
- Teaching effective technology use



**Component: 3.506.001**

Teaching integration of technology into the workplace

**Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 4.401.001**

### **PROFESSIONAL LEARNING PLAN (PLP)**

#### **General Objectives**

To provide participants with opportunities to develop and implement plans for professional growth that impacts student performance.

#### **Specific Objectives**

The participant will:

1. Compete an assessment of current student performance needs.
2. Develop a professional learning plan that focuses on identified student needs.
3. Participate in activities identified on the individual professional learning plan.
4. Re-examine student data to determine the impact of professional learning activity on student performance.

#### **Description of Activities**

Participants will engage in activities appropriate for completing the specific objectives, such as: study groups, training or workshops, action research, collegial coaching, classroom observations, and lesson development.

#### **Evaluation**

##### **Participant Assessment**

Successful completion will be determined and verified by the school administrator or the general area director. The basis for credit will be 3 points for the initial Professional Learning Plan Orientation and 3 points for each year that a professional learning plan is developed, implemented, and evaluated. All forms must be submitted with signatures.

##### **Component Assessment**

Since the professional learning activities described in this component are not formal training programs with objective assessment of participants' increased knowledge and skills, program assessment will include reporting of persons participating and Inservice points earned.

#### **Follow-Up Plan**

Follow up activities will consist of one or more of the following: survey, dialogue groups, or focus groups.

##### **Inservice Points – 20 maximum**

For Additional Information – Director of Professional Learning



## **Component: 4.401.002**

### **CONSTRUCTION OF CLASSROOM TESTS (Construct Class Tests)**

#### **General Objective**

To provide instruction to instructional personnel in techniques and procedures for constructing criterion-referenced tests.

#### **Specific Objectives**

The participant will:

1. Recognize key testing terminology.
2. Enumerate the steps in test development.
3. Clarify/understand the role of objectives in test development.
4. Develop a test blueprint for an instructional unit.
5. Compare and contrast different types of test items.
6. Critique selected test items.
7. Write test items.
8. Analyze test scores and items.
9. Be aware of the issue of test bias.

#### **Description of Activities**

During this Inservice offering, participants will receive group instruction covering topics listed in objectives 1-9. They will be given reading assignments in the provided materials. In addition, they will be requested to produce specific objectives, a test blueprint, and test items for an instructional unit which they are currently teaching.

#### **Evaluation**

##### **Participant Assessment**

Evaluative activities will include a pencil-paper pre and posttest to assess change in knowledge about the topic and actual products such as a test blueprint and test items to assess application of knowledge.

The attached figure delineates evaluation procedures for each measurable objective.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 4.401.002**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Director, Assessment, Accountability, and Evaluation



## **Component: 4.401.003**

### **INTRODUCTION TO TEST STANDARDIZATION (Test Standardization)**

#### **General Objective**

To provide instruction to instructional personnel in selection, administration, and interpretation of tests and test scores.

#### **Specific Objectives**

The participant will:

1. Recognize key testing terminology.
2. Enumerate the steps in test development.
3. Clarify/understand the role of objectives in test selection.
4. Critique selected tests.
5. Be able to identify appropriate conditions for test administration to students.
6. Analyze test scores and items.
7. Be aware of the issue of test bias.

#### **Description of Activities**

During this Inservice offering, participants will receive group instruction covering topics listed in objectives 1-8. They will be given reading assignments in the provided materials. In addition, they will be requested to produce specific objectives, a test selection procedure and critique selected tests for an instructional unit which they are currently teaching.

#### **Evaluation**

##### **Participant Assessment**

Evaluative activities will include a pencil-paper pre and posttest to assess change in knowledge about the topic and actual products to assess application of knowledge.

The attached figure delineates evaluation procedures for each measurable objective.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 4.401.003**

### **Follow-Up Plan**

Site-based training (participants from one site) - the site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Director, Testing and Evaluation



## **Component: 4.401.004**

### **ASSESSING YOUNG CHILDREN**

#### **General Objective**

To enable teachers of young children to identify or to design and use appropriate formal and informal tools for assessing the child's physical, social, emotional, and intellectual development.

#### **Specific Objectives**

The participant will:

1. Describe at least one standardized instrument for use in assessing each of the areas of development mentioned -- physical, emotional, social, intellectual.
2. Describe the strengths and the weaknesses of the instruments listed in No. 1.
3. Describe the population used in the normative sample of all standardized instruments chosen and be able to answer specific questions about the construction of the test.
4. Develop an informal technique for assessing at least two of the areas listed above.
5. Demonstrate proficiency in the use of at least one formal and one informal instrument or technique of assessment.
6. Interpret the data acquired by use of the instrument or technique and develop educational programming recommendations for children.
7. Demonstrate ability to choose appropriate tests or techniques of assessment based on initial screening information.

#### **Description of Activities**

Workshops will utilize reading materials, consultant services, and demonstrations to acquaint participants with existing tests, checklists, and rating scales, and with the design of informal assessment measures. Working from information obtained by assessment of each child, the teacher will translate long range objectives into sub-objectives and skills through sequential mastery of which the child can achieve the terminal objective.

#### **Evaluation**

##### **Participant Assessment**

The participant will demonstrate 80% mastery of specific objectives 1-4 on a written posttest. For a sample of participants, the teacher will be observed in the use of one formal and one informal assessment instrument and must demonstrate proficiency based on a checklist. The teacher must choose either an individual child or a small group of children for which data must be interpreted and translated from an assessment. Next, the teacher will be observed in a small group lesson, or a child will be observed in a one-to-one teaching model, or an independent activity developed and guided by the teacher. The teacher must be able to demonstrate a relationship between the assessment and the teaching strategy, and the learning activity must be developmentally sequenced according to the level of the child/children.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 4.401.004**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal.log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisors, Early Childhood Education



## **A MULTIDISCIPLINARY APPROACH TO IMPROVING TEST SCORES (Improving Test Scores)**

### **General Objective**

The purpose of this workshop is to provide teachers with the information and strategies to teach in an interdisciplinary setting and expand post-secondary opportunities for students by increasing their scores on the PSAT and SAT through early identification and intervention. Content will include an overview of the PSAT and SAT and reading skills across content areas to improve test performance. Particular emphasis will be on strategies to identify and nurture minority and other under-represented populations, thus enabling them to maximize their potential. Schools will be encouraged to participate in terms consisting of four or more teachers from the disciplines of English, mathematics, science, social studies, humanities, and foreign language. Skills gained in this workshop may help prepare teachers to teach in the Key Scholars or PSAT courses.

### **Specific Objectives**

Participants will work in teams and individually to:

- 1.0 Become knowledgeable in the overall content and format of the new Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/SAT) and the Scholastic Aptitude Test (SAT).
- 2.0 Become familiar with how the PSAT and SAT are scored, with particular emphasis on the deduction of points for incorrect answers.
  - 2.1 Develop and utilize classroom activities to explain this concept to students.
- 3.0 Become aware of the importance of other factors that affect student performance.
  - 3.1 Become aware of the concept of "educated guessing" versus "wild guessing" and the impact this can have on a student's final score.
  - 3.2 Develop classroom activities that will effectively demonstrate this concept.
  - 3.3 Become aware of the importance of a students' pacing themselves during each section and throughout the test as a whole.
  - 3.4 Develop classroom activities that will effectively demonstrate the importance of appropriate pacing.
- 4.0 Become familiar with how to score students' tests.
  - 4.1 Develop classroom activities that will demonstrate to students the effects of "wild guessing" and poor pacing.
- 5.0 Become familiar with the various purposes for which the PSAT and SAT are utilized.
  - 5.1 Develop activities and programs to provide this information to students and parents.
- 6.0 Become familiar with the benefits that are derived from taking the PSAT prior to the eleventh grade, the grade in which the score is counted towards National Merit Scholarship and other competitions.
  - 6.1 Be able to list the benefits of taking the PSAT.
  - 6.2 Be able to explain to students and parents why early PSAT test-taking is beneficial.
- 7.0 Become familiar with Hillsborough County's Key Scholars Program, its criteria and program components.
  - 7.1 Develop activities to make students and parents aware of the Program.
- 8.0 Gain skills and develop teaching strategies designed to improve student performance on the verbal sub-sections of both tests.
  - 8.1 Gain skills in developing and utilizing strategies designed to improvement of student performance in the sentence completion section of the PSAT and SAT.
  - 8.2 Gain skills in developing and utilizing teaching strategies designed to improve student performance in the analogies section of both tests.
  - 8.3 Gain skills in developing and utilizing teaching strategies designed to improve student performance in the critical reading section of the two tests.
  - 8.4 Gain skills in developing and utilizing teaching strategies designed to improve student performance in responding to questions on two parallel paragraphs.



## Component: 4.401.006

- 9.0 Become aware of the relevance and importance of students learning and implementing reading skills in all of the content areas.
  - 9.1 Gain skills in developing and utilizing strategies to integrate reading skills in all disciplines including, but not limited to, English, science, social studies, mathematics, humanities, foreign language, physical education, drivers' education.
  - 9.2 Develop and implement instructional strategies and activities that will reinforce the importance of improving reading skills in all content areas.
  - 9.3 Demonstrate examples of instructional strategies and activities that will reinforce the utilization of reading skills in specific content areas.
- 10.0 Gain skills and develop teaching strategies designed to increase student performance in the mathematics sub-sections of the PSAT and SAT.
  - 10.1 Become aware of the algebraic and geometric knowledge required in order to answer questions correctly in the mathematics sections of the PSAT and SAT.
  - 10.2 Become familiar with the free response section of the PSAT and SAT.
  - 10.3 Develop and utilize strategies to improve student performance in the free response section of the PSAT and SAT.
  - 10.4 Become familiar with the importance of gridding answers adequately in the free response section of the PSAT and SAT.
  - 10.5 Develop and implement instructional strategies and activities that will increase student performance on the gridding section of the mathematical sub-section.
  - 10.6 Become aware that practice in gridding numbers can be integrated across several content areas.
  - 10.7 Demonstrate examples in gridding numbers in several disciplines.
- 11.0 Become aware of how to identify students' specific weaknesses in early grades in order to provide appropriate intervention that will improve their performance in upper grade levels.
  - 11.1 Design grade appropriate interventions in each of the subjects indicated to help remedy these weaknesses.
  - 11.2 Consider all alternatives and prepare a resource list for families to use.
- 12.0 Identify other factors besides "native intelligence" that contribute to overall student performance.
  - 12.1 Understand and accept the influence that home, school and community relationships have on academic achievement and school adjustment of students.
  - 12.2 Be able to identify the effect of a student's socio-economic status on overall academic performance.
  - 12.3 Be able to identify the effect of a student's coming from a one-parent family on overall academic performance.
  - 12.4 Be able to identify the effect of a student's coming from a family in which no previous member has attended college.
  - 12.5 Become aware of the effect that being a minority student may have on a student's outlook toward future post secondary education.
  - 12.6 Become aware of the effect that being a minority student has had on placement in classes in early grades.
  - 12.7 Be able to list these factors and design activities and strategies that will help alleviate or overcome any negative effects brought about by these factors.
- 13.0 Identify minority students and other under-represented populations with potential for academic performance and post secondary education.
  - 13.1 Become aware of methods to identify minority students using other procedures in addition to standardized tests.
  - 13.2 Plan instructional activities and strategies to work with minority students including non-school activities.
  - 13.3 Develop strategies to involve the parents of minority students in their education. Implement a non-traditional parent component designed to meet parents' schedules.
  - 13.4 Become aware of previous educational experiences of minorities and other low SES students and how these can affect their current attitudes and school performance.
  - 13.5 Become familiar with strategies and activities that will assist in improving the results of these experiences.
  - 13.6 Become familiar with activities and strategies and activities that can assist in improving the self concept of these students.
- 14.0 Identify various support groups and personnel to assist in working with minority and low SES students.
  - 14.1 Develop a list of resources, agencies, and personnel to provide to parents of minority students to obtain academic and other related assistance.
  - 14.2 Develop a system for monitoring the success of these students to be followed on an ongoing basis.



## **Component: 4.401.006**

- 14.3 Maintain regular parental contact and programs for parents throughout high school.
- 15.0 Develop an ongoing plan to continue to identify and work with minority students that will be updated annually.
  - 15.1 Determine which of the strategies and activities were most successful and continue to implement them.
  - 15.2 Restructure specific activities as needed.

### **Description of Activities**

Participants will be given regular assignments as individuals and in their teams related to each topic. They will produce written examples of the various strategies and activities on a daily basis. Each school team will produce a written plan on how to implement their indicated activities and strategies.

### **Evaluation**

#### **Participant Assessment**

1. Demonstrate increased competency on 80% of the specific objectives of the component as determined by a posttest or other valid measures.
2. The collection of written material from course assignments will constitute a portion of their assessment in the form of an Institute portfolio.
3. All portfolios will be evaluated by the course instructor(s), consultant(s), or designee.
4. All teams will be required to submit a school plan designed to implement the different activities and strategies developed during the Institute.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - the trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Assessment, Accountability and Evaluation



## **Component: 4.408.001**

### **PERFORMANCE-BASED TEACHING/EVALUATION (Performance-Based Tch, Eva)**

#### **General Objectives**

1. To acquaint teachers with the concept of competency-based education.
2. To teach skills in writing terminal performance objectives and determining their evaluation.
3. To enable teachers to design and implement alternative strategies for reaching adequate performance on the specified objectives.

#### **Specific Objectives**

The participant will:

1. Specify at least five competencies for a curriculum segment of his/her choice.
2. Write terminal performance objectives for each competency specified.
3. Describe in detail the evaluation procedure(s) for measuring the terminal performance.
4. Design at least two strategies for reaching the specified performances at the specified levels.

#### **Description of Activities**

Participants will spend ten to twenty hours in instruction on the theoretical and practical issues of performance-based instruction and in learning and applying skills learned to segments of their own curriculum.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. A paper-and-pencil test
2. A review of written work using established criteria

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 4.408.001**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 30 maximum**

For Additional Information - Director, Professional Learning



## **Component: 4.409.001**

### **PSYCHOLOGICAL ASSESSMENT FOR SCHOOL PSYCHOLOGISTS (Psychological Assessment)**

#### **General Objective**

To enable school psychologists to upgrade skills on new or revised standardized tests used in a psychological assessment.

#### **Specific Objectives**

The participant will:

1. Administer, score, and interpret a new or revised standardized test.
2. Identify and report on the statistical properties used in the test standardization.

#### **Description of Activities**

During this Inservice, participants will have administrative guidelines presented to them by a trained professional knowledgeable and experience in the test instrument. They will receive group instruction in the administration and scoring of the test.

#### **Evaluation**

##### **Participant Assessment**

Evaluative activities will include a paper-pencil pre and post test developed by the presenter. Participants must score at least 80% on a paper-pencil test developed by the presenter. Protocols will be examined for scoring accuracy. A total match between the participant's scoring and the scoring and instructions given in the examiner's manual is required.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow Up Plan**

Participants will complete one or more of the following:

1. Administer, score, and submit to a peer three test protocols.
2. Interpret the results of one test through individual discussion with the supervisor.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Psychological Services



## **Component: 4.409.002**

### **USE OF NEW TESTS FOR EDUCATIONAL DIAGNOSTICIANS (Test Use-Ed Diag)**

#### **General Objectives**

To instruct educational diagnosticians in the administration, scoring, and interpretation of any new test.

To provide educational diagnosticians with the necessary technical information about a new test in order for them to use the test with the appropriate students.

#### **Specific Objectives**

The participant will:

1. Report necessary technical data related to the test.
2. Administer and score a test in accordance with instructions in the test manual.
3. Interpret the results of the tests.
4. Integrate test results with the other instruments used in the evaluation process and/or interventions.

#### **Description of Activities**

During this Inservice, participants will receive reading assignments in the test manual. They will receive group instruction in the administration and scoring of the test.

#### **Evaluation**

##### **Participant Assessment**

The participant will:

Demonstrate mastery of the administration guidelines and the technical properties of the new test on a paper and pencil exam.

The criteria for successful completion will be 80% on assessment activities.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow Up Plan**

1. Administer, score, and submit to a peer three test protocols.
2. Interpret the results of one test through individual discussion with the supervisor.
3. Recommend appropriate educational strategies using the new test instrument in an incorporated fashion within the Primary Diagnostic Report.
4. Practice the administration of the test on a peer.

#### **Inservice Points - 30 maximum**

For Additional Information - Supervisor, Primary Diagnostic Services



## **Component: 4.409.003**

### **PSYCHOSOCIAL ASSESSMENT**

#### **General Objective**

To enhance the skills of school social workers in assessing the psychosocial needs of students and making professional recommendations to school personnel, the parent/guardian, and/or community agency representatives.

#### **Specific Objectives**

The participant will:

1. Present a case situation from current practice (omitting identifying data) in a small group setting for review and peer consultation to enhance skills for oral case presentation in the educational setting.
2. Discuss with the group and apply social work theory and principles, child development and family systems theory, and related knowledge to the assessment.
3. Develop a psychosocial diagnostic statement in consultation with group participants which reflects the data gathered and is based on theory and principles as outlined in #2 above.
4. Develop recommendations for interventions within the school, home, and/or community which are consistent with the assessment data and can be utilized by school personnel and/or the parent to aid in the student's educational and social/emotional functioning.

#### **Description of Activities**

Activities include small group interactive discussion, presentation of case materials by the participants, and reading materials related to theory, practice, and principles outlined in the objectives.

#### **Evaluation**

##### **Participant Assessment**

Participants will submit one Social/Developmental History which documents evidence of consideration of theory and principles and includes a diagnostic statement and recommendations consistent with course objectives. The document must meet 80% of objective criteria as rated by the instructor.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgement will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-up Plan**

1. Examples of Participant Work
2. Observation
3. Case consultation, review, or conference and/or self-assessment.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, School Social Work Services



## **Component: 5.101.001**

### **BEHAVIOR MANAGEMENT FOR EXCEPTIONAL STUDENTS**

#### **General Objective**

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in behavior management techniques effective for use with exceptional students, including those who are emotionally handicapped; specific learning disabled; or educable, trainable, or profoundly handicapped. Techniques emphasize applications of theories, crisis intervention and prevention, legal considerations, and counseling skills.

#### **Specific Objectives**

Upon completion of component, participants will have acquired competencies to:

1. Describe and explain behavior modification in terms of respondent conditioning and operant conditioning, including the role of reinforcers and relative merits of behavior techniques.
2. Compare and contrast the concepts of discipline and punishment in educational settings.
3. Identify environmental influences on behavior.
4. Demonstrate the surface behavior management approach, signal interference, hurdle, help, antiseptic bounding, and proximity control.
5. Compare and contrast verbal and nonverbal dynamics in relationships between students and teachers and between parents and teachers.
6. Demonstrate the techniques to use when intervening in an aggressive situation.
7. Describe factors that precipitate aggressive behaviors in children and youth with severe emotional disabilities.
8. Identify developmental social-affective skills for individuals and groups including effects of cultural diversity.
9. Apply interventions that promote age-appropriate social skills for individuals and groups.
10. Describe nonverbal communication, emphasis on positive gains rather than negative setbacks and cultural conditions.
11. Describe age-appropriate rules and reinforcers in a classroom for children and youth at elementary and secondary levels.
12. Design, implement, and adjust behavioral interventions based on developmental age level and cultural diversity.
13. Discuss techniques for integrating efforts and services in multidisciplinary interventions.
14. Demonstrate team and consultative skills in working with mainstream teachers, parents, and related services personnel.
15. Write an appropriate IEP goal with objectives for improving specific academic and social behaviors of children.
16. Explain the difference between functional and topographic definitions of behavior.
17. Identify components and methods of observing and recording behavior in the full range of the service delivery continuum.
18. Identify the uses of technology in behavior management programs.
19. Demonstrate knowledge of proper methods used for increasing or reducing behaviors through positive reinforcers, response cost, time out, over-correction, providing consequences and secured seclusion, and of cultural considerations that may influence methods.
20. Describe the implementation of a token economy to be used with children and youth with disabilities in elementary and secondary classrooms.
21. Compare and contrast assisting children and youth in gaining control over their behavior and adult management of their behavior.
22. Explain behavioral chains and how they can help to weaken an undesirable behavior through response interruption techniques.
23. Describe strategies for generalizing and maintaining improved behavior.
24. Demonstrate the ability to develop, implement, evaluate, and modify a classroom behavior management system that leads to self-management in individual and group settings.
25. Design and describe the concept of student self-monitoring and explain its uses in behavior control.
26. Identify and explain management skills and teaching techniques for improving student motivation and cooperation for elementary and secondary students.



## **Component: 5.101.001**

27. Explain motivational concepts which emphasize self-determining behavior versus fate, including attribution theory, learned helplessness, importance of balance between work and play, the pleasure that results from accomplishments and success, issues of power and its influences, and negative and positive cycle behavior.
28. Identify techniques that can be used to develop and enhance self-concept of children and youth with disabilities.
29. Discuss principles of individual and classroom management and demonstrate ability with techniques such as behavioral contracts, commercial behavior management programs, and assertive discipline.
30. Discuss basic counseling skills with children and youth with disabilities, such as Teacher Effectiveness Training, transactional analysis, and group counseling for students to brainstorm appropriate ways to solve problems.
31. Discuss the importance of consistency in behavior management at home, throughout the school system, and throughout the community.
32. Design, plan, and implement behavior management plans appropriate for children and youth with disabilities throughout the full-service continuum.
33. Demonstrate the ability to develop, implement, evaluate, and modify a management system cooperatively at home, throughout the school system, and throughout the community.

### **Description of Activities**

Learning activities in which student-colleagues will participate during the delivery of this component will include:

Listening to mini lectures	Practicing graphing and interpreting data
Developing a portfolio	Listening to speakers
Writing journal reflections	Taking quizzes
Participating in group discussions	Devising a token economy
Developing and participating in role plays	Discussing case studies
Brainstorming	Designing and implementing a self- management program
Viewing videos	Completing assigned readings
Observing a demonstration	Doing classroom observations
Developing and implementing behavioral interventions	Practicing writing IEPs \with behavioral goals and objectives

### **Evaluation**

#### **Participant Assessment**

Participant will engage in and successfully complete with at least 80% competency a combination of the following activities:

Selection/recording/interpretation of specific behaviors	Development of a token economy
Portfolio entries/reflections	Selection of appropriate motivational techniques
Documentation/analysis of behavior management techniques	Analysis of self on videotape to identify
Development of role plays	Analysis of own student behaviors
Description of an incident and utilization of ABC analysis	Identify effective and ineffective verbal and nonverbal intervention techniques
Documentation/analysis of interventions	Documentation of a simulated parent conference
Development of a behavior management plan	

#### **Component Assessment**

1. The instructor(s) and other appropriate district staff will meet at the completion of the component to discuss problems, successes, survey results, and to make further modifications for the future delivery of this component.
2. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
3. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 5.101.001**

### **Follow-Up Plan**

1. Update session
2. Observation/feedback
3. On-site consultation

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Program for the Emotionally Handicapped



## **Component: 5.101.006**

### **BASIC FUNCTIONAL BEHAVIOR ASSESSMENT & POSITIVE BEHAVIORAL INTERVENTION PLANS (FBA & Positive Behav/Plans)**

#### **General Objective**

Instructional personnel will demonstrate knowledge, and skills in Functional Behavior Assessment (FBA). Participants will also become familiar with skills for designing, using, and assessing interventions that suit problem behaviors.

#### **Specific Objectives**

The participant will:

1. Write a clear description of observable problem behaviors.
2. Identify direct and indirect methods of gathering information related to problem behavior.
3. Analyze information from tools used for data collection. (Structured Interview, A-B-C Anecdotal Record, and Scatter Plots).
4. Develop summary statements/hypothesis which link the FBA to a Positive Behavioral Intervention Plan.
5. Identify and give examples for the three components of a Positive Behavioral Intervention.
6. Design an intervention strategy that includes the three components (Proactive, Educational and Functional).
7. Identify strategies necessary to successfully implement a Positive Behavioral Intervention.
8. Identify features that improve the effectiveness of Intervention Evaluation.

#### **Description of Activities**

Participants will be involved in Inservice activities using lectures, cooperative group activities, demonstrations and role playing.

Participants will practice writing an FBA and a Positive Behavioral Intervention Plan based on the needs of an individual identified in a case study model.

#### **Evaluation**

##### **Participant Assessment**

The participant will complete an individual pre-assessment and post assessment survey demonstrating increased knowledge on at least 75% of the objective.

##### **Component Assessment**

Participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participants data will be summarized.

#### **Follow-Up Plan**

Additional comprehensive skill-based training, and consultation on student cases.

#### **Inservice Points - 60 maximum**

For Additional Information - Coordinator, Florida Learning Resources System



**MEDIATION: THE PROCESS OF MEDIATION IN RESOLVING CONFLICTS/DISPUTES IN  
EXCEPTIONAL EDUCATION UNDER IDEA’S PROCEDURAL SAFEGUARDS.  
(Mediation/Exceptional Ed.)**

**General Objectives**

1. Develop an awareness & general knowledge of the mediation process under the reauthorization of IDEA Sec. 1415 Procedural Safeguards.
2. Understand the legal concerns affecting Special Education Mediation
3. To develop an understanding of the dynamics of conflict management styles and the techniques for resolving disputes.

**Specific Objectives**

The participant will:

1. Discuss the types of conflicts in the school setting that might lead to mediation.
2. Discuss the legal concerns regarding the schools, the law, and mediation.
3. Develop a basic knowledge of the legal issues during the mediation process.
4. Understand the emotional dynamics of those involved in the conflict.
5. Distinguish between the roles of a Mediator vs. Hearing Officer.
6. Have an awareness of nine components of the mediation process.
7. Identify the language of Dissolution and Resolution (Blocking Techniques & Resolution Techniques).
8. Develop a basic understanding of different negotiating styles and when each may be used effectively.
9. Determine their own negotiating style and where it fits in the range of negotiating styles.
10. To identify the most effective negotiating style and the steps to help the negotiator develop those skills.

**Description of Activities**

The activities will include a review of literature and state & federal legislation and the reauthorization of IDEA and mediation.

1. A mediation demonstration.
2. Group discuss of the demonstration.
3. Small group practice of mediation.

**Evaluation**

**Participant Assessment**

1. Demonstration of mediation techniques in small groups.
2. Participant will demonstrate 80% mastery of objectives on a post assessment.

**Component Assessment**

1. All participants will complete a rating scale to assess the degree to which the specific objectives have been addressed by component activities.
2. Participant assessment data indicates that at least 90% of the participants demonstrate knowledge on at least 80% of the course objectives.

**Follow-up Plan**

1. Networking Support Group
2. On-site mentoring/coaching

**Inservice Points – 60 maximum**

For Additional Information – Supervisor, Florida Diagnostic & Learning Resources System



## **NONVIOLENT CRISIS INTERVENTION** **(Nonviolent Crisis Intervn)**

### **General Objective**

To provide participants with the knowledge, skills, and strategies to effectively defuse an explosive situation while maintaining the best possible care, safety, security, and welfare for all involved.

### **Specific Objectives**

The participant will:

1. Define a crisis development into four distinct and identifiable behavior levels.
2. Identify an appropriate staff attitude to avoid overreaction or underreaction for each crisis development behavior level.
3. Explain the role of nonverbal communication during crisis interventions.
4. Explain or illustrate how proxemics affect the anxiety of an individual.
5. Explain or illustrate how kinetics affects the anxiety of an individual.
6. Demonstrate the supportive stance and state three benefits.
7. Identify the three components of paraverbal communication.
8. Explain the role of paraverbal communication during crisis interventions.
9. Identify the different levels of defensive behavior in the verbal escalation continuum.
10. State appropriate verbal responses for each level of defensive behavior in the verbal escalation continuum.
11. Explain how inappropriate staff reactions may cause an escalation of undesired behaviors in clients.
12. Identify precipitating factors of acting out behavior.
13. Explicate the cause-effect relationship between staff and client during crisis intervention.
14. Demonstrate an understanding of the causes of fear and how to make fear/anxiety work for staff in a crisis situation.
15. Identify forms of physical attacks and basic principles of personal safety.
16. Illustrate personal safety techniques to avoid client and staff injury if the behavior escalates to a physical level.
17. Illustrate techniques to alleviate staff fear and anxiety during crisis situation.
18. Explain the benefits of a team approach when dealing with a physically acting out person.
19. State the role and responsibilities of the team leader.
20. Demonstrate restraining techniques that control individuals in a non harmful way.
21. Demonstrate a non harmful transport technique to move a client from one area to another.
22. Use COPING as an appropriate staff response to the tension reduction crisis development level.
23. Explain the purpose/benefits of staff postvention following an acting out incident.

### **Description of Activities**

Training activities will follow the guidelines and requirements of the National Crisis Prevention Institute so that participants may be approved users of the Nonviolent Crisis Intervention program. Training activities include mini-lectures, video presentations, demonstrations, guide practice, situational role plays, and written assignments.

### **Evaluation**

#### **Participant Assessment**

1. Participants will complete assigned activities and demonstrate all the required physical techniques presented in the training.
2. Participants must achieve a score of 80% or higher on the posttest provided by the National Crisis Prevention Institute.



## **Component: 5.101.009**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by the training program. Participant data will be summarized and furnished to appropriate supervisory personnel.
2. Criteria for positive program judgment will be that at least 90% of all participants achieve at least 80% of the specific program objectives.

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 5.101.010**

### **Techniques for Effective Aggression Management (TEAM)**

#### **General Objectives**

The purpose of this component is to understand the basic principles of Techniques for Effective Aggression Management and to learn how to prevent and/or address aggressive behaviors with both verbal and physical procedures and techniques via demonstration of learned skills.

#### **Specific Objectives**

The participant will:

1. Demonstrate an understanding of the philosophy of TEAM as it relates to intervention procedures and techniques - both verbal and physical.
2. Recognize and define escalating levels of verbal agitation/aggression.
3. Recognize how preventative environment and preventative dress measures may safely effect intervention with potentially agitated/aggressive behavior.
4. Verbalize preventative proactive and early intervention procedures and techniques.
5. Identify the appropriate verbal responses to differing levels of aggressive behavior.
6. Identify and demonstrate TEAM defensive procedures and techniques to control aggression.
7. Identify and demonstrate correct TEAM Control procedures to control aggression.
8. Identify proper verbal commands to be used during physical intervention and procedures.
9. Verbalize proper commands during physical portions of training.

#### **Description of Activities**

Participants will attend multiple workshops that include demonstrations on the use of preventative/proactive, defensive and physical control procedures. Mini lectures, modeling, videos demonstrations, practice scenarios and skill practices of physical procedures will be used during the training event.

#### **Evaluation**

##### **Participant Assessment**

Participant will successfully demonstrate acquisition of TEAM procedures and intervention techniques by correctly performing:

- a. 22/24 Proactive and Early Intervention and Defensive Procedures
- b. 6/6 Control procedures

##### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which objectives have been addressed by components activities. Participant data will be summarized and shared with appropriate administrators. Criteria for positive program judgment will be 90% of participants achieve at least 80% of the objectives.



## **Component: 5.101.010**

### **Follow-up Plan**

Trainers and participants will complete one or a combination of the following:

1. Review/Update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching

Inservice Points - 60 Maximum

For Additional Information - Supervisor, Florida Diagnostic and Learning Resources System



## **Component: 5.101.011**

### **The Tough Kid Toolbox**

#### **General Objective**

To identify and utilize advanced behavior management systems based on the Tough Kid Toolbox program.

#### **Specific Objectives**

Participants will be able to:

1. Identify Tough Kids and accurately describe their behavioral excesses and deficits.
2. Understand that noncompliance/coercion is the “King Pin” behavior around which Tough Kids’ behavioral excesses occur.
3. Learn about and utilize data collection instruments to assess problem behavior.
4. Utilize proactive intervention strategies to prevent behavior problems.
5. Increase student motivation and appropriate behavior.
6. Identify and utilize practical reductive techniques in the classroom.
7. Identify instructional strategies for Tough Kids that emphasize instructional planning, management, delivery, and evaluation.
8. Create a school wide environment that supports appropriate behavior for Tough Kids.

#### **Description of Activities**

The instructional time will be divided between presentation, instruction, cooperative learning activities, inquiry activities, and pedagogical strategies for the classroom.

Consultants will present concepts and guide participants through activities and/or material preparation.

#### **Evaluation**

Participant Assessment

1. Participants will successfully complete tasks during the training session(s).
2. Participants will integrate content, skills and strategies in lesson plans that will be implemented in their classrooms.

Component Assessment

All participants and consultants will complete a survey to assess the degree to which specific objectives were addressed by the component activities. Participant data will be summarized.

#### **Follow-up Plan**

One or more of the following may be used:

1. Examples of participant work products.
2. A sample of participants will be observed, interviewed or surveyed to determine the level of implementation.
3. Samples of student work.
4. Classroom observation by another educator
5. Self-assessment of implementation.
6. Sample lesson plans.

#### **Rationale**

This training reflects best practices in pedagogy and action research using current research-based instructional strategies identified by the National Professional Learning Council to include cultural competence.

#### **Research-Based**

Nationally recognized organizations provide guidelines for research-based instruction, including The National Professional Learning Council, The Association for Supervision and Curriculum Development, and the National Association of Elementary School Principals.

#### **Best Practices**



**Component: 5.101.011**

1. Describes action research as a means to collecting more rigorous and thoughtful qualitative evidence of actual student performance
2. The improvement of practice through continual learning and progressive problem solving
3. Teachers collaborate on common assessments, strategies, and interventions in order to increase student achievement
4. Job embedded professional learning yields highest results in teacher implementation of new skills

**Inservice Points – 30 Maximum**

For Additional Information –Director, Professional Learning



## **Component: 5.101.014**

### **ASSESSING, DESIGNING AND IMPLEMENTING POSITIVE BEHAVIORAL SUPPORTS (Positive Behavioral Supports)**

#### **General Objective**

Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior. This module is designed for teachers assigned out of field in exceptional student education, teachers preparing to take the exam for initial certification in ESE, teachers seeking renewal of their certification and/or teachers looking for continuing education opportunities. Participants will be able to identify appropriate practices related to the provision of services to disabled students.

#### **Specific Objectives**

1. Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
2. Identify data collection strategies to assess student behavior.
3. Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan.
4. Recognize the various concepts and models of positive behavior management.

#### **Description of Activities**

Course is electronic, interactive. Activities may include:

1. online quizzes, written assignments, essays, web-searches
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, teaching strategies, and identification
4. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
5. Development of individualized educational plans and transition plans
6. Determination of appropriate assessment tools and techniques

#### **Evaluation**

1. To be successful participants must demonstrate increased competency on at least 80% of the objectives as determined by completion of the assessment tasks in each module.
2. Complete a participant evaluation form assessing the effectiveness of the module's design, delivery and facilitators.
3. Electronic portfolio consisting of a collection of records and/or products from course assignments/activities.

#### **Follow-Up**

1. Participant written reflection.
2. Participant portfolio.
3. In-class demonstration of skills documented by a creditable observer or electronic record of the demonstration.
4. Other activities, per trainer discretion.

#### **Inservice Points - 60 Maximum**

For Additional Information - Florida Diagnostic and Learning Resources System



## Component: 5.101.015

### Conscious Discipline

#### General Objective

To introduce the concepts and principles of Conscious Discipline, a comprehensive social-emotional learning and classroom management program based on current brain research. Teachers will become familiar with specific strategies for integrating Conscious Discipline powers, skills, structures, routines and rituals into the Functional Behavior Assessment (FBA)/Positive Behavior Intervention Plan (PBIP) process.

#### Specific Objectives

Participants will be able to:

1. **Create an environment of respect and rapport.** Building connections, teacher to student and student to student, is a fundamental principle of Conscious Discipline. This is accomplished through many structures, routines and rituals that comprise this program. These unique features (structures, routines and rituals) provide multiple opportunities for student participation at all levels in all aspects of classroom life.
2. **Establish a culture for learning.** The brain functions optimally when it feels safe. When teachers and students are able to create an emotionally healthy school environment, optimal learning can occur. One of the key skills that Conscious Discipline teaches is the skill of encouragement, where teachers learn to notice and describe student behaviors and actions. Offering the skill of encouragement has the power to convince students of their capabilities and allow them to take pride in their accomplishments.
3. **Manage Classroom procedures.** In Conscious Discipline, students directly contribute to the design and execution of routines and procedures for non-instructional matters. Every student is assigned a meaningful job, thus encouraging every student to contribute to the safety and well-being of the entire classroom.
4. **Manage student behavior.** Participants will identify strategies for integrating the powers, skills, structures, routines, and rituals into the Functional Behavior Assessment (FBA)/Positive Behavior Intervention Plan (PBIP) process. Conscious Discipline teaches participants to look beyond challenging behavior and understand that all behavior communicates a need. Students are taught to self-monitor their behavior and regulate impulses, increasing their ability to fully access the curriculum and classroom environment. Further, connections are made through the implementation of the Conscious Discipline structures, routines, and rituals. These connections result in a higher level of cooperation among students and staff, thus ultimately decreasing the frequency and duration of those challenging behaviors.

#### Description of Activities

The instructional time will be divided between presentation, instruction, small group learning activities, role play, inquiry activities, and pedagogical strategies for the classroom. Trainers will present concepts and guide participants through activities and/or material preparation. Trainers also offer suggestions and ideas for differentiation of material preparation and the presentation of Conscious Discipline information to students.

#### Evaluation

Participant Assessment

1. Participants will successfully complete tasks and language activities during the training session(s).
2. Participants will integrate Conscious Discipline language, skills, powers, structures, routines, and rituals into their everyday instruction.

Component Assessment

All participants and consultants will complete a survey to assess the degree to which specific objectives were addressed by the component activities. Participant data will be summarized.

#### Follow-up Plan

One or more of the following may be used:

1. A sample of participants may be observed or interviewed to determine the level of implementation.
2. Classroom observation by another educator.
3. Self-assessment of implementation.
4. Documented referrals/suspensions (year prior to testing and then ongoing).
5. Baseline and ongoing assessment for all grade levels: FAIR FS, FCAT (after 3 years).
6. District-developed teacher survey(s) regarding program effectiveness.



## **Component: 5.101.015**

### **Rationale**

Adaptive decision-making is central to our lives. Adaptive decision-making demands children feel safe and connected enough to access the higher centers of their brains to determine the wisest action in each situation. In many circumstances, children often struggle with this due to a lack of safety and connection and also due to sensory, environmental or physiological issues.

Conscious Discipline helps educators recognize and interpret children's needs, allowing them to guide children in accessing appropriate skills and responses. The children, through routines and rituals, learn impulse control and develop the ability to connect, thus increasing their willingness to learn and attend to the teacher.

### **Research-Based**

A major study conducted in 2013 assessed the effectiveness of Conscious Discipline. Scores from twelve scales were used to compare Conscious Discipline with non-Conscious Discipline classrooms. The sample included 66 teachers (Conscious Discipline N=38; non-Conscious Discipline N=28), 1386 students (Conscious Discipline N=792; non-Conscious Discipline N=594), and 868 parents (Conscious Discipline N=532; non-Conscious Discipline N=336) at 24 sites in three states over an 8-month period. Results were drawn from teachers, parents of the children and trained classroom observers. **Overall, compared to non-Conscious Discipline classrooms, the Conscious Discipline**

**classrooms significantly:**

- Improved the quality of student/teacher interactions.
- Improved the social and emotional behavior of students.
- Improved the social and emotional behavior of teachers.
- Improved classroom and school climate.
- Increased student academic readiness.

### **Best Practices**

1. The improvement of instructional practice through brain research, safety/self-regulation, positive classroom climate and problem solving.
2. Teachers collaborate on behavior strategies and interventions in order to increase student achievement and decrease off-task behavior.
3. Job-embedded professional learning yields highest results in teacher implementation of new skills.

### **Inservice Points - 60 Maximum**

For Additional Information – Elementary Education



## **Component: 5.403.003**

### **IMPROVING SOCIAL SKILLS**

#### **General Objective**

To enhance student academic progress through the use of improved social skills.

#### **Specific Objectives**

The participant will:

1. Identify beginning social skills, advanced social skills, skills for dealing with feelings, skill alternatives to aggression, skills for dealing with stress, and planning skills.
2. Review research and assumptions regarding the need for effective social skills within the classroom.
3. Discuss changes in society over the last 10 years which inhibit the use of effective classroom social skills.
4. Compare the acquisition of social skills to academic skills.
5. Learn to diagnose student needs in order to identify the missing social skills.
6. Demonstrate the use of beginning social skills, advanced social skills, skills for dealing with feelings, skill alternatives to aggression, skills for dealing with stress, and planning skills.
7. Identify methods to improve classroom management through the teaching of social skills.
8. Learn to increase self-esteem among students through the successful use of social skills.
9. Demonstrate the ability to empower students to improve academic progress through the use of social skills.
10. Enable students to facilitate the transfer of learned classroom skills to non-academic settings.
11. Define teacher behaviors that model the use of effective social skills.
12. Create a classroom climate in which each member believes that the use of effective social skills will enhance productivity.

#### **Description of Activities**

Activities will include lectures, written materials, review of research, role play, and practice exercises. Participants may develop a checklist for evaluation of demonstrated social skills.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. a paper-and-pencil test
2. a review of written work using established criteria
3. observation according to objective criteria

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants achieve increased knowledge on at least 80% of the specific objectives.



## **Component: 5.403.003**

### **Follow-Up Plan**

Participants will

1. Diagnose student needs, at least one student in classroom.
2. Attend review update session.
3. Keep a journal describing self-assessment of the use/modeling of effective social skills.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 5.403.004**

### **CONFLICT RESOLUTION**

#### **General Objective**

Participants will demonstrate the knowledge and competencies of conflict resolution and peer mediation for the purpose of establishing a resolution program within their own classrooms and schools.

#### **Specific Objectives**

The participant will:

1. Identify the types of problems that students, adults, and world leaders deal with and the way they typically solve those problems. (This provides proof that adults use the same methods that kids do);
2. Identify the characteristics of a classroom that promotes risk-taking, active listening, and open lines of communication.
3. Determine the two main components of student empowerment and how they are promoted in conflict resolution.
4. Demonstrate knowledge of the difference between conflict and violence.
5. Demonstrate knowledge of the difference between conflict resolution and conflict management.
6. Understand the three main elements of conflict.
7. Understand and be able to model the rules for fighting fair.
8. Identify the three levels of conflict and how personal perspective escalates and de-escalates conflict situations.
9. Identify the styles for handling anger.
10. Identify the styles for handling conflict.
11. Demonstrate the use of I messages.
12. Identify the characteristics of active listening and positive non-verbal communication.
13. Determine a plan for implementation of a peer mediation program in their classroom at school.

#### **Description of Activities**

Participants will be engaged in a variety of activities that include, but are not limited to, simulations, role playing, brainstorming, analysis of current situations and teacher beliefs, and implementation plans.

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate the competencies of this course in the following manner: pre and post test, successful modeling of skills in role playing activities, lesson plans regarding conflict resolution, and implementation plans.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review



## **Component: 5.403.004**

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Teacher Training, Professional Learning



## **Component: 5.403.005**

### **DEALING WITH CONFLICT**

#### **General Objective**

To assist educators in developing preventative strategies for managing conflict.

#### **Specific Objectives**

The participant will:

1. Define conflict and personal styles for dealing with it.
2. Define anger and understand the role it plays in handling conflict.
3. Identify strategies for preventing conflict.
4. Understand and practice strategies for handling conflict in a group setting.

#### **Description of Activities**

Participants will examine their school environment through a climate survey, explore strategies for dealing with conflict through simulation, and evaluate the different strategies for their effectiveness for different situations.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by one or more of the following:

1. Successful completion of climate survey.
2. Participation in simulation and role play opportunities.
3. Development of plan for dealing with existing conflict that resides at their particular school.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio



**Component: 5.403.005**

6. Networking support group
7. On-site mentoring/coaching

**Inservice Points - 30 maximum**

For Additional Information - Director, Professional Learning



## **Component: 5.403.006**

### **VERBAL AGGRESSION AWARENESS**

#### **General Objective**

To provide all school district personnel with an overview of the 1996 Use of Reasonable Force legislation. The component will also provide participants with the opportunity to identify verbal aggression strategies which can reduce the need for the Use of Reasonable Force.

#### **Specific Objectives**

The participant will:

1. Review the 1996 Use of Reasonable Force legislation, Section 232.27 (l) (i); 232.273, Florida Statutes.
2. Define verbal aggression and identify numerous causes of verbal aggression.
3. Identify the three types of communication and their relationship to verbal aggression.
4. Understand the three stages of verbal aggression and reactions to the stages.
5. Identify other training opportunities which address both verbal and physical aggression.

#### **Description of Activities**

The instructional time will consist of a video presentation, written materials, activities, and interactive learning.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. group brainstorming
2. individual written assignments
3. group written assignments.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program completion will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group



**Component: 5.403.006**

7. On-site mentoring/coaching

**Inservice points - 5 maximum**

For Additional Information - Supervisor, Teacher Training



## **MANAGING ANTI-SOCIAL BEHAVIOR**

### **General Objective**

To enable teachers and instructional paraprofessionals to structure classroom interventions and environment so as to reduce or prevent disruptions caused by anti-social students. Enable teachers to rapidly identify the 5-10% of the student population which requires specialized interventions.

### **Specific Objectives**

The participant will:

1. Examine specific, research-based strategies to be able to reduce or prevent student outcomes.
2. Gain a repertoire of effective management strategies to apply in working with students who exhibit anti-social behaviors.
3. Practice effective strategies.
4. Identify the 85-90% of the participant's student population that will respond to universal and specialized group interventions and the 5-15% of the student population that will require specialized individual intervention such as alternative placements and community services.
5. Create an environment that facilitates learning to reduce the amount of time spent dealing with off-task and disruptive behaviors.
6. Present a predictable environment that enables "at risk" students to feel safe and be more productive in the classroom.

### **Description of Activities**

The Educational Research and Dissemination Program is a Hillsborough Classroom Teachers Association sponsored research-based professional learning program. It was created to provide classroom educators access to research on teaching and learning in a forum that helps them understand the value of using research findings to guide classroom practice and to give them the ability to apply those findings effectively. This series of professional learning experiences provides valid and reliable research findings on best practices in identifying anti-social behaviors, in managing the classroom effectively and in helping students build social competence. The Managing Anti-Social Behavior course focuses on dealing with students who display chronic anti-social behavior, and it focuses on classroom management and teacher effectiveness. Activities will include: AV presentations, discussions, questionnaire, case studies, modeling, reflection on research, role playing and collaborative group activities.

### **Evaluation**

#### **Participant Assessment**

1. Journals/research reflections
2. Individual and group products and presentations
3. Trainee/peer observation and feedback

#### **Component Assessment**

1. All participants and consultants will complete the Office of Training and Professional Learning evaluations to assess the degree in which specific objectives have been addressed by component activities. Participant data will be summarized.
2. All participants will complete HCTA course effectiveness survey to determine effectiveness of content and strategies.

#### **Follow-Up Plan**

1. A series of workshops will be held to provide follow-up and continuous access to the credible, research-based information that is essential to educators as they carry out their professional responsibilities.
2. NBCT's will provide mentoring and support throughout the series of workshops.
3. Web-Based Learning Community.



**Component: 5.403.007**

**Inservice Points - 60 Maximum**

For Additional Information - Director, Office of Training and Professional Learning



## **Component: 5.404.001**

### **UNDERSTANDING AND MANAGING CONFLICT OF STUDENTS AND COLLEAGUES (Managing Conflict)**

#### **General Objective**

To understand and to use techniques of conflict resolution to assist teachers, counselors, and other personnel to be more effective and productive in helping students learn.

#### **Specific Objectives**

The participant will:

1. Identify and apply the concepts of conflict management.
2. Understand personality indicator profiles in general and the participant's profile in particular.
3. Identify characteristics of personality types as they relate to teaching styles of teachers, the learning styles of students, and managing styles of conflict resolution.
4. Develop strategies to utilize in the school setting (e.g., teaming, committees planning instruction, use of materials, teaching strategies, curriculum development, and conflict resolution).

#### **Description of Activities**

Participants will attend a series of workshops on managing conflicts and take a personality inventory. The component leader and/or the consultants will work with individuals and/or faculties on the educational implications of the results, in light of managing conflicts.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. A paper-and-pencil test
2. Product development
3. Observation according to objective criteria.

The criteria for successful completion will be 80%.

##### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

#### **Follow-up Plan**

Participant will exhibit expertise of newly acquired knowledge by providing a written product or demonstration of content presented.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Guidance



## **Component: 5.404.002**

### **UNDERSTANDING/MANAGING STUDENT BEHAVIOR (Managing Stu Behavior)**

#### **General Objectives**

To assist teachers in developing an understanding of the dynamics of human behavior as presented by some organized model, such as Adlerian, Reality Therapy, Behavior Modification, Ounce, ACT, etc.

To help teachers become more aware of the inter-relationship between patterns of child behavior and the child's own lifestyle.

To increase teachers' sensitivity to their own needs, and to their methods of relating to others.

#### **Specific Objectives**

The participant will:

1. Master the terminology and the concepts of the particular model being studied.
2. Demonstrate skills of implementation for use in the classroom or with clients.
3. Develop/implement programs using the skills.
4. Participate in activities designed to increase awareness of self and others.

#### **Description of Activities**

Teachers will participate in role-playing activities, group discussions, self-awareness activities, and reporting of classroom experimentation at meetings. Teachers will also be required to read assignments and share findings with the group. College course and/or conference completion may be used to meet objectives of this component.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. A paper-and-pencil test.
2. A review of written work using established criteria.
3. Classroom observation using an objective checklist.

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 5.404.002**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



## **COOPERATIVE DISCIPLINE**

### **General Objective**

To develop an approach to discipline that allows teachers to maintain firm yet friendly control in the classroom and that motivates students to achieve academic success as well as develop high levels of self-esteem.

### **Specific Objectives**

The participant will:

1. Demonstrate an understanding of the philosophy of Cooperative Discipline and the assumptions regarding the basis of behavior.
2. Identify which of the four goals of misbehavior a student is trying to achieve when that student misbehaves.
3. State a variety of interventions that could be used at the moment a student misbehaves for each of the four goals of misbehavior.
4. State a variety of ways to reinforce desirable behavior in students.
5. Develop a list of ways to build student self-esteem through encouragement strategies.
6. Develop techniques for involving students, parents, and others in the discipline process.
7. Complete an action plan on a selected student that
  - a. pinpoints and describes the student's behavior.
  - b. identifies the goal of the misbehavior.
  - c. chooses intervention techniques for the moment of misbehavior.
  - d. selects encouragement techniques to build student self-esteem.
  - e. involves parents as partners in the discipline process.

### **Description of Activities**

Participants will participate in Inservice workshops and support groups to study and implement Cooperative Discipline. Workshops will incorporate the use of lectures, discussions, videos, hands-on activities, skill building practices, and modeling.

### **Evaluation**

#### **Participant Assessment**

An action plan will be written by each participant following the requirements of specific objective number seven. The action plan will be assessed using a five points scale (five the highest score) and the plan must achieve a rating of three or higher. In addition, a one page paper outlining how the participant will implement Cooperative Discipline in his/her classroom will be submitted and critiqued by instructor and peers.

#### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized and shared with appropriate supervisors and/or coordinators.



## **Component: 5.404.003**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 5.404.004**

### **TEACHER INDUCTION AND RENEWAL (Teacher Induction)**

#### **General Objective**

To provide knowledge and skills for teachers new to the profession in the areas of classroom management and instructional strategies.  
To provide veteran teachers the opportunity to review and renew their skills in the areas of classroom management and instructional strategies.

#### **Specific Objective**

The participant will:

1. Understand the definition of induction and how it relates to success in the classroom.
2. Recognize the role and responsibility of the teachers in the success and achievement of students.
3. Review research from Harry Wong's *The First Days of School*.
4. Become aware of and practice classroom management strategies which increase student achievement. The classroom management strategies include Getting Ready, Procedures and Routines, Bellwork, Signals, Buzz Groups, Noise Level, Transition, and Dismissal.
5. Become aware of and practice instructional strategies which increase student achievement. The instructional strategies include Anticipatory Set, Teaching to Objectives, Formulating Objectives, Active Participation, Closure, and Monitoring and Adjusting.

#### **Description of Activities**

The instructional time will consist of lectures, discussions, videos, written materials, activity sheets, presentations, and interactive learning.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. individual and group products
2. completed handouts
3. presentations
4. summaries from *The First Days of School*

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
1. 2. Criteria for positive program completion will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 5.404.004**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Teacher Training



## **Component: 5.404.005**

### **EFFECTIVE MANAGEMENT STRATEGIES FOR YOUTH SERVICES (Eff Mgmt Strat Yth Svc)**

#### **General Objective**

Participants will learn management techniques that will assist them in keeping the school environment safe.

#### **Specific Objectives**

1. Establishment of class rules
2. Establishment of positive consequences
3. Establishment of negative consequences
4. Establishment of classroom procedures
5. Development of effective strategies for working with adjudicated youth
6. Development of verbal crisis intervention techniques
7. Acquire techniques for providing feedback to students regarding behavior.
8. Develop strategies to communicate student progress regarding following class rules.
9. Learn effective techniques for teaching classroom procedures.
10. Establish conditions necessary for successful conflict resolution.
11. Establish ground rules for classroom to facilitate conflict resolution.
12. Establish procedures for recognizing students who successfully resolve conflict with peers.

#### **Description of Activities**

Activities will include, but not be limited to, role playing, discussions, review of the literature, and projects.

#### **Evaluation**

##### **Participant Assessment**

1. Participants must complete assigned activities.
2. Participants must demonstrate increased competency on at least 80% of the objectives as determined by a pre and post assessment or by other valid means of measurement.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Trainer will complete one or more of the following:

1. Review/Update Session
2. Technical Assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. On-site mentoring/coaching
6. Other, as determined by trainer.

#### **Inservice Points - 60 Maximum**

For Additional Information – Supervisor, Teacher Training



## **Component: 5.404.006**

### **SURVIVING AND THRIVING: TOOLS FOR BUILDING YOUR FIRST YEAR INTO A SUCCESS (Surviving and Thriving)**

#### **General Objectives**

To offer practical teaching tools and strategies for teachers who are new to the profession and to experienced teachers who are new to the School District of Hillsborough County (SDHC).

#### **Specific Objectives**

The participant will:

1. Acquire practical strategies and techniques to strengthen their practice, thus improving education for their students.
2. Connect the Survive and Thrive workshops to the teaching and learning process to make significant learning gains for their students.
3. Share successful coping skills for the typical problems encountered by new teachers.
4. Share methods for navigating the school district structure and procedures.
5. Gain access to opportunities to network with other teachers throughout the district.
6. Collaborate with National Board-Certified Teachers (NBCT) whom they can call upon for support and mentoring throughout the year.
7. Increase awareness of and skill in a variety of areas including, but not limited to: best practices, NBCT accomplished practices, classroom management strategies, integrating technology into teaching and learning, teacher productivity tools.

#### **Description of Activities**

Surviving and Thriving workshops are created and conducted by Hillsborough's National Board-Certified Teachers in collaboration with the Hillsborough Classroom Teachers Association and the Hillsborough Consortium for Technology and Education. These workshops provide new teachers with the tools necessary for a successful first year. The workshops offer coping skills, methods to navigate the school system, successful instructional strategies, teacher productivity tools, parent conferencing skills and opportunities to network with other teachers throughout the District. Participants will have the opportunity to identify NBCT mentors to provide support for them throughout the year. These workshops are grounded in five core NBCT propositions that define accomplished teaching:

- a. Teachers are committed to students and their learning.
- b. Teachers know the subjects they teach and how to teach those subjects to students.
- c. Teachers are responsible for managing and monitoring student learning.
- d. Teachers think systematically about their practice and learn from experience.
- e. Teachers are members of learning communities.

#### **Evaluation**

##### **Participant Assessment**

Formative: Trainer/Peer observation and feedback

Participants will increase mastery of stated objectives as measured by one or more of the following: product evaluation, peer observation, survey results.

##### **Component Assessment**

All participants and consultants will complete evaluation surveys to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.



## **Component: 5.404.006**

### **Follow-Up Plan**

1. A series of workshops will be held to provide follow-up and continuous networking and support for participants.
2. NBCT's will provide mentoring and support throughout the participants' first year.
3. Other strategies deemed appropriate by the NBCTs such as: level two workshops, small group sessions, and on-line conference area.

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 5.404.010**

### **ACP: TEACHER INDUCTION AND RENEWAL (Teacher Induction)**

#### **General Objective**

To provide knowledge and skills for teachers new to the profession in the areas of classroom management and instructional strategies.  
To provide veteran teachers the opportunity to review and renew their skills in the areas of classroom management and instructional strategies.

#### **Specific Objective**

The participant will:

1. Understand the definition of induction and how it relates to success in the classroom.
2. Recognize the role and responsibility of the teachers in the success and achievement of students.
3. Review research from Harry Wong's *The First Days of School*.
4. Become aware of and practice classroom management strategies which increase student achievement. The classroom management strategies include Getting Ready, Procedures and Routines, Bell work, Signals, Buzz Groups, Noise Level, Transition, and Dismissal.
5. Become aware of and practice instructional strategies which increase student achievement. The instructional strategies include Anticipatory Set, Teaching to Objectives, Formulating Objectives, Active Participation, Closure, and Monitoring and Adjusting.

#### **Description of Activities**

The instructional time will consist of lectures, discussions, videos, written materials, activity sheets, presentations, and interactive learning.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. Individual and group products
2. Completed handouts.
3. Presentations
4. Summaries from *The First Days of School*

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program completion will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 5.404.010**

### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 5.404.011**

### **Organizational Orientation**

#### **General Objective**

To provide newly hired educators with the foundational skills needed to effectively deliver high quality instruction within a classroom culture for learning.

#### **Specific Objective**

The participant will:

1. Acclimate newly hired teachers to Hillsborough County Public Schools
2. Equip newly hired educators with the skills to meet the needs of all students
3. Learn how to build appropriate positive relationships with students
4. Understand the importance of establishing rules and procedures for the classroom and how to acknowledge adherence and lack of adherence
5. Discuss a variety of physical room arrangements and determine the pros and cons of each layout
6. Become aware of a variety of policies from the Human Resources Department
7. Review the technology platforms used in the district to support instruction
8. Become aware of the curriculum and accompanying resources for various content areas

#### **Description of Activities**

The instructional time will consist of lectures, discussions, videos, written materials, activity sheets, presentations, and interactive learning.

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. Individual and group products
2. Completed handouts
3. Presentations
4. Canvas reviews

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program completion will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow up Plan**

Will consist of one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching



**Component: 5.404.011**

**Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Teacher Training



## **Component: 6.011.001**

### **CARDIOPULMONARY RESUSCITATION / AED (CPR)**

#### **General Objective**

To train teachers, students, and other school personnel in life saving techniques in order that they can deal effectively with emergency situations.

#### **Specific Objectives**

The participant will:

1. Identify the conditions and situations in which CPR is needed.
2. Identify the steps, in order, for the rescue.
3. Demonstrate CPR on a mannequin, according to the performance standards of the American Heart Association.
4. Identify and perform obstructed airways procedures.
5. Identify the conditions and situations in which an AED would be used.
6. Demonstrate on a "Practice AED" the correct steps to perform the procedure.

#### **Description of Activities**

Instruction will include:

1. Hand-outs
2. Audio tapes and slides.
3. Filmed motion sequences demonstrating correct CPR procedures.
4. Demonstrations with mannequin.
5. Practice methods of CPR on mannequin.
6. Practice methods of CPR and choking on mannequin.
7. Demonstrations with a "Practice AED".
8. Practice methods of AED use on a mannequin.

#### **Evaluation**

##### **Participant Assessment**

Participants will be evaluated by:

1. Written test
2. Observation using performance check list of American Heart Association and AED checklist.

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 6.011.001**

### **Follow-Up Plan**

Participants to conduct a self-check of the skills retained three months after course ends. Site administrators will determine annually the course participants to attend for either initial certification or re-certification.

### **Inservice Points - 10 maximum**

For Additional Information - Supervisor, Physical Education, School Health Services



## **Component: 6.014.001**

### **SAFETY EDUCATION**

#### **General Objective**

To provide K-6 teachers with strategies, knowledge, and materials to enable them to teach safety education as a subject or by integrating it into the existing curriculum where appropriate. Three areas of immediate concern are pedestrian, bicycle, and passenger safety.

#### **Specific Objectives**

The participant will:

1. Discuss environmental hazards which might contribute to accidents.
2. Discuss human factors that may contribute to accidents.
3. Describe learner characteristics and students' sensory patterns that are especially important in safety education.
4. Identify key elements in complex situations, predict risk involvement, and execute safe decisions.
5. List procedures for guiding students through experiences of risk assessment and decision making.
6. Identify students who may be susceptible to involvement in repeated accidents.
7. Use specific hazard awareness and accident prevention materials.
8. List procedures for emergency evacuation procedures under varying circumstances (bus, pedestrian, etc.).
9. Identify national, state and local safety agencies and personnel for resource purposes.
10. Follow procedures for a uniform accident reporting system and discuss how the feedback can be used for safety education in the school plant and classrooms.
11. Provide leadership and supervision for co-curricular safety activities such as safety patrols, bicycle clubs, hiking clubs (not necessarily a direct function of every teacher, but a support function of all teachers).
12. Describe consequences of school-related accidents.

#### **Description of Activities**

This component will include workshop training which will enable teachers to use all visual and printed materials provided by the Traffic Safety program, Department of Education. Presentations will be conducted by consultants from the State Department of Education, Teacher Center personnel, district coordinators, and/or any personnel that can make significant contributions.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by:

1. Pre/Post tests on the subject matter.
2. Development of lesson plans by participants enabling each to integrate three specific safety concepts into three different subject areas.

The criteria for each assessment procedure will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Participants will self-report to the instructor what activities have been incorporated into the classroom.

#### **Inservice Points - 18 maximum**

For Additional Information - Supervisor, Risk Management



## **Component: 6.014.002**

### **FIRST AID**

#### **General Objectives**

To conserve human life and alleviate suffering in the schools through the administering of first aid. To educate school personnel in the correct procedures to follow in caring for sick or injured students while awaiting regular medical treatment. To enable the school system to comply with federal regulations pertaining to the school system.

#### **Specific Objectives**

The participant will demonstrate:

1. Knowledge on how to recognize an ill or injured person.
2. Assessing a scene for personal & bystander safety.
3. Assessing a victim for level of consciousness.
4. How to alert the EMS/911 System.
5. How to attend to the needs of the victim
  - a. Checking airway, breathing & circulation
  - b. Head to toe exam
  - c. Check for bleeding, shock, obvious injuries & signs of sudden illness.
6. Knowledge in the care of wounds and shock.
7. Competence in several variations of artificial respiration.
8. Ability to deal with poison, burns, ill-effects of heat and cold, and bandaging.
9. Proficiency in techniques of immobilization, rescues, and transfers.
10. Dealing with stress after a situation.

#### **Description of Activities**

Instruction will follow these methods:

1. Lecture and instructor demonstrations
  - a. PowerPoint or
  - b. Slide presentation
2. A filmed demonstration of the skills
3. Performance of the skills by the participants

#### **Evaluation**

##### **Participant Assessment**

Each participant will be evaluated in the following two phases:

Phase One - Assessment of ability to bandage, splint, and transport injured students in break-out groups.

Phase Two - Verbal question and answer session in staged scenarios.

The criteria for successful completion will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 6.014.002**

### **Follow-Up Plan**

Participants conduct a self-check of the skills retained three months after course ends. Site Administrators will determine annually the course participants to attend for either initial certification or recertification.

### **Inservice Points - 12 maximum**

For Additional Information - Coordinator, Elementary Health Education, School Health Services



## **Component: 6.014.003**

### **BLOOD BORNE PATHOGENS INSERVICE CURRICULUM**

#### **General Objective**

To give all employees a knowledge base about blood borne pathogens in fulfillment of an educational requirement set forth in the occupational exposure to Blood Borne Pathogens Standard.

#### **Specific Objectives**

The participant will:

1. Have access to the regulatory text of the OSHA Standard and an explanation of its contents.
2. Receive a general explanation of the epidemiology and symptoms of blood borne diseases.
3. Have explained the modes of transmission of blood borne pathogens.
4. Have outlined to him/her the employer's exposure control plan and have accessibility to a copy of the written plan.
5. Be informed of the Hepatitis B vaccine program.
6. Be provided an opportunity to ask questions of the presenter.

#### **Description of Activities**

The presenter will conduct a workshop to provide information outlined in the stated objectives.

#### **Evaluation**

##### **Participant Assessment**

The participant will provide feedback to the trainer on the following:

1. Content
2. Value of information
3. Length/Adequacy of Training

##### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities.

#### **Follow-Up Plan**

Site administrator will ensure all personnel attend an annual update.

##### **Inservice Points - 30 maximum**

For Additional Information - Supervisor of Safety, School Health Services



## **Component: 6.014.004**

### **CERTIFIED SUPERVISOR SAFETY TRAINING (Supervisor Safety Training)**

#### **General Objective**

To provide Supervisors with knowledge about safety rules and procedures in order to enable supervisors to implement the District Safety Program.

#### **Specific Objectives**

The participant will:

1. Recognize a bloodborne exposure incident.
2. Describe universal precautions to keep from contracting bloodborne diseases.
3. Describe procedures to follow if they have been exposed during a bloodborne exposure incident.
4. Recognize hazardous chemicals that may be used in the workplace.
5. Identify special precautions to be used while handling, storing, or transporting hazardous materials.
6. Demonstrate how to use a fire extinguisher.
7. Recognize three (3) types of fire extinguishers commonly found at school/work sites.
8. Demonstrate the correct techniques for lifting.
9. Recognize and explain the use of the district approved first aid flip chart.
10. Recognize and instruct subordinate employees on electrical safety.
11. Acquaint and train on the District Safety Program.

#### **Description of Activities**

Training will consist of 8 hours of group instruction covering the objectives listed above. Inservice activities will include lectures, demonstrations, small group discussions, and videos. Participants will be given an opportunity to ask questions during the presentation of this material.

#### **Evaluation**

##### **Participant Assessment**

Participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by the component activities. Participant data will be summarized.

##### **Component Assessment**

Criteria for positive program judgment will be that 90% of all participants show an increased knowledge on at least 80% of the specific objectives through section examination.

#### **Follow-Up Plan**

Site administrator to determine if incidents that occurred were handled appropriately.

#### **Inservice points - 10 maximum**

For additional information - Supervisor, Personnel Services



## **Component: 6.014.005**

### **ANNUAL SAFETY UPDATE TRAINING (Annual Safety Update Trng)**

#### **General Objective**

To update employees' knowledge in specific safety areas and to comply with the requirements of the Occupational Safety and Health Act.

#### **Specific Objectives**

The participant will:

1. Recognize hazardous chemicals and identify special precautions to be used when working with them.
2. Identify three types of fire extinguishers and demonstrate proper utilization.
3. Recognize a bloodborne exposure incident and demonstrate knowledge or universal precautions and appropriate protocols (Exposure Control Plan).
4. Demonstrate knowledge of basic first aid and CPR as related to the specific work site.
5. Review special issues related to the individual work site/specific duty.

#### **Description of Activities**

Training will consist of one (1) hour of annual group instruction covering the objectives listed above. Training activities may include lectures, demonstrations, small group discussions, and video presentations. Participants will be given an opportunity to ask questions during the presentation.

#### **Evaluation**

##### **Participant Assessment**

Participants will be assessed through the evaluation of each individual and/or group assignment utilizing competency-based assessment instruments. In addition, participants will complete all written assignments and/or activities which will be evaluated for appropriate structure and content. The criteria for successful completion will be 80%.

##### **Component Assessment**

1. Participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show an increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Participants will participate in an annual update of information. Site administrator will verify participation in update sessions.

#### **Inservice points - 1 annually**

For Additional Information - John Cooper, District Safety Coordinator



## **Component: 6.014.006**

### **Safety Custodial Training**

#### **General Objective**

The purpose of this component is to provide custodial employees with the knowledge of all aspects of safety in the workplace. This objective will be achieved through direct instruction and participant-centered activities. Upon completion of this component, participants will be able to effectively deal with all safety procedures for their job position.

#### **Specific Objective**

Custodial employees will learn and practice safety procedures to use while working at their job site.

#### **Description of Activities**

Custodial employees will attend the Safety Custodial Training one (1) time a year for four (4) hours. This training will address all aspects of safety procedures (new and existing) in their workplace this includes:

1. Employee Responsibilities
2. Hazardous Communication
3. Asbestos Awareness
4. Chemical Safety
5. Safety Drills
6. Fire Prevention
7. Electrical Safety
8. Lock out Tag Out (LOTO)
9. Worker Compensation
10. Blood Borne Pathogens
11. Back Safety
12. Summer Safety (Heat Stress)
13. Slips, Trips, and Falls
14. Mold

#### **Evaluation**

Participants will demonstrate mastery of 80% of the objectives by the following:

1. Verbal questions and answers during the training.

#### **Follow-up**

Follow-up Strategies will include at least one of the following:

1. Participant survey
2. Participant feedback to direct supervisors
3. Review of topics at staff meetings

#### **Rationale**

The Policy Statement expresses the commitment of Hillsborough County Public Schools to provide students and employees with a safe and healthy work environment. All employee groups will be involved in this Safety, Health and Environmental Program, each sharing the responsibility for establishing and maintaining an effective Safety Program.



**Component: 6.014.006**

**Inservice Points - 4**

For Additional Information, Director, Professional Learning



## **Component: 6.205.001**

### **SAFETY TRAINING: INDUSTRIAL EDUCATION (SAFETY TRNG-I E)**

#### **General Objective**

To inform and update industrial education teachers about safe practices and standards in an industrial education facility.

#### **Specific Objectives**

The participant will:

1. Survey facilities to determine what safety discrepancies exist.
2. State, in detail, safety standards as required by Florida School Law, NIOSH, and OSHA.
3. Initiate a plan to color-code all equipment in a facility according to the national standard color-coding system.
4. Initiate the development of a safety education program as an integral part of the curriculum.
5. Initiate the development of written safety tests.
6. Initiate the development of a safety standards action plan for their facility.
7. Initiate the development of a student-based laboratory safety/management system.
8. Identify appropriate first aid application procedures specified by Florida School Law and District policy.
9. Initiate survey of laboratory first aid kit inventory.

#### **Description of Activities**

The delivery system of activities may include workshops, discussions, seminars, hands-on activities, demonstrations, industrial visitations, or private sector presentations.

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate master of 80% of the objective(s) by at least one of the following:

1. Written critique
2. Paper and pencil test
3. Observation according to established criteria
4. List of deficiencies with noted action taken

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Observation of specific implementation strategies will be made by the supervisors' office.
2. Safety records will be kept with the instructor and examined every semester by site administration or supervisor.
3. A self-assessment checklist will be provided to all participating teachers.
4. Safety coaching team, made up of in-field teachers or supervisor, will be sent to random sites to determine the implementation of new safety material and to assist participating teachers.
5. Request sample lessons plans for a specific safety area to the addressed.
6. Will share "Best Practice(s)" with other teachers.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Industrial & Technology Education



## **Component: 6.410.001**

### **AWARENESS TRAINING ON SEXUAL HARASSMENT IN THE WORK PLACE (Sexual Harassment)**

#### **General Objective**

Participants will integrate knowledge about sexual harassment in the work place into their repertoire of professional management and leadership behaviors. Participants will share, following district guidelines, their knowledge of sexual harassment issues with teachers, staff, parents, and students.

#### **Specific Objectives**

Participants will be able to:

1. Define and identify who can be victims of sexual harassment.
2. Identify two types of sexual harassment and give examples for each.
3. Demonstrate comprehension of the Hillsborough County School Board policy regarding sexual harassment.
4. Paraphrase the key guiding principles for those who receive reports of sexual harassment.
5. Apply the directions given for handling investigation findings.
6. Demonstrate comprehension of, and perform in accordance with, the explanations of confidentiality and retaliation.
7. State examples of do's and don'ts in order to minimize the risk of being accused of sexual harassment.
8. Explain what to do in each of the following situations:
  - a. a staff person is being harassed,
  - b. a staff person is accused of harassing,
  - c. a staff person receives a report from a student claiming harassment,
  - d. a staff person sees a student being harassed.
9. Use provided materials for informing adults and various student populations about sexual harassment.
10. Provide staff presentations using the outline for individual site meetings.

#### **Description of Activities**

Participants will engage in the following activities:

1. Mini lectures/presentations
2. Discussions
3. Readings
4. Self assessment/reflection

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate competency in each objective by one or more of the following:

1. Mini lectures/presentations
2. Discussions
3. Presentations made at individual sites.
4. Products made at individual sites to assist with presentations.



## **Component: 6.410.001**

### **Component Assessment**

At least one of the following sources of information will be used to ascertain program effectiveness:

1. Participants written comments.
2. Participants questionnaires.
3. Effective presentations to staff at individual sites.
4. Surveys regarding awareness effectiveness.
5. Positive program assessment will occur when at least 90% of the participants demonstrate knowledge on at least 80% of the objectives.

### **Follow-Up Plan**

Site administrators will ensure that all employees have training. Administrators will also determine which employees need to attend and update of presented information.

### **Inservice Points - 10 Maximum**

For Additional Information - General Director, Human Resources



## **Component: 6.414.001**

### **MENTAL HEALTH ISSUES FOR EDUCATORS (Mental Health)**

#### **General Objectives**

To sensitize educators to mental health issues affecting the learning and the social adjustment of students.

To enable the educator to recognize and deal with mental health issues affecting his/her own performance and welfare.

#### **Specific Objectives**

The participant will:

1. List at least five physiological components of mental health and describe their usual effect on human subjects.
2. List at least six socio-cultural components and describe their effects on mental health.
3. List at least six environmental components and describe their effects in mental health.
4. Specify behaviors/feelings/conditions which each of the components listed in 1-3 might develop in (a) students; (b) educators.
5. Outline/describe strategies for dealing positively with selected behaviors/feelings/conditions listed above and their antecedents for students and for self.

#### **Description of Activities**

Workshops, seminars, and conferences may be organized to study mental health issues. They may be organized around specific problems, such as Parent-Teacher-Child Partnership; Teaching/Learning Styles; Stress Management., etc.

#### **Evaluation**

##### **Participant Assessment**

A paper and pencil test with 80% criteria for successful completion.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Participant will submit a written description of how they used learned strategies in dealing with behavior and on feelings to their supervisor.
2. Participant will submit a written care summary on a student identifying physiological, environmental, or socio-cultural components affecting his/her mental health to their supervisor.

#### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.406.001**

### **CLINICAL EDUCATION**

#### **General Objective**

To provide participants with the knowledge base, strategies, and skills necessary to be an effective clinical educator.

#### **Specific Objectives**

The participant will:

1. Identify the major components in the formative process.
2. Explain the relationships among the components in the formative process.
3. Describe and develop the clinical skills for diagnosing teacher performance, including
  - a. determining what data are needed.
  - b. choosing an appropriate data collection method.
  - c. collecting the data needed.
  - d. analyzing the data collected.
  - e. summarizing the data analyzed.
  - f. organizing the data for presentation to the observed teacher.
4. Describe and develop the clinical skills for conferring with teachers about instructional performance, including
  - a. analyzing the effects of the clinical educator-developing teacher relationship on conferring.
  - b. using effective interpersonal communication skills in conferences.
  - c. applying effective conferring procedures.
5. Describe and develop the clinical skills for preparing and implementing professional learning plans, including
  - a. determining the developing teacher's readiness level.
  - b. formulating data-based goals and objectives.
  - c. constructing a professional learning plan.
  - d. identifying monitoring functions for implementing the professional learning plan.
  - e. describing the decision-making process used in implementing the professional learning plan.
6. Explain the role of reflection upon the clinical education process as decision-making component.

#### **Description of Activities**

Participants will engage in a variety of activities including, but not limited to, the following:

- a. mini lectures and presentations
- b. discussions
- c. simulations
- d. role plays
- e. case studies
- f. video presentations

#### **Evaluation**

##### **Participant Assessment**

The participant will demonstrate competency in each of the components of the clinical education process by two or more of the following:

- a. products produced during training and assessed by instructor.
- b. presentations made during training and assessed by instructor.
- c. role plays completed during training with feedback from process observers.



## **Component: 7.406.001**

### **Component Assessment**

Two sources of information will be used to ascertain program effectiveness:

1. All participants and instructors will complete questionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Positive program judgment will be that 90% of all participants demonstrate knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

Application activities in the work setting will include the development of on-the-job skills in giving specific feedback and support to other educators and pre-service interns, preparing professional learning plans for new educators, and serving on new educator support teams.

Assistance in applying new skills may include the following:

1. Mentoring and coaching
2. Network support groups

A random sample of participants will be surveyed to determine the extent of use of the new information.

### **Inservice Points - 30 maximum**

For Additional Information - Supervisor, Management Training or Supervisor, Teacher Training



## **Component: 7.406.002**

### **Mentoring for Professional Growth (Mentoring)**

#### **General Objective**

To provide participants with opportunities to coach and mentor colleagues who are looking for ways to improve their teaching performance.

#### **Specific Objectives**

The participant will be involved in one or more of the following:

1. Serve as an active member of a support team for a colleague who has entered the NEAT Process.
2. Serve as a coach/mentor for National Board candidates.
3. Serve as a coach/mentor for another colleague who wants to gain expertise in a particular topic, content, instructional strategy, or classroom management strategy.
4. Conduct informal classroom observations in order to collect data by which to coach.
5. Assist with the planning of particular lessons or units.
6. Assist with the development of the National Board certification portfolio items.
7. Critique the writing required for the National Board certification.
8. Critique the videos being used for submission for National Board.
9. Conduct peer study groups on a particular topic and determine ways for classroom implementation.
10. Present demonstration lessons for other colleagues to observe.

#### **Description of Activities**

Participants will engage in activities appropriate for completing one or more of the specific objectives, such as: dialogue groups, classroom observations, demonstration lessons, and lesson development.

#### **Evaluation**

##### **Participant Assessment**

Successful completion will be determined and verified by either the school administrator or the district level administrator who requests the involvement of each participant. The basis for credit will be determined by the extent of the involvement of each mentor with points ranging from 3 to 30. Final approval lies with the director of Professional Learning. All forms must be submitted with signatures.

##### **Component Assessment**

Because the professional learning activities described in this component are not formal training programs with objective assessment of participants' increased knowledge and skills, program assessment will include reporting of persons participating and inservice points earned.

#### **Follow-up Plan**

Follow-up activities will be conducted via one or more of the following: survey, completion of formal or informal professional learning plans, dialogue groups or focus groups.

#### **Rationale**

The National Board for Professional Teaching Standards is based upon research into best educational practices to increase student achievement. The NBPTS published *What Teachers Should Know and Be Able To Do* after the Carnegie Forum on Education and the Economy Task Force published *A Nation Prepared: Teachers for the 21<sup>st</sup> Century*.



## **Component: 7.406.002**

The NBPTS report represents the board's vision of accomplished teaching and what teachers must demonstrate through their portfolios, analysis of student work and the assessment center exercises.

### **Cultural Competence**

The first core proposition, "Teachers are Committed to Students and Their Learning," embodies the ideas underlying cultural competence. Teachers believe all students can learn; students are treated equitably and teachers understand students differ and take student differences into account in their planning and instruction.

### **Research Based**

The standards of the NBPTS are the foundation for certification in each of the 25 certificate areas. Standards are established through committees composed of teachers in the field, experts in applicable and related fields and community members. The group meets to discuss and create standards built upon the five core propositions. Standards are submitted for public review and discussion and then finalized by the National Board.

### **Best Practices** (NB 5 Core Competencies)

1. Teachers are committed to students and learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

### **Framework Correlation**

Domain 4: 4a. Reflecting on Teaching

### **In-service Points** – Maximum 30 hours

For additional information - Director, Professional Learning



## **Component: 7.410.001**

### **SCHOOL LAW**

#### **General Objective**

To familiarize school personnel with laws and court decisions directly affecting their performance of their professional activities.

#### **Specific Objectives**

The participant will:

1. List landmark court decisions.
2. State the law in simple terms.
3. Describe legally appropriate handling of typical incidents/problems in one or more of the following areas:
  - a. Managing the Environment - Responsibilities of school personnel in establishing healthy and safe school environment; extent of such responsibility in terms of time (before and after school) and area (to and from school); definitions and consequences of negligence; in loco parentis principle, etc.
  - b. Managing Students - Discipline, due process (procedural) and substantive), student records, search, accountability for students' learning, administration of medication, first aid, conducting field trips, etc.
  - c. Teacher Rights and Responsibilities - Extent and kind of authority which can be assumed, employment requirements, substantive and procedural due process, etc.

#### **Description of Activities**

The workshop will be conducted in lecture-discussion groups. Primary emphasis will be placed on matters about which teachers express particular concern, although the instructor will also stress important laws and decisions of which they may be unaware. Participants will cull newspapers and professional publications for the most current laws and decisions, as well as to determine what important issues are pending. Conference and college coursework may also be used.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. a paper-and-pencil test
2. a review of written work using established criteria.

The criteria for successful completion will be 80% mastery of the course objectives.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow Up Plan**

Participants will use the District's Policies and Procedures Manual (hard copy and on-line status), state statutes, and federal regulations to determine appropriate actions to take in various situations that occur at the work site. Periodic updates will occur at information meetings for administrators.

#### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



**INSTRUCTIONAL MATERIALS (TEXTBOOK)  
TRAINING PROGRAM FOR INSTRUCTIONAL LEADERS  
(Textbook Training Program)**

**General Objective**

To communicate the special nature of the instructional materials (textbooks) and the district and state procedures to be utilized at the Elementary, Middle, High School, Technical Career/Adult, and ESE levels.

**Specific Objectives**

Participants will:

1. Identify at least six (6) district/state procedures regarding the management of instructional materials (textbooks) at their site/level.
2. Identify the two (2) newly approved School Board policies relating to instructional materials (textbooks) equity, state adoption and county adoption areas.
3. Describe the benefits from following established instructional materials (textbooks) procedures in the ordering of materials for both state and county adopted titles.
4. Successfully complete the ordering procedure for state adopted materials and for county adopted (flexibility) materials (noting the differences between the two).
5. Outline and describe the best practices for management of instructional materials (textbooks) for their site/level.
6. List the basic elements that are examined when evaluating state adopted instructional materials and describe procedures and strategies for evaluating them.
7. List the basic elements that are examined when evaluating county adopted instructional materials (flexibility) and describe procedures and strategies for evaluating them.
8. Recognize that the effective use of appropriate instructional materials (textbooks) is an invaluable part of the learning process that helps students achieve district established grade level benchmarks (2,5,8, and 10) and revised graduation standards and requirements.
9. Describe procedures and effective strategies for the use and disposal of obsolete/out of adoption instructional materials (textbooks).
10. Identify the steps for the proper use of the cost cent report in the management of instructional materials (textbooks) funds.
11. Produce rationale for using instructional materials (textbooks) on an equitable basis throughout the district.
12. Describe their role in the effective management and use of instructional materials (textbooks).
13. Identify the process to prioritize district textbook needs.
14. Recognize the district's procedure for the efficient transfer of in adoption and out of adoption instructional materials (textbooks).

**Description of Activities**

Personnel trained in the Instructional Materials (textbooks) Program will use this information to provide leadership, at their site/level, in the effective management and implementation of this program per School Board and State Department of Education policies and procedures. Participants will be involved in lectures, discussions, cooperative group activities, and AV presentations. Participants will receive a revised copy of the Instructional Materials Handbook when the training has been completed.

**Evaluation**

**Participant Assessment**

Participants will complete pre-and post-test on the specific objectives and must show gain on 85% of the objectives.



## **Component: 7.410.003**

### **Component Assessment**

1. All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants showed increased knowledge on at least 85% of the specific objectives.

### **Follow-Up Plan**

Records will be examined periodically to determine if course participants have followed established procedures for handling textbook concerns and needs.

### **Inservice points - 5 maximum**

For Additional Information - Supervisor, Educational Materials Services



## **Component: 7.415.001**

### **PROBLEM SOLVING FOR FACULTIES (Fac Problem Solving)**

#### **General Objective**

To provide teachers, administrators, and other staff with skills for building staff problem-solving capacity for improved organizational functioning.

#### **Specific Objectives**

The participant will:

1. Identify strengths of the organization and any common concerns.
2. List kinds of organizational data needed to address concerns.
3. Outline methods for gathering such data for analysis and study.
4. Examine data gathered and organize relevant information with regard to concern under study, relating data to
  - a. function of the organization
  - b. roles of personnel involved
  - c. institutional constraints on change (financial, legal, political)
  - d. effect of change in one area on other areas of operation
5. Identify processes by which decisions are/can be made, and the relative advantages and disadvantages of each.
6. Design a model for planned change in the organizational unit and list strategies for implementation.

#### **Description of Activities**

Participants will meet with a specially trained consultant team to develop the skills and achieve the objectives listed above.

#### **Evaluation**

##### **Participant Assessment**

Evaluation will vary with the specific area under study by a school faculty. The criteria for successful completion will be 80% on the post assessment.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Consultant team will establish meeting dates to determine if the skills that were taught were implemented.

#### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.415.002**

### **Response to Intervention Problem Solving Leadership Team Essentials**

#### **General Objective**

This course is designed to help Problem Solving Leadership teams understand and operate using the Problem Solving/Response to Intervention framework. This professional learning training sequence includes the foundations of Response to Intervention, techniques, and strategies for creating and maintaining effective Problem-Solving Leadership Teams, and instruction on how to meaningfully interpret school, class, and individual student data. Opportunities will also be provided for teams to practice their skill building. This course was created for members of the Problem-Solving Leadership Team. The members should include the school principal, assistant principals, guidance counselors, school psychologists, school social workers, reading specialists, reading coaches, writing coaches, math coaches, and ESE specialists. Teachers who serve on the Problem-Solving Leadership Team should be present for day two of the training sequence.

#### **Specific Objectives**

This course will help Problem Solving Leadership Teams to:

1. Access the data necessary to determine the percent of students in core instruction who are achieving benchmarks (district grade-level standards)
2. Use data to make decisions about individuals and groups of students within the Core academic curriculum
3. Perform each of the following steps when identifying the problem for a student for whom concerns have been raised:
  - Define the referral concern in terms of a replacement behavior (i.e., what the student should be able to do) instead of a referral problem.
  - Use data to define the current level of performance of the target student.
  - Determine the desired level of performance (i.e., benchmark) for Academics.
  - Determine the current level of peer performance for the same skill as the target student.
  - Calculate the gap between student current performance and the benchmark (district grade level standard).
  - Use data analysis to determine whether core instruction should be adjusted or whether supplemental instruction should be directed to the target student.
4. Develop potential reasons (hypotheses) that a student or group of students is/are not achieving desired levels of performance (i.e., benchmarks)
5. Identify the most appropriate type(s) of data to use for determining reasons (hypotheses) that are likely to be contributing to the problem
6. Identify the appropriate supplemental intervention available for a student identified as at-risk
7. Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for Academic core and supplemental curricula and individualized intervention plans
8. Ensure that any supplemental and/or intensive interventions are integrated with core instruction in the general education classroom
9. Ensure that the proposed intervention plan is supported by the data that were collected
10. Determine if an intervention was implemented as it was intended
11. Use appropriate data selection (e.g., Curriculum-Based Measurement, FAIR, FCAT, behavioral observations) for progress monitoring of student performance during interventions
12. Interpret graphed progress monitoring data to make decisions about the degree to which a student is responding to intervention (e.g., positive, questionable, or poor response).
13. Make modifications to intervention plans based on student response to intervention.
14. Use appropriate data to differentiate between students who have not learned skills (e.g., did not have adequate exposure to effective instruction, not ready, got too far behind) from those who have barriers to learning due to a disability.

#### **Description of Activities**

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Lecture
2. Discussions
3. Modeling of strategic activities
4. Demonstrations of teaming, data based instructional planning at Tiers 1, 2, and 3



## **Component: 7.415.002**

### **5. Hands-on training**

#### **Evaluation**

Evaluation of the specific objectives will be determined by the RtI facilitators through analysis of survey data and homework submitted as part of the training process. Participants must demonstrate increased competencies in 80% or more of the specific objectives in order to earn Inservice credits. Competency will be measured by survey response and assignment completion.

#### **Follow-up**

Participants will demonstrate knowledge of RtI and the problem-solving process by returning to their sites and setting up effective Problem-Solving Leadership Teams. A follow-up survey will assess the team's comfort level with the concepts learned in the training sessions. RtI facilitators will provide on-going technical assistance to school teams.

#### **Rationale**

Response to Intervention is a knowledge base, skills, and a service delivery system that is intended to provide an educational experience to all students that is focused on delivering effective education and intervention programs. Response to Intervention uses frequent progress monitoring of student outcomes. Those measured student outcomes are then used to adjust and change programs and interventions when necessary. RTI is a cornerstone of a problem-solving service delivery system. Delivering scientifically based interventions with integrity and monitoring how the student responds to those interventions provides an invaluable database of important information about the need to change or sustain the intervention in a timely fashion.

#### **Cultural Competence**

The Response to Intervention training is designed to improve outcomes for all students. The RtI course embeds cultural competency by helping educators to be more intentional about implementing effective instructional practices that focus on each student's learning outcomes.

#### **Research-Based**

Response to Intervention (RTI) is a multi-tiered approach to help struggling learners that is driven by the use of research-based methods of instruction and intervention. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention.

#### **Best Practices**

1. Understanding of the RtI framework as a means to help all students achieve
2. Efficient, direct measures of student performance to identify areas in need of further academic instruction
3. Research-supported strategies are implemented with fidelity and integrity
4. Educational decision making is based on meeting student needs, not eligibility for special education.

#### **Inservice Points - 60 Maximum**

For Additional Information - Tracy Schatzberg, Psychological Services



## **Component: 7.501.001**

### **INTRODUCTION TO PROGRAM EVALUATION (Intro To Evaluation)**

#### **General Objective**

To provide instruction to instructional personnel in techniques and procedures for conducting program evaluation as it relates to topics such as SAC Plans.

#### **Specific Objectives**

The participant will:

1. Recognize key evaluation terms.
2. List the steps in program evaluation.
3. Identify various types of measurement instruments.
4. Be aware of some of the pitfalls in program evaluation.
5. Recognize the relationship between the steps in program evaluation.
6. Develop an evaluation plan in outline form.
7. Report the findings of an evaluation to various audiences.

#### **Description of Activities**

During this Inservice offering, participants will receive group instruction covering topics listed in objectives 1-7. They will be given reading assignments in the provided materials. In addition, participants will develop an evaluation plan (objective 6).

#### **Evaluation**

##### **Participant Assessment**

Evaluation activities will include developing an Evaluation Plan.

The attached figure delineates evaluation procedures for each measurable objective.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Submit an evaluation in report on program studied.

#### **Inservice Points - 60 Maximum**

For Additional Information - Director, Assessment, Accountability and Evaluation



## **SUPERVISORY SKILLS**

### **General Objective**

To enable any person who has supervisory responsibility to develop skills for carrying out that responsibility effectively, efficiently, and humanely.

### **Specific Objectives**

The participants will:

1. Outline his/her supervisory responsibilities or those which(s) he hopes to undertake, including:
  - a. curriculum design and development.
  - b. teacher evaluation and dismissal.
  - c. budgeting and inventory control.
  - d. test evaluation.
  - e. materials evaluation.
  - f. faculty planning.
2. Analyze job descriptions to determine the roles of the various persons in the work situation and the interplay between them.
3. Assess his/her leadership style and draw implications for good supervisory practice.
4. Demonstrate communication skills.
  - a. give oral and/or written instructions briefly and clearly.
  - b. listen actively to employee suggestions/complaints.
  - c. give corrective feedback appropriately.
5. Demonstrate interpersonal skills.
  - a. Analyze, orally or in writing, situations in terms of their dynamics and alternative possibilities for resolution.
  - b. Work cooperatively with persons under his/her supervision to plan, carry out, and evaluate work.
6. Demonstrate conference skills.
  - a. Conduct worker-supervisor conferences dealing with any problem or function typically arising in the course of the relationship.
7. Demonstrate planning skills.
  - a. identify needs, situation, or personnel.
  - b. demonstrate, where appropriate, the competencies expected of workers.
  - c. plan with others for training programs to enhance worker productivity.
  - d. review workflow, making appropriate adjustments.
  - e. improve time management skills.
8. Demonstrate knowledge of and ability to communicate knowledge of the policies and procedures governing the basic aspects of the supervisor-worker relationship.

### **Description of Activities**

One or more of these objectives may be addressed by lecture, workshop, professional conference, or college course. A variety of methods and media will be used, allowing for practice and critique.



## **Component: 7.502.001**

### **Evaluation**

#### **Participant Assessment**

The participant will be evaluated by at least one of the following:

1. A paper - and - pencil test.
2. A review of written work using established criteria.
3. Demonstration of competencies or skills in the training and/or work setting.

The criteria for successful completion will be 80%.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

1. Mentoring and coaching
2. Networking support groups
3. On-the-job development and refinement of new skills

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Management Training



## **Component: 7.502.002**

### **PROFESSIONAL LEARNING EVALUATION PROTOCOL (Prof Learning Eval)**

#### **General Objective**

The 2000 Florida Legislature enacted new legislation to improve the quality of the professional learning system for public education on major changes enacted in the 1998 and 1999 legislative sessions. The purpose of Florida's Professional Learning Evaluation Protocol is to assist school districts in determining if state requirements are being met and if best practices in professional learning are being utilized. A goal for districts is to improve school effectiveness with measurable impact on teacher growth and improved student performance.

#### **Specific Objectives**

The participant will:

1. Be able to articulate the components of the district's professional learning system to any stakeholder.
2. Be able to assist employees in downloading their Inservice record from the district's website.
3. Follow the appropriate procedures for requesting and closing out an Inservice activity.
4. Be able to articulate the components of the DOE Professional Learning Evaluation Protocol.
5. Be able to design quality professional learning programs based on the NSDC standards and the district approved master Inservice plan that impacts student academic achievement.
6. Be able to evaluate the effectiveness of their professional learning programs.
7. Be able to assist participants in aligning their IPDP's to the training activity.

#### **Description of Activities**

Activities conducted will include but not be limited to lectures with audiovisuals, discussions, demonstrations, problem-solving/application sessions in small and large group settings, role-playing, and question and answer time. The instructor(s) will issue appropriate resource materials to effectively teach the material. The overview session is 30 hours in length.

#### **Evaluation**

##### **Participant Assessment**

The participants will be given a pre- and post-test on the objectives. Credit will be awarded to any participant demonstrating improvement on 80% of the objectives on the posttest.

##### **Component Assessment**

All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized. Training sessions will be randomly visited to determine if training objectives have been incorporated.

#### **Follow-Up Plan**

One or more of the following strategies will be used:

1. Attend a follow-up session.
2. Other as determined by consultant.
3. Training sessions will be randomly visited.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Office of Training and Professional Learning



## **Component 7.502.003**

### **Data Wise for District Level Administrators**

#### **General Objective**

The Data Wise for District Level Administrators component provides participants with an introduction to a systematic process of "Prepare and Inquire" when using assessment data as a catalyst for improving the quality of education through collaborative analysis and interpretation of data to influence and enhance the decision-making process. Data Wise is designed to support district level administrators with understanding how to use multiple types of data to improve instruction and learning. Utilizing a hands-on, interactive format, participants analyze assessment data, learn a research-based protocol for examining instruction and cultivating the essential "habits of mind" required for making meaningful instructional improvements. Working collaboratively with district level administrative colleagues, participants create an overview of district data, and develop technical skills for analyzing data as well as leadership skills for using it effectively. Through case studies, large group presentations, small group discussions with colleagues, and follow-up webinars, participants explore best practice including the challenges and rewards of using data wisely. This course is designed to help participants understand the work involved in the first two phases of the Data Wise Improvement Process (Prepare and Inquire) and to guide them toward engaging colleagues in these activities.

#### **Specific Objectives**

This course will help support district level administrators to:

- Understand the Data Wise Improvement Process as a way of organizing the work of district improvement through data analysis.
- Cultivate the "habits of mind" that can improve the effectiveness of team meetings at the district and help foster a supportive culture of inquiry.
- Experience protocols that engage district level administrators in the collaborative use of data
- Develop skills in using Excel and PowerPoint to analyze, display and share district data.
- Learn the five key elements of observing practice and appreciate the importance of examining instruction to the work of improvement.
- Answer the five core questions investigated during the course:
  - What are the most effective strategies educational leaders can use to frame the work of using data to improve instruction?
  - How can educational leaders foster a district culture that supports using data to improve instruction, learning, and understanding?
  - How can education leaders come to terms with the mountains of data they have?
  - How can educational leaders support meaningful discussions about data?
  - How can educational leaders develop global connections to support their own understanding.

#### **Description of Activities**

Participants will attend an introductory workshop and participate in 12-week asynchronous online courses coached by instructors from the Harvard Graduate School of Education Wide World program. Participants will learn a systematic process for using assessment data through preparation and inquiry to collaboratively analyze and interpret data as a catalyst for improving the quality of education. The Data Wise course will use the following methods:



## **Component 7.502.003**

1. Introductory workshop
2. Interactive asynchronous online course
3. Professional Learning Community team discussions
4. Team-based coaching/modeling
5. Hands-on training with job-embedded integration of research-based strategies.

### **Evaluation**

Participants will demonstrate mastery of 80% of the objectives by at least one of the following:

1. Online Course Assessment through the Wide World
2. Artifacts demonstrating mastery of content.

### **Follow-up**

Follow-up strategies will include at least one of the following:

1. Participant survey
2. Participant feedback to direct supervisors
3. Ongoing data analysis and review in Professional Learning Communities and/or a staff meetings

### **Rationale**

Hillsborough County Public Schools as part of the continuous improvement model will effectively use data through active analysis and discussion to guide decision-making and to design and implement instruction which enhances learning and understanding.

### **Cultural Competence**

Participants will gain knowledge and skills of using data analysis to guide district level decision-making. The Data Wise course is designed to give participants tools to identify needs for differentiating practice, instruction, and decision-making to enhance learning for students from differing profiles, including those with disabilities and from diverse cultural and linguistic populations.

### **Research-Based**

The Data Wise course is research-based, developed by WIDE World professional learning programs, through research at the Harvard Graduate School of Education.

### **Best Practices**

1. Clear and Common Focus
2. High Standards and Expectations
3. Strong Leadership
4. Monitoring, Accountability, and Assessment

### **Inservice Points - 60 Maximum**

For Additional Information--Director, Professional Learning



## **Component: 7.504.001**

### **BUDGET MANAGEMENT**

#### **General Objective**

To provide knowledge and skills in managing the financial resources needed to support effective instructional programs.

#### **Specific Objectives**

The participant will:

1. Describe orally or in writing, knowledge of Florida school laws and school bond policies dealing with financing educational programs.
2. Develop a budget to support an educational program with appropriate involvement of personnel, who must work with that budget.
3. Initiate various types of expenditures and to analyze financial records and reports.
4. Develop a system for evaluating the effectiveness of a program budget.

#### **Description of Activities**

One or more of these objectives may be addressed by lecture, workshop, professional conference, or college course. A variety of methods and media will be used, allowing for practice and critique.

#### **Evaluation**

##### **Participant Assessment**

Participant must complete a pre-posttest on specific objectives and must show gain on all objectives and/or, participants will prepare a school-specific product that reflects their knowledge gain.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow Up Plan**

Participants will create a site-specific budget that conforms with the policies and procedures of the Hillsborough County Public Schools.

Mentoring and coaching will be encouraged to provide leadership and assistance in this activity.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Management Training



## **TIME MANAGEMENT AND MOTIVATION (Time Manage Motiva)**

### **General Objectives**

To provide participants with information about:

1. The team building process and its implications within an educational setting.
2. Team building as a management strategy.
3. The motivational theories and processes within organizations.
4. The different approaches to managing themselves and others.

### **Specific Objectives**

The participant will:

1. Incorporate team building into their organization.
2. Apply motivational approaches within their organization.
3. Analyze and identify patterns and activities related to time management.
4. Identify time wasters and their causes.
5. Measure effectiveness in achieving daily, weekly, and monthly objectives.
6. Identify their approach to motivation.
7. Apply the seven-step process to team building.

### **Description of Activities**

The focus of this program will be on teaching the participants to manage themselves and others within their organizational environment. Topics will include managing change, team goal setting, collaborative efforts, leadership styles, communication, problem identification, force-field analysis, principles of time management, group process, and effective delegation.

Each participant should expect to learn a systematic process to enable him/her to effectively influence organizational direction and behavior.

The program will incorporate five methods of teaching: lecture, role playing, group dynamics, discussion, and critical analysis.

### **Evaluation**

#### **Participant Assessment**

Participants will demonstrate the following by test, workbook activities and behavior:

1. Identify at least five theories of motivation.
2. Identify seven steps of team building.
3. Complete a time management study of him/herself.
4. Complete a time management program she/he will utilize.
5. Demonstrate team-building skills by leading a group within the class.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 7.507.001**

### **Follow-Up Plan**

Participants will establish benchmark dates by which they will evaluate this progress in reducing time wasters. Instructor will be available for coaching if needed.

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Management Training



## **Component: 7.507.002**

### **INTERPERSONAL INFLUENCE**

#### **General Objectives**

To provide educators with a set of concepts and skills on interpersonal influence to include:

1. Learning basic concepts about the process of interpersonal influence.
2. Identifying one's characteristic styles of using and responding to interpersonal influence.
3. Practicing basic skills of interpersonal influence.

#### **Specific Objectives**

The participant will:

1. Identify and explain the major ideas that describe the process of interpersonal influence as presented in the system.
2. Use guidelines to diagnose and analyze forces and effects of influence in selected interpersonal and group situations.
3. Identify and make judgments about one's own characteristic influence styles.
4. Identify the extent and nature of one's own need to influence.
5. Identify ways in which principles learned and guidelines utilized in the workshop may be applied in other settings.

#### **Description of Activities**

The basic work group of the workshop design includes six members. There will be films to illustrate behaviors, sound recordings to aid reflection on one's own experiences and ways of doing things. There will be written exercises and role-playing during the workshop to enhance learning. Commercially developed materials may be designated to meet all or part of the activities.

#### **Evaluation**

##### **Participant Assessment**

Performance evaluation using objective criteria as well as a written post test will assess knowledge and skills gained during the workshop with 80% criteria for successful completion.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Thirty days after course ends, participants will self report one situation that occurred, how they handled it and how that method differs from how they would have handled the situation prior to the class. Responses to be sent to instructor.

#### **Inservice Points -30 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.507.003**

### **TEACHERS AS PROFESSIONALS**

#### **General Objective**

To provide participants with the opportunity to assess their own status as teaching professionals, to explore ways in which they can enlarge their own professionalism, and to plan for their individual growth as professional teachers.

#### **Specific Objectives**

The participant will:

1. Identify criteria for defining teaching as a profession.
2. Develop a model for promoting professional learning including individual competence, personal values and job requirements.
3. Form key concepts about teacher professionalism including the role of professionals in effective schools.
4. Examine personal values.
5. Assess individual teaching competencies in four clusters --
  1. planning and organizing
  2. interpersonal communication
  3. professional involvement
  4. technical and professional knowledge
6. Validate critical competencies for the professional teacher.
7. Explore ways to overcome barriers to teacher professionalism.
8. Describe strategies for working effectively with colleagues, including difficult colleagues.
9. Discuss ways of enhancing public relations, both reactive and proactive.
10. Access a variety of strategies for problem solving.
11. Identifies a variety of professional activities.
12. Generate strategies for developing professional capacities based on self assessment.
13. Write a professional learning plan to implement in the current work setting including resources, strategies, outcomes, and timeline.

#### **Description of Activities**

The training will be organized into three segments: self assessment, exploration of topics to extend professionalism, and planning for professional growth. Topics will be developed via a competency model: readiness, key concepts, positive model, practice, and transfer. Reflection on activities will be an integral part of the training.

#### **Evaluation**

##### **Participant Assessment**

Participants will develop and implement a professional plan based on learnings from the training. Implementation will be assessed by way of a follow-up after program completion.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



**Component: 7.507.003**

**Follow-Up Plan**

Follow-up in the form of a three-month check or self-report will be part of the program.

**Inservice Points - 30 Maximum**

For Additional Information - Supervisor, Teacher Training



## **INTERACTION MANAGEMENT**

### **General Objective**

Participants will develop skills in handling problem situations with employees in a manner satisfactory to both the employee and management.

### **Specific Objectives**

The participants will demonstrate the ability to manage effectively any of the following work-related situations:

1. improving employee performance
2. improving work habits
3. utilizing effective follow-up action
4. utilizing effective disciplinary action
5. maintaining improved performance
6. overcoming resistance to change
7. improving attendance
8. reducing tardiness
9. terminating an employee
10. motivating the average performer
11. orienting the new employee
12. teaching an employee a new job
13. delegating responsibility
14. gaining acceptance as a new supervisor
15. overcoming resentment
16. informing the union of a change
17. handling employee complaints
18. handling grievances
19. handling pupil/parent complaints
20. handling emotional situations
21. handling discrimination complaints
22. taking immediate corrective action
23. managing groups--concepts and key principles
24. managing groups--giving information
25. managing groups--seeking information
26. establishing performance goals/standards
27. preparing an employee for a goals and standards meeting
28. communicating performance standards
29. negotiating performance standards
30. reviewing performance goals
31. communicating standards and negotiating goals
32. reviewing performance goals and standards
33. reinforcing a supervisor's interaction skills
34. diagnosing critical situations
35. planning the performance appraisal
36. reviewing performance appraisal outcomes
37. overcoming goals and standards implementation problems
38. conducting grievance meetings



## **Component: 7.507.005**

### **Description of Activities**

Participants will engage in the following activities to acquire the skills necessary to manage effectively the selected work-related situation (s):

1. Behavior modeling
2. Skill practice
3. Group activity

### **Evaluation**

#### **Participant Assessment**

Participants will demonstrate acceptable levels of skill necessary to manage the selected work-related situation(s) listed in the specific objectives through any of the following evaluation methods or combination thereof as determined by the consultant:

1. Pre-posttest
2. Peer observation
3. Trainer observation
4. Self-rating with supervisor sign-off
5. Supervisor observation

The criteria for successful completion will be 80%.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

Application activities in the work setting may include the following:

1. Use of the new skills and information in counseling with instructional and non-instructional employees
2. Coaching employees to higher levels of performance

A random sample of participants will be surveyed to determine the extent of use of the new strategies.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Management Training



## **Component: 7.507.007**

### **ADMINISTRATIVE SKILLS**

#### **General Objective**

To enable any person who has administrative responsibility to develop skills for managing personnel, facilities, equipment, materials and time in the administration of an educational program.

#### **Specific Objectives**

The participant will:

1. Interpret and follow federal, state and school board laws and policies.
2. Recruit, screen, select, train, assign and evaluate personnel.
3. Select, maintain and account for facilities, materials and equipment.
4. Effectively utilize the time of staff members.
5. Establish priorities to facilitate completion of essential tasks.

#### **Description of Activities**

One or more of these objectives may be addressed by lecture, workshop, professional conference, or college course. A variety of methods and media will be used, allowing for practice and critique.

#### **Evaluation**

##### **Participant Assessment**

Participant must complete pre-posttest on specific objectives and must show gain on all objectives.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow Up Plan**

Application activities in the work setting may include the following:

1. Development of a work plan to address a site-specific issue.
2. Discussion of site-specific issues with an immediate supervisor.
3. Focus group to address a site-specific course of action.

The participant's annual performance appraisal will reflect his/her competence in the course objectives.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Management Training



## **Component: 7.507.008**

### **EFFECTIVENESS COACHING**

#### **General Objective**

To provide participants with skills to coach teachers and others to perform at higher levels of effectiveness.

#### **Specific Objectives**

The participant will:

1. Describe research on the coaching process.
2. Identify teacher/employee problems and needs for growth.
3. Link coaching to personal and organizational goals.
4. Follow the Situational Leadership model (Blanchard) in working with employees at various levels of professional commitment and development.

#### **Description of Activities**

The objectives will be accomplished through lecture, reading, small group discussion, role-playing, simulation, and video.

#### **Evaluation**

##### **Participant Assessment**

The participant will demonstrate competency in the coaching process and in the principles of Situational Leadership as shown by participation in the simulation game and small group discussions.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow Up Plan**

1. Mentoring and coaching from others in the class
2. Networking and support groups

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 7.507.009**

### **LEADERSHIP FOR MIDDLE SCHOOLS**

#### **General Objectives**

To present a comprehensive overview of the following:

1. The nature and needs of middle grades students.
2. The philosophy and programs of middle schools.
3. The concept of interdisciplinary teaming and varied instructional delivery systems.
4. Advisor/advisee programs.
5. Integrating the community into the instructional process.
6. Alternative assessment practices.

#### **Specific Objectives**

The participant will:

1. Recognize the social, emotional, and physical differences of middle grades students.
2. Identify ways for the school to meet the social, emotional, and physical needs of middle grades students.
3. Demonstrate knowledge of the philosophy of a caring and secure, non-threatening atmosphere for middle grades students.
4. Develop skills for forming effective instructional teams.
5. Demonstrate leadership skills in group dynamics and conflict resolution.
6. Demonstrate skills in developing flexible school schedules to enhance interdisciplinary team instruction.
7. Demonstrate knowledge of various alternative instructional delivery systems including cooperative learning, learning centers, games and simulations, and technology-related activities.
8. Demonstrate ways to include and enhance cultural diversities throughout the school.
9. Demonstrate school-wide activities for increasing and maintaining student self-worth.
10. Demonstrate knowledge of the basic philosophy of an advisor/advisee program.
11. Demonstrate methods of administering and scheduling and effective advisor/advisee program.
12. Prepare a schoolwide activity program appropriate for middle grades students.
13. Devise a plan for a middle grades school to integrate some portion of the community with a learning activity.
14. Demonstrate knowledge of assessment procedures other than pencil and paper.

#### **Description of Activities**

Inservice sessions will consist of lectures, discussion, demonstrations, media presentations and independent study materials.

#### **Evaluation**

#### **Participant Assessment**

Participants will earn at least 80% on a written posttest and/or the participant will furnish evidence of activities as assigned by the workshop leader.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 7.507.009**

### **Follow Up Plan**

Application activities in the work setting will include the development of on-the-job skills in planning, scheduling, management, budgeting, resource allocation, curriculum and program design, team building, professional learning. Primarily, these application activities will be supported through mentoring, coaching and network support groups.

### **Inservice Points - 60 maximum**

For Additional Information - General Director, Middle Schools Programs



## **FACILITATIVE LEADERSHIP**

### **General Objectives**

To equip participants with the knowledge and skills to achieve quality results by leading through increased employee participation and building quality decisions that are fully supported by team members and key stakeholders.

To develop within participants an understanding of the concept of facilities leadership and skills to:

1. plan and set team sessions and one-on-one meetings up for success.
2. use facilitative behaviors to effectively lead team sessions and one-on-one meetings.
3. use several problem-solving tools to facilitate decisions.
4. develop effective action plans.
5. successfully evaluate, communicate, and recognize individual contributions to achieving quality results.

### **Specific Objectives**

The participant will:

1. Understand the characteristics and use of facilitative leadership.
2. Identify what typically goes wrong with team efforts and identify the elements of an effective one.
3. distinguish between content (what) and process (how).
4. Understand the pressures on today's organizations which are pushing leaders toward a more facilitative leadership style.
5. Demonstrate how to use the Framework for Leadership to plan for, lead and follow up on team efforts and one-on-one meetings to achieve quality results.
6. Evaluate their own skills as facilitative leaders and select areas for development.
7. Understand and demonstrate how to plan effectively for team sessions.
8. Develop clear outcome statements.
9. Define the content and key stakeholders for a one-on-one meeting or team effort.
10. Understand options for meeting roles and how to choose an option for a given session.
11. Identify various decision-making options and practice selecting appropriate options for different types of decisions.
12. Develop useful agendas.
13. Examine a model and tools for working on issues in team sessions and one-on-one meetings.
14. Define Interactive Problem Solving.
15. Understand interaction's 6-phase problem solving model and practice obtaining key agreements in each phase.
16. Demonstrate the use of several problem-solving tools.
17. Understand the value of using an open approach to problem solving.
18. Understand and practice the skills and behaviors that facilitative leaders and team members can use to effectively plan and lead a team process.
19. Use several prevention techniques to ensure that team sessions and one-on-one meetings get off to a good start and sustain momentum.
20. Use intervention techniques to keep team sessions and one-on-one meetings on track and handle difficult situations.
21. Develop skills for concluding team work sessions to help insure effective implementation.
22. Develop an effective action plan.
23. Demonstrate how to complete a session review.
24. Understand how to prepare a group memory for distribution to key stakeholders.
25. Identify the key aspects of presenting for buy-in.
26. Develop a method for evaluating, communicating and recognizing team success.
27. Define the elements and principles of effective follow-up.



## **Component: 7.507.010**

### ***Concept Areas***

1. Facilitative Leadership
2. Framework for Leadership
3. Decision Making Models
4. Effective Team Sessions
5. Components of Planning
6. Interaction Problem Solving
7. Facilitative Behaviors
8. Action Planning
9. Effective Follow-up

### **Description of Activities**

This training will combine direct instruction, interaction discussions and planning activities, modeling and actual practice of techniques and skills being learned with coaching from the trainers. Participants will be divided into smaller groups with a trainer as coach working with each group in order to ensure that each participant has multiple opportunities to practice and receive feedback from other participants and from the trainers.

### **Evaluation**

#### **Participant Assessment**

Participants will be evaluated based on their actual performance in demonstrating and applying during the workshop sessions the skills and knowledge gained in the training.

#### **Component Assessment**

All participants will complete a variety of evaluation instruments to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized and used for program modification.

### **Follow Up Plan**

Application activities in the work setting include the use and development of on-the-job skills in facilitation, group problem solving, consensus building, agenda setting, conducting productive meetings and promoting productive interactions. Support will be provided in the forms of coaching and network support groups.

A random sample of participants will be surveyed to determine the extent of use of the new information.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Management Training



## **LEADERSHIP DEVELOPMENT FOR TEACHERS** **(Leadership for Teachers)**

### **General Objective**

To meet the needs of experienced teachers who have a desire to engage in developing the knowledge and skills to improve their schools. Three broad components of the course are Personal Assessment, Changing Schools, and Influencing Strategies. The course is designed to be highly interactive and to provide teachers with opportunities to broaden their focus beyond their individual classrooms.

### **Specific Objectives**

The participant will:

1. Assess themselves in relation to teacher leader characteristics and develop teacher leader communication and negotiation skills.
2. Cooperatively learn and teach the definitions and concepts of teacher leadership from the literature.
3. Experience giving and receiving feedback as a means of growth and development of skills.
4. Determine personal values and congruence with workplace values.
5. Exhibit and develop skills in teacher leader roles of recorder, reporter, and facilitator.
6. Demonstrate listening skills.
7. Acknowledge differences and recognize the value of them.
8. Develop influencing strategies in one-on-one and team relationships.
9. Draft a personal vision for a school and build a shared vision with a team.
10. Measure own school's practices in relation to dimensions of teacher leadership.
11. Apply knowledge of change process to personal experience.
12. Identify relevant decision-making areas for teacher leaders.
13. Design strategies for collegial relationships with peers at different stages of professional expertise.
14. Select and present a viewpoint on current issues related to school change.
15. Analyze and use data to support a position on an issue.
16. Envision future role as a teacher leader and develop plans for personal/professional learning and for influencing change in home school setting.

### **Description of Activities**

1. Participate in a Bomo Team, developing rapport, culture, and support for learning.
2. Learn cooperatively in small groups.
3. Individually assess characteristics and reflect on experiences.
4. Keep a journal and share reflections with journal partner.
5. Participate in group discussions.
6. Write portfolio assignments.
7. Prepare and participate in activities to practice skills and apply knowledge one-on-one and in small groups.

### **Evaluation**

#### **Participants Assessment**

The participants will:

1. Attend all sessions and participate fully in all activities.
2. Use the journal as a tool for reflection as a teacher leader and on experiences in the course.
3. Thoughtfully respond to the portfolio assignments as a means of applying course content to the work setting.
4. Apply the course content to her/his professional role by responding to the prompts on the final examination.



## **Component: 7.507.011**

### **Component Assessment**

Two sources of information will be used to ascertain program effectiveness:

1. All participants and instructors will complete questionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Positive program judgment will be 90% of all participants demonstrate knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

1. Mentoring and coaching
2. Network support groups
3. Regular reflection on use of skills in the work setting.

A random sample of participants will be surveyed to determine the extent of use of the new information.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Management Training



## **7 HABITS**

### **General Objective**

Participants will integrate into their leadership styles the seven habits of highly effective people (Dr. Stephen Covey) and will demonstrate internalization of character ethic in their professional interactions.

### **Specific Objectives**

The participant will be able to:

1. Differentiate between character ethic and personality ethic.
2. Explain the law of the Harvest.
3. Apply the Goose & Golden Egg analogy to their professional lives.
4. Differentiate between production and production capability and identify three kinds of PC assets.
5. Explain the emotional bank account in human interactions.
6. Define and explain the relationships among the primary laws of love and the primary laws of life.
7. Explain the term "customer" as it relates to an educational organization.
8. Identify and explain the five deposits and five withdrawals that are critical to establishing positive, productive relationships.
9. Apply the following principles when discussing paradigm shifting:
  - a. Almost every significant breakthrough is a break with.
  - b. We see the world, not as it is, but as we are.
  - c. The essence of being truly objective is to admit we are subjective.
10. Explain the maturity continuum.
11. Identify, define, and explain the key concepts for each habit.
12. Identify and explain the key principles for each habit.
13. State and explain the function of each of the seven habits.
14. Create educational scenarios that show the application of the seven habits.
15. Develop personal plans for incorporating each of the seven habits into their daily lives.
16. Model character ethic when interacting with others.
17. Demonstrate internalization of each habit by modeling behaviors that are congruent to each of the habits.
18. Identify their ineffective habits and explain how each ineffective habit contributes to their nonsuccess in relationships.
19. Develop personal plans for eliminating ineffective habits.
20. Select or create tools for self monitoring of progress and apply those tools for personal and professional growth.

### **Description of Activities**

Participants will engage in a variety of activities, including:

- a. video presentations
- b. mini lectures
- c. discussions
- d. cooperative group work
- e. self assessment exercises
- f. outside readings
- g. journal writing
- h. application exercises



## **Component: 7.507.012**

### **Evaluation**

#### **Participant Assessment**

Participants will demonstrate competency in each objective by two or more of the following methods:

- a. discussions during training and assessed by instructor.
- b. cooperative learning tasks completed during the training and assessed by the instructor.
- c. presentations made and assessed by the instructor.
- d. exercises completed during training and for outside study.
- e. self assessment products.
- f. personal-professional learning plans.

#### **Component Assessment**

The following sources of information will be used to ascertain program effectiveness:

- a. Participants' written comments in journals.
- b. Participant questionnaires that ask how well each of the specific objectives was addressed by the learning activities.
- c. Instructor questionnaires that ask how well each of the specific objective were addressed by the learning activities.
- d. Participant assessment data indicate that at least 90% of the participants demonstrate knowledge of at least 80% of the specific objectives.

### **Follow Up Plan**

Application activities in the work setting may include the following:

- a. Development of a personal mission statement
- b. Use of active listening
- c. Elimination of unproductive time management behaviors
- d. An increase in Quadrant II behaviors
- e. Adoption of ways to think win-win
- f. Implementation of strategies to discover and appreciate different opinions
- g. An increase in personal and professional behaviors that develop the self
- h. An increase in proactive behaviors

Professional development programs to be offered as follow-up include First Things First What Matters Most? and Principle-Centered Leadership

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Management Training



## **Component: 7.507.013**

### **CONTINUOUS QUALITY IMPROVEMENT (Cont Qual Imprv)**

#### **General Objective**

Through this training, members of the site-based community will develop expertise in School Improvements/Continuous Quality Improvement techniques. Upon successful completion, all participants will be able to focus inward on their group dynamics in order to increase group productivity.

#### **Specific Objectives**

The nature of the specific objectives of this component requires that school/community needs be assessed and determined as a prerequisite. The needs determination will dictate what training will be presented. To remain within the confines of the ProEd process the specific objectives of the whole component have been divided into six subject categories. 1) Change Process; 2) Team Building; 3) Decision Making; 4) Effective Meetings; 5) Strategic Planning, and 6) CQI Introduction. School teams will receive training in anyone, any group of, or all of the subject categories.

#### ***Change Process***

The participant will:

1. Develop strategies to overcome resistance which may arise in team meetings.
2. Explain the levels of the change process.
3. Demonstrate the steps for managing change.

#### ***Team Building***

The participant will:

1. List the characteristics of an effective team.
2. Explain the use of group roles which promote group productivity and group maintenance.
3. Demonstrate techniques which will lead to collaboration among group members.

#### ***Decision-Making***

The participant will:

1. Name at least two problem solving techniques.
2. List steps in the application of a specific decision-making model.
3. Practice brainstorming and consensus building among group members.

#### ***Effective Meetings***

The participant will:

1. Name and explain the different types of meetings.
2. List the key principals a team leader should follow to ensure an effective meeting.
3. Write a plan for workshop delivery.



## **Component: 7.507.013**

### ***Strategic Planning***

The participants will:

1. Evaluate the benefits of planning for school improvement.
2. Design a strategic planning model for a school.
3. Formulate a mission statement.

### ***CQI Introduction***

The participant will:

1. Summarize the historical perspective of the Deming Management Method.
2. Explain the philosophy of quality.
3. Define a working knowledge of terms relating to CQI.

### **Description of Activities**

These workshops are designed to equip members of the school-based community with the necessary techniques and skills practice to achieve continuous quality improvement. The schools may choose to request any or all of them, depending on their training needs survey.

The participant will:

1. Practice the use of effective communication skills among group members.
2. Practice task and maintenance skills.
3. Demonstrate consensus-building.
4. Practice using a specific decision-making model.
5. List the steps to strategic planning.
6. Write a mission statement.
7. Create a shared vision.
8. Explain why change is needed in the schools.

### **Evaluation**

#### **Participant Assessment**

1. Each participant will satisfactorily demonstrate increased competencies on 80% of the specific objectives and for the subject categories presented through the following process.
2. By the end of the component, each participant will demonstrate school improvement techniques, necessary to promote continuous quality improvement through skill practices and/or group tasks.

#### **Component Assessment**

1. All participants and instructors will complete questionnaires to assess the degree to which specific objectives have been addressed by the component activities. Participant data will be summarized.
2. Positive program judgement will be 90% of all participants demonstrate knowledge on at least 80% of the specific objectives.



## **Component: 7.507.013**

### **Follow Up Plan**

Strategies may include the following:

1. Technical assistance meetings,
2. Sharing Best Practice sessions,
3. Network support groups,
4. Reflective discussions on the elimination of unproductive and inefficient practices,
5. Case study discussions

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.507.014**

### **DESIGNING TRAINING**

#### **General Objective**

To learn the components necessary for effective Inservice design.

#### **Specific Objectives**

The participants will:

1. Understand and articulate the basic principles of designing training.
2. Analyze client needs to determine appropriate learning outcomes.
3. To select and apply appropriate models for designing training events.
4. Apply principles and guidelines in creating or modifying quality designs for training.
5. Select strategies which maximize learning, match outcomes, and insure transferability to back-home settings.
6. Produce an effective format for packaging a training event.
7. Utilize feedback in redesigning for quality improvement.
8. Develop confidence and ability to design client centered training.

#### **Description of Activities**

The participants will engage in simulations and mini presentations of some of the concepts listed above, will assess and evaluate existing designs, and will develop a new training program based upon district needs.

#### **Evaluation**

##### **Participant Assessment**

The participants will be assessed by one or more of the following:

1. demonstration of knowledge of material through presentations
2. written design of new training program
3. written peer evaluations of newly created program

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow Up Plan**

Application activities in the work setting will include the successful development of training program designs for groups of instructional and administrative personnel.

A sample of participants will be surveyed to determine the extent of use of the new information.

#### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.507.015**

### **EXECUTIVE LEADERSHIP PROGRAM (Executive Leadership)**

#### **General Objective**

To provide for the professional learning of persons in Executive Leadership roles in the Florida Schools.

#### **Specific Objectives**

The participants will:

1. Experience personal and professional learning based on instrumentation, feedback, and interactions with a learning consultant and peers.
2. Engage in learning from relevant leadership content including cutting edge leadership theories, selected leadership research, and reading as well as case studies.
3. Apply the content and insights to individual leadership situations and challenges in the participants' organizations.

#### **Description of Activities**

1. Complete instrumentation and pre-work including readings.
2. Participate actively in journaling about leadership situations using the critical incident format.
3. Process 360-degree feedback from the Corporate Leader Questionnaire and other personal assessment instruments.
4. Conference in person and by telephone with a learning consultant.
5. Read leadership articles, books and participate in discussions of content.
6. Participate actively in two-three and one-half-day sessions.
7. Complete an action plan for professional learning as an executive leader and report on progress in implementation.
8. Write at least two case stories about challenges faced on the job and dialogue with listening partners on these case stories.

#### **Evaluation**

##### **Participant Assessment**

The participant will attend all sessions and participate fully, use the journal as a tool for reflection and report on progress on implementation of action plan, and receive conferencing and feedback from a learning counselor on learning goals and action plan.

##### **Component Assessment**

Participants will complete opinionnaires to assess the degree to which specific objectives have been addressed.

#### **Follow Up Plan**

Application activities in the work setting may include the following:

1. Development of personal and professional career action plan
2. Establishment of a network of professional contacts
3. Presentation of the content and support to others who are prospective participants in the executive leadership experience.

#### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.507.01**

### **CREATING LEARNING COMMUNITIES FOR THE 21ST CENTURY (Lrng Comm 21 Century)**

#### **General Objective**

To further professional learning growth for administrators and other instructional leaders for transforming schools into dynamic learning organizations.

#### **Specific Objectives**

The participants will:

1. Explore the theory and practice of organizational learning via the team learning model.
2. Examine theory and practice of organizational learning through the systems thinking approach.
3. Explore the theory and practice of organization learning via personal mastery.
4. Examine theory and practice of organizational learning through mental models and shared vision.
5. Examine systems thinking and systems dynamics as a useful set of tools and skills for addressing the challenges of educating children for the next century.
6. Provide opportunity for conceptualizing, building, and using the following models to address critical issues in today's schools:
  - a. single loop, double loop learning
  - b. ladder of inference
  - c. left hand column

#### **Description of Activities**

1. Participate actively in discussions about models used in organizational learning.
2. Read leadership articles on systems thinking and applications of the five learning disciplines.
3. Discuss findings regarding systems thinking.
4. Determine a variety of applications of the five learning disciplines.

#### **Evaluation**

##### **Participant Assessment**

1. The participant will articulate findings related to Research Reviews.
2. Participant will complete a journal containing insights and personal experiences during each of the sessions and discussions.

##### **Component Assessment**

1. Participants will complete opinionnaires to assess the degree to which specific objectives have been addressed.
2. Criteria for positive program judgment will be that 90% of the participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow Up Plan**

1. Instructor-led review/update
2. Network support group
3. Journal/log/portfolio
4. Sharing Best Practice session
5. Coaching

#### **Inservice Points - 60 maximum/10 minimum**

For Additional Information - Director, Professional Learning



## **Component: 7.507.01**

### **LEADING TRANSITIONS**

#### **General Objective**

This program will prepare educational leaders to understand the nature of organizational transition, its impact on employees, and the inherent challenges and requirements for leadership. Participants will develop knowledge and skills to deal more effectively with continuous transition. By sharing insights and information, participants will have the opportunity to assess current leadership challenges and develop plans to increase personal and organizational resiliency.

#### **Specific Objectives**

The participant will:

1. Understand the nature of organizational transition, its impact on employees, and the requirements for leaders.
2. Assess organizational needs during transition and discuss current issues and next steps for the system.
3. Better understand one's personal basis for resiliency, personality preferences, stress and coping styles, and opportunities for learning.

#### **Description of Activities**

1. Complete required assessment activities prior to beginning training.
2. Participate in training programs and complete all assigned activities.

#### **Evaluation**

##### **Participant Assessment**

Each participant will satisfactorily participate in simulations and practice skills and develop an action plan.

##### **Component Assessment**

1. All participants and instructors will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show satisfactory performance on 80% of the specific objectives.

#### **Follow-Up Plan**

Activities to support the use of new concepts and skills may include the following:

1. Network support groups
2. Coaching
3. Instructor-led review/update
4. Sharing Best Practice session
5. Journal/log/portfolio
6. Case studies discussion

#### **Inservice Points - 60 maximum**

For Additional Information - Director, Professional Learning



**PERSONALITY AND INTERGROUP COMMUNICATION  
(Personality/Comm)**

**General Objective**

To identify personality types according to the Myers-Briggs Type Indicator (MBTI) and to develop strategies for applying this information to improve intergroup communication.

**Specific Objectives**

The participant will:

1. Acquire results of own personality type.
2. Name the eight components that comprise the 16 personality types as identified by the MBTI.
3. Examine and discuss own type's communicating behaviors.
4. (a) Identify a strategy based on knowledge of type to improve school staff's intergroup communication; or (b) Identify a strategy based on knowledge of type to improve communications between the students in a class and the teacher.

**Description of Activities**

The participant will:

1. Take the Myers-Briggs Type Indicator. (Specific Objective 1)
2. Attend instructor's presentation on the MBTI as an instrument of self-study and understanding of type. (Specific Objective 2)
3. Participate in type-alike group discussions to assimilate the content of the lecture and to examine and give feedback to total participant group. (Specific Objective 3)
4. Attend instructor's presentation on the application/research using the MBTI to (a) improve teamwork or (b) improve classroom instruction. (Specific Objective 4)
5. Using the booklet, Introduction to Type, and lecture notes, the participant will apply the knowledge acquired in the presentations by completing a three-part take-home writing activity. (Specific Objective 4)

**Evaluation**

**Participant Assessment**

The participant will:

1. Write the names of the eight components that comprise the 16 personality types with 100% accuracy.
2. Complete the independent activity with 80% accuracy. (Specific Objectives 3 and 4)

**Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of the participants show increased knowledge on at least 80% of the specific objectives.

**Follow-Up Plan**

1. Mentoring and coaching
2. Network support groups

**Inservice Points - 12 maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 7.507.022**

### **LEADERSHIP COMPETENCY CLUSTER (Leadership - Online)**

#### **General Objectives**

To equip participants with skills and strategies, inclination and readiness to initiate action and take responsibility for leading and enabling others. To emphasize the importance of building and maintaining personal and professional relationships to increase organizational productivity and quality.

#### **Specific Objectives**

The participant will:

1. Understand the proper alignment of principles and practices within an effective organization.
2. Identify the dimensions of leadership and their key principles.
3. Identify character traits essential to effective leadership.
4. Understand the forces that work against effective leadership behaviors.
5. Identify and explain the social and political conditions that lead to organizational effectiveness and ineffectiveness.
6. Identify and apply various methods of influence, including negotiation skills.
7. Identify the characteristics of and create learning environments that are based on a proactive orientation toward leadership.

#### **Description of Activities**

Participants will engage in the courses' interactive online activities, including:

1. Video and audio presentations
2. Self assessment exercises with feedback
3. Application exercises
4. Job support resources

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate competency in each online course objective by the following methods:

1. Exercises completed during the course.
2. A score of at least 75% on the assessment exercises at the end of each course segment.

##### **Component Assessment**

The following sources of information will be used to ascertain program effectiveness:

1. Participant questionnaires following the online course(s) indicate satisfaction with the course content and delivery method.
2. Participant assessment data indicates that at least 90% of the participants demonstrate knowledge on at least 80% of the online course objectives.

#### **Follow-Up Plan**

In their work setting, participants will incorporate the concepts and principles of this training component. One or more of the following follow-up strategies will occur:

1. Peer coaching
2. Written plan of action
3. Observations by peer or supervisor(s)
4. Submission of journal excerpt

#### **Inservice Points – 60 maximum**

For Additional Information – Supervisor, Management Training



## **Component: 7.507.023**

### **CONTINUOUS IMPROVEMENT COMPETENCY CLUSTER (Cont. Improvement - Online)**

#### **General Objectives**

To equip participants with skills and strategies to set goals that encourage self and others to reach higher standards. To assist participants in holding and communicating high expectations for growth. To assist participants in developing others through modeling, coaching, and providing learning opportunities.

#### **Specific Objectives**

The participant will:

1. Identify various approaches to setting, communicating and evaluating the attainment of high standards and expectations for all stakeholders in the school, including self, faculty, staff, students, and community.
2. Understand the need to involve all stakeholders in supporting learning and growth.
3. Encourage coaching and networking to support and follow-up new training and learning.
4. Identify issues and barriers related to the attainment of higher levels of performance.
5. Identify discrepancies between expectations and performance.
6. Develop coaching strategies to reach higher levels of performance.

#### **Description of Activities**

Participants will engage in the courses' interactive online activities, including:

1. Video and audio presentations
2. Self assessment exercises with feedback
3. Application exercises
4. Job support resources

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate competency in each online course objective by the following methods:

1. Exercises completed during the course.
2. A score of at least 80% on the assessment exercises at the end of each course segment.

##### **Component Assessment**

The following sources of information will be used to ascertain program effectiveness:

1. Participant questionnaires following the online course(s) indicate satisfaction with the course content and delivery method.
2. Participant assessment data indicates that at least 90% of the participants demonstrate knowledge on at least 80% of the online course objectives.

#### **Follow-Up Plan**

In their work setting, participants will incorporate the concepts and principles of this training component. One or more of the following follow-up strategies will occur:

1. Peer coaching
2. Linking individual and organizational goals
3. Observations and support by peer or supervisor(s)
4. Technical assistance

#### **Inservice Points – 60 maximum**

For Additional Information – Supervisor, Management Training



**CRITICAL THINKING COMPETENCY CLUSTER**  
**(Critical Thinking - Online)**

**General Objectives**

To equip participants with skills and strategies to gather and analyze data from multiple sources to arrive at an understanding of an event or problem. To emphasize the importance of seeing patterns and relationships to form concepts, hypotheses, and ideas based on information. To assist participants in using alternative or multiple concepts and perspectives when solving a problem or making a decision.

**Specific Objectives**

The participant will:

1. Understand the data gathering process.
2. Identify sources of relevant information to define and understand issues.
3. Access and interpret data by various means.
4. Explain complex meanings through the use of analogies and metaphors.
5. Recognize themes or patterns and use them to interpret meanings.
6. Attend to multiple perspectives in developing options.
7. Search for and recognize causal consequences.
8. Develop hypotheses and predictions,
9. Make decisions based on an analysis of options.

**Description of Activities**

Participants will engage in the courses' interactive online activities, including:

1. Video and audio presentations
2. Self assessment exercises with feedback
3. Application exercises
4. Job support resources

**Evaluation**

**Participant Assessment**

Participants will demonstrate competency in each online course objective by the following methods:

1. Exercises completed during the course.
2. A score of at least 80% on the assessment exercises at the end of each course segment.

**Component Assessment**

The following sources of information will be used to ascertain program effectiveness:

1. Participant questionnaires following the online course(s) indicate satisfaction with the course content and delivery method.
2. Participant assessment data indicates that at least 90% of the participants demonstrate knowledge on at least 80% of the online course objectives.

**Follow-Up Plan**

In their work setting, participants will incorporate the concepts and principles of this training component. One or more of the following follow-up strategies will occur:

1. Peer coaching
2. Written plan of action
3. Observations by peer or supervisor(s)
4. Submission of journal excerpt



**Component: 7.507.024**

**Inservice Points – 60 maximum**

For Additional Information – Supervisor, Management Training



## **COMMUNICATION COMPETENCY CLUSTER**

### **(Communication -Online)**

#### **General Objectives**

To equip participants with skills and strategies to influence and have an effect upon school stakeholders using a variety of means. To emphasize the importance of adapting one's communication style to the circumstance. To assist participants in clearly presenting one's ideas to others in an open, informative, and non-evaluative manner. To equip participants with the ability to write clearly and concisely using good grammar and syntax.

#### **Specific Objectives**

The participant will:

1. Understand the characteristics of effective decisions.
2. Identify nonverbal behavior and use perception checks to reveal how other people are feeling.
3. Identify the importance of congruence among intentions, actions, and effects.
4. Understand how to plan effectively for verbal presentations.
5. Understand the effects of roles, norms, and values on communication.
6. Diagnose facilitating and inhibiting communication.
7. Identify responses that facilitate openness in communication.
8. Understand and practice effective written communication, including business letters, memoranda, and reports.

#### **Description of Activities**

Participants will engage in the courses' interactive online activities, including:

1. Video and audio presentations
2. Self assessment exercises with feedback
3. Application exercises
4. Job support resources

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate competency in each online course objective by the following methods:

1. Exercises completed during the course.
2. A score of at least 80% on the assessment exercises at the end of each course segment.

##### **Component Assessment**

The following sources of information will be used to ascertain program effectiveness:

1. Participant questionnaires following the online course(s) indicate satisfaction with the course content and delivery method.
2. Participant assessment data indicates that at least 90% of the participants demonstrate knowledge on at least 80% of the online course objectives.

#### **Follow-up Plan**

In their work setting, participants will incorporate the concepts and principles of this training component. One or more of the following follow-up strategies will occur:

1. Peer coaching
2. Written plan of action
3. Observations by peer or supervisor(s)
4. Submission of sample of written business communication with feedback
5. Submission of sample of verbal presentation with feedback



**Component: 7.507.026**

**Inservice Points – 60 maximum**

For Additional Information – Supervisor, Management Training



## **Component: 7.507.028**

### **MANAGERIAL COMPETENCY CLUSTER (Managerial – Online)**

#### **General Objectives**

To equip participants with skills and strategies to design, plan, organize and manage activities. To assist participants with skills and strategies for delegating and monitoring tasks and assuring task completion.

#### **Specific Objectives**

The participant will:

1. Identify various approaches to developing and evaluating action plans.
2. Develop various approaches to keeping oneself organized, including establishing schedules, priorities and contingency plans.
3. Identify barriers related to effective and efficient use of time.
4. Identify time wasters and their causes.
5. Allocate resources in accordance with organizational goals.
6. Develop skills and strategies for delegating tasks to others.
7. Develop strategies for monitoring and assuring task completion.

#### **Description of Activities**

Participants will engage in the courses' interactive online activities, including:

1. Video and audio presentations
2. Self assessment exercises with feedback
3. Application exercises
4. Job support resources

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate competency on each online course objective by the following methods:

1. Exercises completed during the course.
2. A score of at least 80% on the assessment exercises at the end of each course segment.

##### **Component Assessment**

The following sources of information will be used to ascertain program effectiveness:

1. Participant questionnaires following the online course(s) indicate satisfaction with the course content and delivery method.
2. Participant assessment data indicates that at least 90% of the participants demonstrate knowledge on at least 80% of the online course objectives.

#### **Follow-up Plan**

In their work setting, participants will incorporate the concepts and principles of this training component. One or more of the following follow-up strategies will occur:

1. Administrative and/or peer coaching
2. Written plan for time management effectiveness
3. Networking and support to increase delegation effectiveness
4. Observations and feedback by peer or supervisor(s)
5. Technical assistance

#### **Inservice Points – 60 maximum**

For Additional Information – Supervisor, Management Training



## **Component: 7.507.029**

### **ADVANCED PLACEMENT TRAINING FOR ADMINISTRATORS (Adv Placement Trng Admin)**

#### **General Objective**

To provide new and experienced administrators with appropriate training on program components, curriculum topics, skill development, and practical instructional methods that promote student performance in the AP classroom.

#### **Specific Objectives**

The participant will:

1. Increase understanding of curriculum alignment.
2. Increase knowledge of data driven instruction (PSAT/NMSQT.AP exam).
3. Assess strengths and weaknesses regarding program implementation and instructional delivery.
4. Understand the issues of equity, access, and excellence as function of advanced placement participation and performance.

#### **Descriptions of Activities**

A variety of training sessions will be offered addressing establishing program, selecting program resources, and presenting rigorous academic curriculum and instruction. Varying methods of delivery will be used including:

1. Interactive lecture
2. Hands-on activities
3. Individual and group activities
4. Case study review

#### **Evaluation**

##### **Participant Assessment**

One or more of the following forms of evaluation will be used:

1. Program assessment
2. Paper and pencil test
3. Classroom observation by program supervisor
4. Participant survey/interview of new program initiatives

##### **Component Assessment**

1. All participants will complete opinionnaires for assessment of specific objectives
2. On-site visitations by program supervisor
3. Analysis of test score results
4. Evaluation of AP programs offered at site

#### **Follow-Up Plan**

One or more of the following may be used:

1. Sample of participant's instructional materials.
2. Classroom observation by subject area leader, department head, and/or supervisor.
3. Self-assessment after using strategies with students.
4. A short participant-made plan of how and when strategies are to be implemented.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Academic Programs, Secondary Education



## **Component 7.507.030**

### **COMPETENCY CLUSTER - DIVERSITY TRAINING**

#### **General Objective**

Translate the theory of diversity awareness and respect for different cultures into practice.

#### **Specific Objectives**

1. Provide insight into contemporary forms, manifestations and grounds of discrimination and intolerance.
2. Articulate the case for safe and inclusive school environments through an asset-based approach to diversity.
3. Identify stereotypes that influence administrators' individual behavior and decision-making in the workplace.
4. Examine the roles of different players including students and parents in building respectful schools.
5. Describe cultural competency in terms of teachers' attitudes and actions in classrooms and administrators' behavior in day-to-day school operations.
6. Model strategies and techniques for applying the principles and dimensions of respect for diversity in the school setting.
7. Assist with the elaboration of individual plans to create a more inclusive learning environment.

#### **Description of Activities**

1. The facilitator will lead the participants through activities to identify how open and accepting they are of different people.
  - a. Participants will complete assessments to identify their biases.
  - b. They will also identify what stereotypes they have developed.
2. Through discussion groups and problem solving activities the participants will understand the value of diversity in all schools.

#### **Evaluation**

**Participant Assessment** - Assessment will take place through skill practices, role-play and simulations. Participants will be asked specifically to state how they plan to use the knowledge obtained and the results they expect to achieve.

**Component Assessment** - The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation plan in training handbook.

#### **Inservice Points - 20 Maximum**

For additional Information: Director, Professional Learning



## **Component #7.507.041**

### **Improving Professional Practice (Danielson Framework) On-Line Training**

#### **General Objective**

This course is designed to familiarize teachers and administrators with our new teacher evaluation rubric, otherwise known as the Danielson Framework. The framework includes four domains and twenty-two components of great teaching. Participants will hear information about each of the domains and components from Charlotte Danielson as well as see classroom video examples related to each of the domains.

#### **Specific Objectives**

The participants will:

1. Understand the four Domains of teaching included in the Danielson Framework.
2. Understand the 22 components that make up for four Domains of teaching.
3. Identify teaching practices in video clips related to each of the Domains of the Danielson Framework.
4. Understand the proficiency levels of the rubric and what teaching and learning looks like at each proficiency level.
5. Analyze their own teaching as it relates to the new evaluation rubric.

#### **Description of Activities**

Learning activities for the participants are all on-line. They will take the form of lecture, observation of classroom videos, and reading of the material provided.

#### **Evaluation**

Participants will take an on-line assessment after previewing the videos in the course. They must pass the 20-question assessment with an 80% or higher.

#### **Component Assessment will include at least one of the following**

Participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participants data will be summarized.

#### **Follow-Up Plan**

Follow-up with participant will include observations and feedback related to the evaluation rubrics by peer evaluators and administrators.

#### **Rationale**

To support and develop effective teachers the district will provide research-based professional learning that supports the knowledge, skills and strategies necessary for the classroom teacher to establish and maintain a positive learning culture and environment.

#### **Cultural Competence**

This training provides participants with the knowledge and skills needed to differentiate teaching and learning to meet the needs of students from diverse backgrounds as well as meet the needs of the students in exceptional education.

#### **Research Based**

Courses provided to the district instructional staff are research-based test practices developed by nationally recognized experts in the field of education as well as internationally known and respected research institutions.

#### **Framework Correlations**

The purpose of the course is to learn the framework, which includes all four Domains and twenty-two components.

##### **Domain 1: Planning and Preparation**

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students



## **Component #7.507.041**

- Setting instructional outcomes
- Demonstrating knowledge of resources and technology
- Designing coherent instruction
- Designing student assessments

### **Domain 2: Classroom Environment**

- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

### **Domain 3: Instruction**

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating flexibility and responsiveness

### **Domain 4: Professional Responsibilities**

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Participating in a professional community
- Growing and developing professionally
- Showing professionalism

## **Inservice Points - 30 Maximum**

For Additional Information--Director, Professional Learning



## **Component 7.507.046**

### **Data Wise for Instructional Personnel**

#### **General Objective**

The Data Wise for Instructional Personnel component provides participants with an introduction to a systematic process of "Prepare and Inquire" when using assessment data as a catalyst for improving the quality of education through collaborative analysis and interpretation of data to influence and enhance the decision-making process. Data Wise is designed to support district level administrators with understanding how to use multiple types of data to improve instruction and learning. Utilizing a hands-on, interactive format, participants analyze assessment data, learn a research-based protocol for examining instruction and cultivating the essential "habits of mind" required for making meaningful instructional improvements. Working collaboratively with district level administrative colleagues, participants create an overview of district data, and develop technical skills for analyzing data as well as leadership skills for using it effectively. Through case studies, large group presentations, small group discussions with colleagues, and follow-up webinars, participants explore best practice including the challenges and rewards of using data wisely. This course is designed to help participants understand the work involved in the first two phases of the Data Wise Improvement Process (Prepare and Inquire) and to guide them toward engaging colleagues in these activities.

#### **Specific Objectives**

This course will help support district level administrators to:

- Understand the Data Wise Improvement Process as a way of organizing the work of district improvement through data analysis.
- Cultivate the "habits of mind" that can improve the effectiveness of team meetings at the district and help foster a supportive culture of inquiry.
- Experience protocols that engage district level administrators in the collaborative use of data
- Develop skills in using Excel and PowerPoint to analyze, display and share district data
- Learn the five key elements of observing practice and appreciate the importance of examining instruction to the work of improvement.
- Answer the five core questions investigated during the course:
  - What are the most effective strategies educational leaders can use to frame the work of using data to improve instruction?
  - How can educational leaders foster a district culture that supports using data to improve instruction, learning and understanding?
  - How can education leaders come to terms with the mountains of data they have?
  - How can educational leaders support meaningful discussions about data?
  - How can educational leaders develop global connections to support their own understanding.

#### **Description of Activities**

Participants will attend an introductory workshop and participate in 12-week asynchronous online courses coached by instructors from the Harvard Graduate School of Education Wide World program. Participants will learn a systematic process for using assessment data through preparation and inquiry to collaboratively analyze and interpret data as a catalyst for improving the quality of education. The Data Wise course will use the following methods:

1. Introductory workshop
2. Interactive asynchronous online course



## **Component 7.507.046**

3. Professional Learning Community team discussions
4. Team-based coaching/modeling
5. Hands-on training with job-embedded integration of research-based strategies.

### **Evaluation**

Participants will demonstrate mastery of 80% of the objectives by at least one of the following:

1. Online Course Assessment through the Wide World
2. Artifacts demonstrating mastery of content.

### **Follow-up**

Follow-up strategies will include at least one of the following:

1. Participant survey
2. Participant feedback to direct supervisors
3. Ongoing data analysis and review in Professional Learning Communities and/or a staff meetings

### **Rationale**

Hillsborough County Public Schools as part of the continuous improvement model will effectively use data through active analysis and discussion to guide decision-making and to design and implement instruction which enhances learning and understanding.

### **Cultural Competence**

Participants will gain knowledge and skills of using data analysis to guide district level decision-making. The Data Wise course is designed to give participants tools to identify needs for differentiating practice, instruction, and decision-making to enhance learning for students from differing profiles, including those with disabilities and from diverse cultural and linguistic populations.

### **Research-Based**

The Data Wise course is research-based, developed by WIDE World professional learning programs, through research at the Harvard Graduate School of Education.

### **Best Practices**

1. Clear and Common Focus
2. High Standards and Expectations
3. Strong Leadership
4. Monitoring, Accountability, and Assessment

### **Inservice Points - 60 Maximum**

For Additional Information--Director, Professional Learning



## **Component: 7.512.001**

### **EFFECTIVENESS TRAINING**

#### **General Objective**

To develop basic skills leading to more effective performance by all school personnel.

#### **Specific Objectives**

The participant will demonstrate knowledge and skills in the following areas:

1. Counseling - listening, questioning
2. Problem solving - steps, techniques
3. Values - how internalized, recognized, analyzed
4. Discipline - definitions, techniques, systems, self and other
5. Discussion - dynamics, leadership
6. Relationship building - important ways of accomplishing
7. Conflict resolutions - timing, techniques
8. Planning - steps, involving personnel, specifications
9. Decision making - who, what, when, how
10. Evaluation - design, implementation
11. Supervision - philosophy, performance, effect
12. Organizational development - dynamics of organizational structure and change, cautions, criteria, strategies

#### **Description of Activities**

Seminars which address the objectives will be utilized. "Teacher Effectiveness Training," "Systematic Training for Effective Teaching," or "Project T.E.A.C.H." Materials will be used by participants and instructors. Lecture and reading activities will be complemented by simulations and peer feedback techniques.

#### **Evaluation**

##### **Participant Assessment**

Evaluation will be conducted through written tests, oral reporting, or demonstrated through role playing. Wherever practicable, on-the-job follow-up will be conducted. The criteria for success will be 80%.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Site-based training (participants from one site) - The site facilitator will complete one or a combination of the following:

1. Review/update session
2. Technical assistance
3. Demonstration/observation/feedback
4. Journal/log/portfolio
5. Networking support group
6. On-site mentoring/coaching
7. Faculty Study Review



## **Component: 7.512.001**

District training (participants from multiple sites) - The trainer will complete one or a combination of the following:

1. Implementation survey
2. Review/update session
3. Technical assistance
4. Demonstration/observation/feedback
5. Journal/log/portfolio
6. Networking support group
7. On-site mentoring/coaching

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.512.002**

### **FACULTY SELF STUDY FOR SCHOOL RENEWAL – FOCUSING ON SCHOOL IMPROVEMENT (SACS Improvement)**

#### **General Objective**

Participants will gain an understanding of the Southern Association of Colleges and Schools (SACS) School Improvement Model and how to incorporate the model into existing school improvement efforts.

#### **Specific Objectives**

Participants will be able to:

1. Develop a school and community profile to identify current status of school.
2. Collect and analyze identified key data to determine trends over time and future directions.
3. Identify current instructional and school organizational trends as noted in research and/or collect data from similar high schools to identify benchmark standards.
4. Identify desired outcomes for students for academic areas, at each grade level or upon graduation.
5. Analyze the school mission/vision in relation to collected data and desired outcomes to identify discrepancies or areas of need, redefining school vision, as appropriate.
6. Develop a school improvement goal to address an identified need area.
7. Develop an action plan (processes, resources, and timeline) for a school improvement goal.
8. Implement an improvement action plan.
9. Evaluate progress toward meeting a school improvement goal, refining action plans as needed.
10. Write a narrative report on one or more of the school's improvement goals.

#### **Description of Activities**

Over a two-year period, participants will work through a linkage model school improvement process. Participants will be involved in research review, data collection and analysis, strategic planning, developing student achievement goals, implementing processes to meet established goals and continuously monitor progress toward set goal. Activities will involve extensive collaboration, teamwork, problem solving, group discussion, and consensus building. Areas of emphasis will involve school organization, discipline, curriculum, program and student evaluation, school and community relations and staff personnel development.

#### **Evaluation**

##### **Participant Assessment**

Participants will show competency for at least 80% of the objectives through a post-test or other valid measure and documentation of:

1. Demographic and student achievement data and school organization and community data.
2. Desired student achievement data for an academic area, grade level, or upon exit from high school.
3. Trends from data collection and research compilation.
4. Analysis of compiled data and desired results to identify discrepancies and needs.
5. Revised school mission/vision in light of data collection analysis.
6. Written school improvement goals and action plans designed to meet identified needs and discrepancies.
7. Evaluation to determine effectiveness of written improvement plans.
8. Narrative report on school improvement efforts.

##### **Component Assessment**

All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by the activities. Participant data will be summarized.



**Component: 7.512.002**

**Follow-Up Plan**

Committee chair people will ensure that the action plan developed is implemented and refined for continuous improvement.

**Inservice points – 60 maximum**

For Additional Information – Supervisor, Secondary Generalist



## **Component: 7.512.003**

### **SCHOOL RENEWAL PLAN – 5 YEAR ACCREDITATION PROCESS (SCHOOL RENEWAL)**

#### **General Objective**

Participants will engage in a self-renewal process using 24 criteria that when implemented form the foundation for incorporating into practice the applicable research findings reported by John I. Goodlad in his book, A Place Called School.

#### **Specific Objectives**

The participants will:

1. Gather data to determine satisfaction level of parents, staff, and students.
2. Develop a method to continuously assess and improve the status of working conditions and staff morale.
3. Identify evidence of attention to the proper maintenance and improvement of the facilities for all elements of the school program.
4. Implement an operative, ongoing task force for planning.
5. Be involved in participatory decision making.
6. Develop a long-range planning projection of priorities for improvement and the action plan necessary for implementation.
7. Utilize effectively time and other resources in order to secure more planning time.
8. Assist in determining the school's inservice activities.
9. Implement a campus-based program for professional growth for staff members.
10. Establish a budget and time allocation for professional learning.
11. Identify inservice activities that focus on total school improvement.
12. Develop specific inservice programs to prepare all staff for the implementation of new programs or activities.
13. Examine both student data and contextual data regarding the school as a basis for planning.
14. Demonstrate how the media center serves as a major support element for the teaching/learning process in the school.
15. Identify programs and activities that are available to serve a wide range of student needs.
16. Provide a curriculum that is designed to meet the full range of educational needs.
17. Implement a follow-up program to gather data to use in program revision from graduates and those who withdraw from school.
18. Implement and maintain a program for providing information to the school community.
19. Gather evidence to indicate that effective ongoing communication occurs among all members of the school community, including the district offices.

#### **Description of Activities**

Each year 6 criteria will be identified to be the program of work for the year. Participants will be involved in research review, data collection and analysis, strategic planning, developing student achievement goals, implementing processes to meet established goals and continuously monitor progress toward set goals. Activities will involve extensive collaboration, team work, problem solving, group discussion, and consensus building. Activities will concentrate in the areas of School Climate, Planning, Professional Learning, Curriculum and Instruction, and Communication. Each committee will develop a written narrative report for the criteria addressed annually. Each committee will develop a file of supportive data. The faculty will identify goals to be addressed for each area for the coming year.

#### **Evaluation**

##### **Participant Assessment**

Self Study Facilitators will evaluate the collected data and summary reports.



## **Component: 7.512.003**

### **Component Assessment**

All participants will complete opinionnaires to assess the degree to which specific objectives were addressed by activities.

### **Follow-Up Plan**

Site administrators will ensure that a written report is produced annually during this process that examines the progress that was made and the plan for future continuous improvement.

### **Inservice Points – 60 maximum**

For additional information – Supervisor, Secondary Generalist



## **Component: 7.512.004**

### **EFFECTIVE GROUP INTERACTIONS FOR SCHOOL IMPROVEMENT (Eff Grp Interact/SI)**

#### **General Objective**

To maximize group interactions to enhance effective school site group functioning.

#### **Specific Objectives**

The participant will:

1. Discover the advantages of group interactions in school improvement efforts.
2. Identify the contributions of various role groups to school improvement.
3. Practice communication and listening and plan for enhancing individual skills.
4. Understand old and new paradigms of group meetings and to solve common meeting problems.
5. Envision effective group functioning at the school site.

#### **Description of Activities**

Participants will be required to engage in consensus building simulations, discussions pertaining to instructional materials, role playing, practice of communication and listening skills and vision development.

#### **Evaluation**

##### **Participant Assessment**

The participants will be evaluated by one or more of the following:

1. demonstration of knowledge of consensus building through successful participation of simulation.
2. written responses regarding plans for fostering effective communication.
3. development of a written vision statement regarding group functioning.
4. problem identification and plans for dealing with common meeting problems.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Participants will respond with a self report of one situation in which they used the skills taught, self report to be mailed to instructor within 30 days after course ends.

#### **Inservice Points - 30 maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.512.005**

### **EFFECTIVENESS TRAINING FOR SCHOOL IMPROVEMENT TEAMS (Effectiveness Training/SIT)**

#### **General Objective**

Participants will gain knowledge in a variety of areas that assist school improvement teams in functioning more effectively.

#### **Specific Objectives**

Participants will become more knowledgeable in the following areas:

1. Needs Assessment procedures
2. Understanding and dealing with different work styles
3. Marketing strategies for promoting school improvement efforts
4. Understand the theories of change
5. Developing strategies for coping with change
6. The dynamics of teams
7. Strategies for stream-lining team functioning
8. Techniques for promoting business and community partnerships
9. Strategies for dealing with differing perceptions
10. Techniques for conducting productive meetings
11. Techniques for problem solving
12. Characteristics of effective schools
13. Characteristics of effective teams
14. Characteristics of effective leadership
15. State requirements of School Improvement teams
16. The concepts of Strategic planning
17. Techniques for effective strategic planning
18. Increasing "buy-in" for all team members
19. Understanding and respecting differences of people
20. Techniques for dealing with conflict within committees

#### **Description of Activities**

Sessions will address one or more of the specific objectives of this component. Activities will include, but not be limited to, presentations, discussions, role plays, simulations, and project development.

#### **Evaluation**

##### **Participant Assessment**

1. Participants must complete assigned activities
2. Participants must demonstrate increased competency on at least 80% of the objectives as determined by a pre and post assessment or by other valid means of measurement.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 7.512.005**

### **Follow-Up Plan**

Site facilitators will be invited to follow-up sessions that update knowledge and skills and provides then with an opportunity to discuss concerns.

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.512.006**

### **SCHOOL IMPROVEMENT SUPPORT PROJECT (School Improvement Supp Proj)**

#### **General Objectives**

Understand the capacity of schools and districts to fully implement school improvement.

Understand the processes used by the school and district for continuous school improvement to achieve the goals of Blueprint 2000 so that all students will achieve.

Develop an awareness of where the school is in regard to quality learning organization and where the school wants to go.

Initiate strategies for closing the gap.

#### **Specific Objectives**

1. Practice quality concepts in the school improvement processes.
2. Practice continuous quality improvement concepts vs. "Quick Fixes" and the Plan-Do-Study-Act cycle in the school improvement planning processes.
3. Practice quality processes and tools in school improvement.
4. Practice reflection and inquiry in school improvement processes.
5. Experience being a member of a learning community made of school improvement leadership and external support team members.
6. Develop a learning support system for adults in the school (s).
7. Explain how working with a Support Team impacted the school's improvement process.

#### **Description of Activities**

Be involved in a year-long learning program, including three one-day Networking Meetings, and involved in at least five-6-hour school site visits/activities between school improvement leaders and external Support Team Members.

#### **Evaluation**

##### **Participant Assessment**

1. Complete a journal containing insights and experiences during the Networking Meetings, school visits and activities.
2. Contribute actively in the meeting activities.
3. Participate in the evaluation of the School Improvement Support Project.
4. Contribute to a portfolio or memory book of products resulting from his/her participation.
5. Attend a two-day training session for Support Team Members.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of the participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Participants will develop a plan that examines the growth areas that were identified in the evaluation activity. Plan to be submitted to instructor.

#### **Inservice Points - 60 maximum**

For Additional Information - Director, Professional Learning



**READING FOR PROFESSIONAL LEARNING  
(Book Talk Study Group)**

**General Objective**

Participants will read, analyze, and discuss recently published books and articles which relate to trends and issues in school improvement and organizational leadership.

**Specific Objectives**

The participant will:

1. Summarize the content of a specific book or article.
2. Analyze major concepts of a book or article and relate them to the professional work setting.
3. Present particular aspects of a book or article to a group of peers.
4. Apply relevant concepts, skills, and/or behaviors in a work setting.
5. Recognize the need for a professional reading regimen as an integral part of professional growth.

**Description of Activities**

Participants will be provided with a specified book(s) or article (s) along with a structured framework for reading and analyzing the selection. Participants will read and annotate, emphasizing the concepts and skills most relevant to their professional work situation. Participants will meet in study groups to discuss the reading selection(s). Group facilitators will lead and manage the study group interactions. The number of study group meetings will depend on the length and depth of the reading selection.

**Evaluation**

**Participant Assessment**

The participant will demonstrate comprehension and analysis of the reading selection content through her/his contributions to the study group discussion(s), presentation of particular aspects of the reading selection, and/or application of the concepts and skills at his/her work site.

**Component Assessment**

1. All participants and study group facilitators will complete an opinionnaire to assess the degree to which the general and specific objectives are addressed.
2. At least 80% of participants will express positive regard for the effectiveness of this professional learning activity, their intention to continue with a program of professional reading, and/or to share their knowledge with colleagues in their professional work setting.

**Follow-Up Plan**

Activities to support the use of new concepts and skills may include the following:

1. coaching
2. instructor-led review/updates
3. journal/log
4. case studies discussion

**Inservice points - 60 maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.512.008**

### **ACCOUNTABILITY/SCHOOL IMPROVEMENT TRAINING (Accountability Training)**

#### **General Objective**

To assist participants in the District Accountability Program (teachers, students, administrators, parents, business/community members) in understanding their roles and responsibilities in the school improvement process and to provide the knowledge and skills needed for collaborative decision-making in the development and implementation of School Improvement Plans.

#### **Specific Objectives**

The participant will:

1. Review and analyze the implications of the key components of the Florida School Accountability legislation.
2. Understand the need for change in our schools.
3. Define restructuring in the context of public schools.
4. Use student outcomes as the driving force for school improvement efforts.
5. Recognize the importance of data as the basis for school improvement efforts.
6. Develop a vision, mission, and belief system for great schools.
7. Analyze and apply productive work patterns found in productive organizations.
8. Identify the need for collaboration and the benefits of teamwork.
9. Identify team members' styles and school work culture patterns found in productive organizations.
10. Identify and apply methods for consensus building.
11. Develop a team approach to communication.
12. Use principles of group dynamics to enhance effective work group and team functioning.
13. Use action planning as a process management tool for school improvement.
14. Identify and apply strategies for managing conflict.
15. Plan and conduct productive meetings.
16. Identify and utilize proven techniques for problem solving.
17. Demonstrate ability to facilitate and participate in problem solving.
18. Identify and apply effective, ongoing evaluation methods for school improvement plans.
19. Initialize the development of a work plan for building a school improvement plan.
20. Identify and apply methods for offering support and assistance to school sites in their efforts toward school improvements.

#### ***Concept Areas***

1. Accountability Legislation and Hillsborough's School Improvement Plan
2. Communication Skills (active listening, brainstorming, process observation and feedback).
3. Visioning, mission Statements, Goal Statements.
4. Process Skills (problem identification, generating solutions, writing the school improvement plan, action planning).
5. Implementing (using needs assessments, conducting productive meetings, conflict resolution, team building and maintenance, facilitative leadership).
6. Evaluation (continuous quality control/total quality management, reporting progress).

#### **Description of Activities**

This training will be organized into several formats. Initial training for school advisory councils will be provided in a one day format of awareness and energizing for action activities. A three day institute will focus on the knowledge and skills needed to begin the work of the school advisory councils. Follow-up training and individual assistance will be provided as schools express a need. School advisory councils will work together to use the training content to assist them in developing and implementing a school improvement plan. The training design will be based on concepts of adult learning and will use a variety of instructional strategies to engage participants actively in the training.



## **Component: 7.512.008**

### **Evaluation**

#### **Participant Assessment**

Participants will be evaluated based on their actual performance in demonstrating and applying, during the workshop sessions and back at their school sites, the skills and knowledge gained in the training. Criteria for participant evaluation will be successful development and implementation of school improvement plans.

#### **Component Assessment**

1. All participants and consultants will complete a variety of instruments to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized and used for program modification.
2. Criteria for positive program judgment will be that all schools develop and implement a successful school improvement plan.

### **Follow Up Plan**

Application activities in the work setting will include the development of a school improvement plan that focuses on student outcomes and student achievement. Support will be provided, on an on-call basis, by the Supervisors of Accountability and School Improvement Training

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, School Improvement Training



## **Component: 7.512.009**

### **Whole School Effectiveness Model (WSEM)**

#### **General Objective**

Participants will gain knowledge of the dimensions, indicators, and best practices of the Whole School Effectiveness Model.

#### **Specific Objectives**

1. Participants will become more knowledgeable in the nine dimensions of the model:
  - a. Principal as Leader
  - b. Clearly Stated Vision and Mission
  - c. High Expectations
  - d. Assessment and Monitoring
  - e. Instructional Delivery
  - f. Safe, Caring and Orderly Environment
  - g. Parent and Community Involvement
  - h. Professional Learning
  - i. School Culture
2. Participants will become more knowledgeable of the indicators and best practices associated with each
  - a. dimension that further define measures of effectiveness.

#### **Description of Activities**

Sessions will address one or more of the specific objectives of this component. Activities will include, but not limited to, presentations, discussions, role-plays, simulations, and project development. Instructional delivery of this component could occur as: (1) workshops, (2) electronics-interactive, (3) electronic non-interactive, (4) study group, (5) action research, or (6) independent study.

#### **Evaluation**

##### **Participant Assessment**

1. Participants must complete assigned activities.
2. Participants must demonstrate increased competency on at least 80% of the objectives as determined by a pre and post assessment or by other valid means of measurement.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Site facilitators will be invited to follow-up sessions that update knowledge and skills and provide them with an opportunity to discuss concerns using any of the following formats: (1) structured interview with participant, (2) structured interview with participant's supervisor, (3) structured interview with participant's students, (4) participant oral reflection, (5) participant written reflection, (6) participant portfolio, (7) participant product, (8) direct observation, (9) videotape of participant, (10) audio tape of participant, or (11) review of student records of participant.

#### **Inservice Points - 60 Maximum**

For Additional Information - Director, Office of Training and Professional Learning



## **Component: 7.513.001**

### **INSTRUCTIONAL LEADERSHIP SKILLS (Instr Lead Skills)**

#### **General Objective**

To familiarize administrators and other instructional leaders with their role as instructional leader in the school. To update administrators on current educational trends and issues.

#### **Specific Objectives**

The participants will:

1. Identify special programs within the county.
2. Determine professional growth needs.
3. Describe current instructional trends.
4. Assess innovative programs, materials, and methods of instruction.
5. Coordinate, supervise and evaluate the instructional plan by:

#### ***NEED ASSESSMENT***

- a. The statement of the philosophy of the school
- b. Formulate long-range goals appropriate in terms of the philosophy
- c. Techniques for determining derived needs statements

#### ***PROGRAMMING***

- a. Establish priorities for derived needs
- b. Formulate short-term objectives and determine means of evaluating them
- c. Implementation of strategies to achieve short-term objectives.

#### ***IMPLEMENTATION***

- a. Designing methods of implementing and monitoring strategies proposed
- b. Evaluation of product
- c. Making decisions based on the evaluation of the product in light of long-term objectives, priorities, and short-term objectives

#### **Description of Activities**

One or more of these objectives may be addressed by lecture, workshop, professional conference, or college course. A variety of methods and media will be used, allowing for practice and critique.

#### **Evaluation**

##### **Participant Assessment**

The course instructor will observe each participant to assess their knowledge gain related to the course objectives and/or participants will complete a pre-posttest on specific objectives and must show gain on at least 80% of objectives.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Application activities in the work setting may include the development of a needs assessment, an action plan for implementation, an evaluation design, and/or a series of study groups to explore an educational issue in depth.



**Component: 7.513.001**

**Inservice Points - 60 maximum**

For Additional Information - Supervisor, Management Training



## **Component: 7.513.003**

### **MANAGEMENT TRAINING**

#### **General Objective**

To increase participants' awareness, understanding, practice, and application of the Florida Competencies for High Performing Principals.

#### **Specific Objectives**

The participant will:

1. Identify components of school curriculum philosophy consistent with current district and state philosophy, laws, regulation, and policy.
2. Use information based on current technology and research to identify curriculum needs, problems, issues, trends and concerns as they relate to curriculum development and improvement at the school and district level.
3. Develop procedures for the design or re-design of curriculum planning.
4. Develop procedures for the selection of materials necessary to implement the curriculum design.
5. Develop plans for the monitoring of the curriculum implementation.
6. Develop procedures for the evaluation of the process and product in the implementation of the curriculum.
7. Identify responsibilities of school and county level personnel in the curriculum needs assessment, design, material selections, implementation and monitoring, evaluation.

#### ***Finance***

8. Identify local, state and federal sources of financial support to districts and schools.
9. Establish a budget development process and functions of school budget committees, directing who is to be involved and to what degree.
10. Determine budgeting processes and the applications to specific school/district needs.
11. Identify procedures for allocating available funds based on budgetary guidelines.
12. Identify multiple processes to increase cost effectiveness at the school/district level.
13. Use effective accounting procedures for such areas as internal accounts, county budget funds, requisition purchase orders, inventories, and payroll.



## **Component: 7.513.003**

### ***Management***

14. Demonstrate management skills and processes which insure orderly and systematic implementation of pupil instruction to establish school/district philosophy, goals, objectives, and educational plans.
15. Implement programs to establish, encourage and reinforce effective standards of behavior at school sites including discipline.
16. Identify and use the characteristics of teacher and school effectiveness research-based techniques to improve program, school climate, and staff/parent/student expectation, motivation and morale.
17. Identify and use the management information system (MIS) for improved instructional management for developing an understanding of how it relates to the state information system.
18. Identify and use effective techniques in needs assessment, time management, stress management, memory skill improvement, task analysis, space utilization, and planning and controlling skills to improve school/district programs and procedures through team building, human resource development, and self-study processes.
19. Identify and use key components of effective plant management.
20. Identify special knowledge or skills necessary to handle specific aspects of an administrative job assignment.
21. Use a variety of ways to establish networks for relating to the various publics through interpersonal and mass communication techniques.
22. Understand and use effective strategies for handling conflict resolution and for communication during crisis situations.
23. Demonstrate effectiveness in using skills and techniques in working with PTA/PTO groups, advisory, staff, and student committees, volunteers, and other community and business groups and agencies.
24. Establish a bi-directional public relations network using available media resources and school or district staff and community agencies.

### ***Leadership and Communication***

25. Demonstrate knowledge of, an understanding of, or demonstrate and apply at the practice or application level those Florida Principal Competencies in the eight competency clusters of Constancy of Purpose, Continuous Improvement, Critical Thinking, Communication, Facilitation, Decision Making, Managerial, and Proactive Orientation.

### ***Personnel***

26. Identify and use research-supported techniques and strategies for recruitment, identification, selection, orientation, assignment, development, and evaluation of personnel in such various settings as employment criteria selection interviews, classroom instruction, faculty meetings, parent/student conferences, and other job-role settings.
27. Use research-identified teaching behaviors in the Florida Performance Measurement System to provide: a) formative and b) summative support and evaluation to beginning and other teachers.
28. Identify and use clinical supervision skill such as problem identification, coaching, conferencing, observation, giving and receiving feedback, monitoring, reinforcement and extinction techniques.
29. Demonstrate, understand and apply the documentation processes designed to provide the necessary record keeping for the improvement and/or dismissal of personnel;
30. Identify and use district/building level professional learning activities and processes to respond to identified personnel needs such as career counseling.

### ***Technology***

31. Identify, develop and apply appropriate systems and forms for data processing management procedures including textbook inventory, budgeting, student scheduling, test design, achievement test, results test, administration, student record keeping, grade reporting, students registration and employee inservice record keeping system.
32. Identify, develop and apply appropriate uses of computers for instruction and management based on individual school/program needs/plans.
33. Identify and implement a plan for use of appropriate technological advances (computers, interactive video and teleconferencing) to increase the efficiency of supervision and management.
34. Demonstrate knowledge of computer utilization for developing a master schedule.



## **Component: 7.513.003**

### ***Law***

35. Identify and demonstrate understanding of key components of Florida school law with implications for administrators.
36. Identify changes in Florida school law as a result of recent legislation in terms of background intent, and implications.
37. Identify and demonstrate an understanding of the steps in documenting personnel actions for use in due process procedures.
38. Identify steps to communicating to staff aspects of school law applicable to classroom/job-role/instruction.
39. Acquire knowledge of how legal issues in decision making are determined by law in respect to the rights of students, teachers, administrators, and parents.
40. Identify areas of school law and school regulations which affect teacher selection, inservice, evaluation, and staff dismissal.
41. Identify human resource development models which affect the professional and personal growth of educational managers.

### **Description of Activities**

A variety of flexible activities will be part of a competency-based training program including modules, coaching/mentoring, video presentations, role-playing and other individual and group activities. Delivery systems may include college course work, workshops, professional meetings, consultant and technical assistance, individualized modules, networking, and Florida Academy for School Leaders.

### **Evaluation**

#### **Participant Assessment**

Participants will demonstrate proficiency in the targeted objectives by completing one or more of the following:

1. A written examination.
2. A passing grade from a college or university.
3. A written evaluation in the form specified by the instructor.
4. A written summary and analysis of the benefits of the activity as they relate to student achievement or job performance.
5. A selected activity observed by designated personnel.
6. Plans which reflect implementation of targeted objectives with designated personnel.
7. A product which demonstrates utilization of skills or knowledge gained.

The criteria for satisfactory completion will be 80%.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

1. Mentoring and coaching
2. Network support groups

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Management Training



## **JOB COMPETENCY TRAINING FOR PRODUCTIVE SCHOOL MANAGEMENT (Managing Productive Schools and Leadership Engines)**

### **General Objective**

To provide school and district managers with a research-, competency-based leadership training program to create conditions in which schools and the school system may be altered in productive ways that lead to increased student achievement and improved outcomes.

To explore the power of systems thinking in developing learning communities.

### **Specific Objectives**

The participant will demonstrate the following competencies:

1. Establish improvement goals through assessment and collaborative decision making.
2. Designate school work groups, both teaching teams or departments and task forces, to which are assigned school goal objectives and strategic planning responsibilities.
3. Establish and operationalize a teacher performance system that includes performance standards, individual goal setting and action planning procedures, performance monitoring, due process procedures and evaluation.
4. Develop and operationalize a school program for professional learning that emphasizes new knowledge and skills which are necessary for successful attainment of school improvement goals.
5. Develop and operationalize a peer and supervisory clinical supervision program for teachers and teams, where performance feedback and correctives are provided regularly.
6. Establish a healthy work climate and develop work group skills in strategic planning, creative and productive group communications, problem solving, and decision making.
7. Establish and operationalize a quality control system for work groups and for teachers, which includes goal based observations, conferencing and periodic progress reports.
8. Establish and operationalize an instructional program that reflects up-to-date research on teaching and learning and that guides teaching improvements.
9. Facilitate staff productivity in work groups and provide necessary resources for making the school an increasingly productive unit.
10. Establish and operationalize a set of school evaluation procedures to assess student achievement gains, teaching team and task force productivity, individual teacher performance and total school productivity.

### **Description of Activities**

The training program is designed to be a long-term, in-depth study of effective school management. Participants focus on objectives related to systems thinking; results orientation; professional learning, alignment of goals, practices, professional learning, and results; the change process; communication and connections among various resources and agencies; productive tools for data gathering and decision making; strategic planning; assessment of results and productive systems.

### **Evaluation**

#### **Participant Assessment**

Participants will regularly demonstrate proficiency in each targeted area by completing homework assignments and making group presentation. In addition, participants will produce:

1. Plans which reflect implementation of targeted objectives with designated personnel.
2. A product which demonstrates utilization of skills or knowledge gained.

The criteria for satisfactory completion will be 80% of assignments complete and satisfactory.



## **Component: 7.513.004**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

Application activities in the work setting are expected as part of the coursework. Extensive and long-term use of the strategies and concepts presented in the course will occur for each participant. Instructors and peers will be available for mentoring, coaching and networking.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Management Training



## **Component: 7.513.005**

### **PREPARING NEW PRINCIPALS TRAINING PROGRAM**

#### **General Objective**

To provide training and support to the aspiring and/or interim principal in the Preparing New Principals program so he/she can successfully demonstrate the 19 Florida Principal Competencies.

#### **Specific Objectives**

The participant will:

1. Identify the characteristics of effective principals.
2. Demonstrate the 19 principal competencies.
3. State Florida law for School Principal certification and the related guidelines for Preparing New Principals programs.
4. Describe the Hillsborough County Preparing New Principals Program including
  - a. roles and responsibilities of support team members
  - b. portfolio contents
  - c. use of the professional learning plan
  - d. training requirements
  - e. formative evaluation procedures
  - f. summative evaluation procedures
  - g. certification criteria
  - h. appeal process
5. Apply principles of effective management in the following domains
  - a. curriculum
  - b. finance
  - c. management
  - d. leadership
  - e. communication
  - f. personnel
  - g. technology
  - h. law

#### **Description of Activities**

Activities will be specified by the support team as part of the planning process for the Preparing New Principals program. Activities will be planned on an individual basis to reflect the needs of each interim principal. Training/learning roles may include: problem solving discussions, visitation to schools of experienced managers formal training, observation and demonstration, supervised assignments, delegated assignments, cooperative assignments, structured study, informal study, and reflection.

#### **Evaluation**

##### **Participant Assessment**

Participants will be assessed as part of their individual Preparing New Principals program. Progress towards specific objectives will be measured during the formative evaluation when objectives and plans to meet those objectives will be reviewed. Final demonstration of the Florida Principal Competencies will be verified by the Area Director during the summative evaluation process.

Each interim or aspiring principal will demonstrate all of the Florida Principal Competencies as well as an average satisfactory performance on the Hillsborough Competencies as well as an average satisfactory performance on the Hillsborough County Administrator/Supervisor Evaluation form.



## **Component: 7.513.005**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

1. Mentoring and coaching
2. Networking and support groups
3. Assistance from the Supervisor of Management Training on an as-needed individual basis

Successful completion of this component is intended to result in state certification as School Principal.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Management Training



## **Component: 7.513.007**

### **GROWTH OPPORTUNITIES FOR ASPIRING LEADERS (GOAL)**

#### **General Objective**

To provide instructional personnel the opportunity to assess their own leadership potential and increase their understanding of the administrative/supervisory role in the Hillsborough County Public Schools.

#### **Specific Objectives**

The participant will:

1. Assess his or her personal style of interacting with others.
2. Assess his or her leadership potential.
3. Describe the leadership roles in the Hillsborough County Public Schools structure.
4. Demonstrate management functions of planning, organizing, implementing, and controlling in the following areas:
  - a. Developing plans
  - b. Monitoring and controlling plans
  - c. Making decisions
  - d. Managing people
  - e. Developing a team
  - f. Conducting meetings
5. Demonstrate technical skills including:
  - a. Establishing a schedule
  - b. Conducting needs assessment
  - c. Planning for professional learning
  - d. Developing, and maintaining school calendar and duty roster
  - e. Preparing the annual report
  - f. Developing instructional programs
  - g. Maintaining school-wide discipline
  - h. Working with the special services team

#### **Description of Activities**

The training will be conducted in two phases. In Phase I, participants will become aware of their personal leadership styles and potential leadership ability through self-assessment using a variety of instruments designed for this purpose. Participants will have the opportunity to interact with district leadership and to determine whether they wish to pursue a leadership position in the district.

Phase II will utilize a self-study approach in which participants complete five work products for at least twelve hours of work under the direction of a professional resource person.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by the following:

1. Demonstration of the skills during the training sessions
2. Completion of the Phase II work portfolio



## **Component: 7.513.007**

### **Component Assessment**

1. All participants and consultants will complete opinionnaires following each session and upon the completion of the entire training program to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized and used for program modification.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

Application activities in the work setting are expected as part of the coursework. Extensive and long-term use of the strategies and concepts presented in the course will occur for each participant in terms of career action planning, seeking out and applying for leadership positions.

A course facilitator will work with each participant to apply new concepts and skills.

The program facilitators will gather frequency data for each cohort group of the number of GOAL graduates who are assigned to leadership positions in Hillsborough County Public Schools.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Management Training



## **4 ROLES OF LEADERSHIP (Prin-Cent Leadership)**

### **General Objective**

Participants will integrate into their leadership styles the strategies and elements of principle-centered leadership (Dr. Stephen Covey) and will understand the importance of building personal and professional relationships to increase organizational quality and productivity.

### **Specific Objectives**

The participant will:

1. Explain the characteristics of principle-centered leaders.
2. Understand the proper alignment of principles and practices within an effective organization.
3. Define and explain the concept of alternate organizational centers.
4. Identify the four levels of leadership and their key principles.
5. Identify the character traits that are essential to primary greatness.
6. Understand the three great forces that work against starting new behaviors.
7. Identify and explain the social and political conditions that lead to organizational ineffectiveness.
8. Understand the concept of moral compassing.
9. Differentiate among the various types of power.
10. State and explain ten power tools that increase a leader's power with others.
11. Identify and apply various methods of influence.
12. Understand the pyramid of influence.
13. Understand the concept of abundance management.
14. State, define and understand the seven chronic problems in organizations.
15. Differentiate among the four management paradigms.
16. Define and explain the conditions of empowerment.
17. Identify the characteristics of and create learning environments that are principle-centered.

### **Description of Activities**

Participants will engage in a variety of activities, including:

1. Video presentations
2. Mini lectures
3. Discussions
4. Cooperative group work
5. Self assessment exercises
6. Journal writing
7. Outside readings
8. Application exercises

### **Evaluation**

#### **Participant Assessment**

Participants will demonstrate competency in each objective by one or more of the following methods:

1. Discussions during training and assessed by the instructor(s)
2. Presentations made and assessed by the instructor(s).
3. Exercises completed during training and for outside study.
4. Professional development plans.



## **Component: 7.513.014**

### **Component Assessment**

The following sources of information will be used to ascertain program effectiveness:

1. Participants' written comments suggest that the training content was pertinent and useful.
2. Participant questionnaires following the inservice component indicate satisfaction with various aspects of instructional strategies and instructor effectiveness.
3. Participant assessment data indicate that at least 90% of the participants demonstrate knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

In their work setting, participants will incorporate into their leadership styles the concepts and principles of this training component. One or more of the following follow-up strategies will occur:

1. Peer coaching
2. Written plan of action
3. Observations by course instructor(s)
4. Submission of journal excerpt

### **Inservice Points - 30 maximum**

For Additional Information - Supervisor, Management Training



## **Component: 7.513.016**

### **PERSONNEL ISSUES FOR ADMINISTRATORS (Personnel Issues-Admin)**

#### **General Objective**

The purpose of this component is to introduce school administrators to critical information on contract revisions, interpretation, and applications. Participants also receive individual counseling on contract implementation. Personnel issues involving hiring employees and the documentation of employees will also be covered.

#### **Specific Objectives**

The number of grievances filed against school administrators will decrease from the number filed with the district from the year before.

The participant will:

1. Identify who the groups are that are under the various union contracts.
2. Understand the various points in each contract that are high grievance areas.
3. Establish Best Practices in hiring will be covered.
4. Understand the common mistakes made by administrators in hiring.
5. Demonstrate the understanding of the evaluation process and the NEAT process.

#### **Descriptions of Activities**

1. The facilitator will cover areas of the contract with the participants that are frequently violated by school administrators.
2. Participants will understand the significance of the timelines regarding Human Resource issues.
3. Study Groups

#### **Evaluation**

##### **Participant Assessment**

Annual school assessments

##### **Component Assessment**

The number of grievances filed against school administrators will decrease from the previous year.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum**

For Additional Information - Director, Professional Learning.



## **Component: 7.513.017**

### **Providing Effective Feedback for Administrators (PROV EFF FEEDBACK-ADMIN)**

#### **General Objective**

The purpose of this component is to provide school administrators an effective model for providing feedback to all employees.

#### **Specific Objectives**

The training will explore valuable models for giving feedback. Participants will understand that effective feedback is prescriptive rather than evaluative and understand how to use it to help employees improve performance.

The participants will:

1. Understand the various models of effective feedback.
2. Identify if they are open or closed to feedback.
3. Understand the Key Principles for keeping a person open to feedback.
4. Identify effective and ineffective feedback models.
5. Practice using the model for skill development.
6. Provide feedback to one another in the use of the model.

#### **Descriptions of Activities**

A variety of flexible activities will be part of the competency-based training program including modules, coaching/mentoring, video presentations, role-playing and other individual and group activities.

#### **Evaluation**

##### **Participant Assessment**

Participants will successfully participate in a number of feedback sessions for skill development with immediate feedback for skill building.

##### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.513.018**

### **Dealing with Conflict for Administrators (DEALING WITH CONFLICT-ADMIN)**

#### **General Objective**

The purpose of this component is to provide school administrators an effective model for working through conflict.

#### **Specific Objectives**

The participants will:

1. Learn about the process that conflict follows.
2. Examine their choices for handling conflict and identify the most appropriate choice for each situation.
3. Learn skills and techniques for effectively discussing and resolving conflict.
4. Practice using Key Principles and Interaction Guidelines to work through day-to-day as well as more challenging situations.

#### **Descriptions of Activities**

A variety of flexible activities will be part of the competency-based training program including modules, coaching/mentoring, video presentations, role-playing and other individual and group activities.

#### **Evaluation**

##### **Participant Assessment**

Participants will successfully participate in a number of conflict scenarios for skill development with immediate feedback.

##### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.513.019**

### **Classroom Walk Through for Administrators (CLSRM WALK THROUGH-ADMIN)**

#### **General Objective**

The purpose of this component is to provide school administrators an effective model for evaluating in a brief period of time the alignment of the curriculum and instruction in any classroom. A model for providing the teacher reflective feedback for the improvement of instruction is also covered.

#### **Specific Objectives**

1. Skill building for school administrators for brief, focused, classroom walk-throughs that provide for instruction and curriculum assessment.
2. Skill building for administrators in the delivery of a focused prompt to stimulate teacher reflection on instructional delivery.
3. Acquire a greater knowledge of the Sunshine State Standards and their use by teachers.
4. Acquire a profile of strengths and weaknesses of the faculty to better determine professional learning needs.
5. Identify special knowledge for more effective feedback and evaluation sessions.

#### **Description of Activities**

A variety of flexible activities will be part of the competency-based training including coaching/mentoring, presentations, individual and group activities, data gathering and classroom observations.

#### **Evaluation**

##### **Participant Assessment**

Participants will successfully participate in a number of classroom observations with immediate feedback. Approximately one month after the initial training a Follow-Up session will take place with more classroom observations for continual skill building.

##### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum.**

For Additional Information - Director, Professional Learning



## **Component: 7.513.021**

### **Elementary Curriculum and Instruction (Introductory) for Administrators (EL CURR & INSTRU INTRO-ADMIN)**

#### **General Objective**

The purpose of this component is to provide elementary school assistant principals the tools for planning the instructional program for each student in alignment with district expectations and legislative requirements.

#### **Specific Objectives**

1. Develop an understanding of the critical need to use various data sources in planning an effective instructional program for each student.
2. The introduction of strategies to constantly monitor the achievement and continual needs of each student.
3. Participants will be introduced to the school calendar in reference to textbook orders, Testing and Report Card documentation.

#### **Description of Activities**

A variety of flexible activities will be part of the competency based training program involving small and large group activities and instruction.

#### **Evaluation**

##### **Participant Assessment**

Annual school assessments.

##### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.513.023**

### **Curriculum Strategies (Middle School) Introductory for Administrators (CURR STRAT MS INTRO-ADMIN)**

#### **General Objective**

The purpose of this component is to provide middle school assistant principals an in-depth look at the role of the middle school assistant principal for Student Affairs/Curriculum.

#### **Specific Objectives**

1. Understand the job description.
2. Develop an understanding of the critical need to use various data sources in planning an effective instructional program for each student.
3. The introduction of strategies to constantly monitor the achievement and continual needs of each student.
4. Participants will learn the key components in building a Master Schedule.

#### **Description of Activities**

A variety of flexible activities will be part of the competency-based training program including modules, individual and small group activities.

#### **Evaluation**

##### **Participant Assessment**

Annual school assessments.

##### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum.**

For Additional Information - Director, Professional Learning



## **Component: 7.513.024**

### **Curriculum Strategies (Middle School) Advanced for Administrators (CURR STRAT MS ADV-ADMIN)**

#### **General Objective**

The purpose of this component is to provide middle school assistant principals an in-depth look at the role of the middle school assistant principal for Student Affairs/Curriculum.

#### **Specific Objectives**

1. Develop an understanding of the instructional techniques that increase the performance capacity of the learning community.
2. The introduction of strategies to constantly monitor the achievement and continual needs of each student.
3. Identify procedures for effective monitoring of student skill development.
4. Identify strategies for monitoring the pacing of curriculum by the various faculty members.
5. Participants will demonstrate the effective use of the various reports for improving instruction.

#### **Description of Activities**

A variety of flexible activities will be part of the competency-based training program including modules, individual and small group activities.

#### **Evaluation**

##### **Participant Assessment**

Annual school assessments.

##### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points -10 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.513.025**

### **Curriculum Strategies (High School) Introductory for Administrators (CURR STRAT HS INTRO-ADMIN)**

#### **General Objective**

The purpose of this component is to provide high school assistant principals an in-depth look at the role of the high school assistant principal for Student Affairs/Curriculum.

#### **Specific Objectives**

1. Understand the job description
2. Develop an understanding of the critical need for using various data sources in planning an effective instructional program for each student.
3. The introduction of strategies to constantly monitor the achievement and continual needs of each student.
4. Familiarize the participants with the various j screens fro student placement.

#### **Description of Activities**

A variety of flexible activities will be part of the competency based training program including modules, individual and small group activities.

#### **Evaluation**

##### **Participant Assessment**

Annual school assessments.

##### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.513.026**

### **Curriculum Strategies (Middle School) Advanced for Administrators (CURR STRAT ADV HS-ADMIN)**

#### **General Objective**

The purpose of this component is to provide middle school assistant principals an in-depth look at the role of the middle school assistant principal for Student Affairs/Curriculum.

#### **Specific Objectives**

1. Develop an understanding of the instructional techniques that increase the performance capacity of the learning community.
2. The introduction of strategies to constantly monitor the achievement and continual needs of each student.
3. Identify procedures for effective monitoring of student skill development.
4. Identify strategies for monitoring the pacing of curriculum by the various faculty members.
5. Participants will demonstrate the effective use of the various reports for improving instruction.

#### **Description of Activities**

A variety of flexible activities will be part of the competency based training program including modules, individual and small group activities.

#### **Evaluation**

##### **Participant Assessment**

Annual school assessments.

##### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum.**

For Additional Information - Director, Professional Learning



**Component: 7.513.027**

## **Data Analysis for Administrators (DATA ANALYSIS-ADMIN)**

### **General Objective**

The purpose of this component is to provide an in-depth look at the critical need in using various data sources to plan for individual students. Participants will also be engaged in analyzing and planning strategies based upon data sources.

### **Specific Objectives**

1. Develop an understanding of the various data sources for the effective planning for the instructional program.
2. Demonstrate critical thinking in the application of data analysis for curriculum planning.
3. Identify strategies to be implemented based upon the analysis of data.
4. Determine budgetary needs and school advisory recommendations based upon data analysis.

### **Descriptions of Activities**

A variety of flexible activities will be part of the competency based training program including modules, coaching/mentoring, role-playing and other individual and group activities.

### **Evaluation**

#### **Participant Assessment**

Annual school assessments.

#### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum.**

For Additional Information - Director, Professional Learning



## **Component: 7.513.028**

### **Internal Accounts for Administrators (INTERNAL ACCOUNTS-ADMIN)**

#### **General Objective**

The purpose of this component is to provide participants an in-depth look at how to set up the various budgets for the operation of a school in

#### **Specific Objectives**

1. Develop an understanding of policies and procedures that serve as guidelines in operating a school budget.
2. Develop the understanding on how to develop a budget.
3. Learn to use effective accounting procedures in overseeing the various school budgets.
4. Identify specific strategies to legally maximize the use of each budget for the best interest of the school.

#### **Descriptions of Activities**

A variety of flexible activities will be part of the competency-based training program including modules, coaching/mentoring, and other individual and group activities.

#### **Evaluation**

##### **Participant Assessment**

Annual school audit of the participant's school budget

##### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.513.029**

### **Full Time Equivalency (FTE) for Administrators (FTE-ADMINISTRATORS)**

#### **General Objective**

The purpose of this component is to provide an in-depth look and understanding of the school administrator's role in overseeing the FTE for their school and the financial impact when errors occur.

#### **Specific Objectives**

1. Identify and understand the states' rationale and expectations regarding FTE.
2. Develop an understanding of policies and procedures in overseeing the school's FTE.
3. Develop an understanding of the various programs and formulas.
4. Acquire knowledge of the common mistakes made by schools when entering FTE data.

#### **Descriptions of Activities**

A variety of flexible activities will be part of the competency based training program including modules, coaching/mentoring, role-playing and other individual and group activities.

#### **Evaluation**

##### **Participant Assessment**

Annual school assessments.

##### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.513.031**

### **Time Management for Administrators (TIME MGMT-ADMIN)**

#### **General Objective**

The purpose of this component is to provide assistant principals strategies to use for effective use of time.

#### **Specific Objectives**

1. Provide specific strategies for prioritizing projects.
2. Provide specific strategies to cut down on wasted time and the controlling of interruptions.
3. Identify strategies to reduce stress and guilt.
4. Understand how to be in control and not be overwhelmed.
5. Increase productivity through time saving techniques.
6. Identify professional etiquette in using the various communication modes.

#### **Descriptions of Activities**

A variety of flexible activities will be part of the competency based training program including modules, coaching/mentoring, role-playing and other individual and group activities.

#### **Evaluation**

##### **Participant Assessment**

Annual school assessments.

##### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.513.032**

### **Administrative Strategies for Administrators (ADMIN STRAT-ADMIN)**

#### **General Objective**

The purpose of this component is to provide assistant principals the knowledge of the effective principles in dealing with the state and auxiliary groups that impact the area they oversee.

#### **Specific Objectives**

1. The responsibilities in working with the Florida High School Athletic Association.
2. How to develop effective interpersonal relations with the Booster Clubs.
3. Strategies in maintaining the facility and handling rental agreements.
4. Effective budget strategies.

#### **Descriptions of Activities**

A variety of flexible activities will be part of the competency based training program including coaching/mentoring, role-playing and other individual and group activities.

#### **Evaluation**

##### **Participant Assessment**

Annual school assessments.

##### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.513.033**

### **Inspirational Leadership for Administrators (INSPIRATIONAL LDRSHP-ADMIN)**

#### **General Objective**

The purpose of this component is to provide assistant principals the insight to gain the enthusiasm, loyalty and devotion of heart from those they oversee.

#### **Specific Objectives**

1. The participants will assess their leadership style.
2. The participants will evaluate their effectiveness as a leader with their direct reports.
3. The participants will develop a leadership plan.
4. The participants will identify their level of leadership.
5. Identify the key elements in establishing relationships of mutual trust and respect.

#### **Descriptions of Activities**

A variety of flexible activities will be part of the competency based training program including coaching/mentoring, role-playing and other individual and group activities.

#### **Evaluation**

##### **Participant Assessment**

Annual school assessments.

##### **Component Assessment**

The participants will rate the training implementation in their Training Handbook that is submitted to the Program Manager at the end of the year for review.

#### **Follow-Up Plan**

Audit of individual implementation Plan in Training Handbook.

#### **Inservice Points - 10 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.513.035**

### **Eckerd Leadership Development Institute (LDI)**

#### **General Objective**

This course is designed to provide school administrators with the opportunity to develop their professional leadership skills. General topics include, but are not limited to, problem solving, feedback, decision making, conflict and change.

#### **Specific Objectives**

This course will help school administrators:

- To foster a climate of collaboration, shared leadership, and commitment leadership in the schools
- To build trust and effective skills for conflict resolution among school leaders
- To acquire clear understanding of individual strengths and weaknesses in order to enhance leadership effectiveness
- To understand differences in communication styles and the resulting impact on others
- To improve the ability to give and receive constructive feedback
- To leave the program with clear plans to transfer the skills and insights into school practice

#### **Description of Activities**

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include, but are not limited to:

- Lecturettes
- Discussions
- Modeling of strategic activities
- Demonstrations of instructional practices
- Hands-on training

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate mastery of 80% of the objective(s) by at least one of the following:

1. Paper-and-pencil test
2. Artifacts demonstrating leadership skills
3. Written critique and/or
4. Observation according to established criteria

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgement will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-up**

Application activities in the work setting may include the development of a needs assessment, action plan for implementation, evaluation design, and/or series of study groups to explore an educational issue in depth. Participants may also participate in a one-day follow-up training conducted by Eckerd College.



## **Component: 7.513.035**

### **Rationale**

The rationale for the Eckerd Leadership Development Institute stems from the district goal of developing highly qualified employees. The Eckerd LDI is a nationally recognized program which provides participants with growth opportunities in leadership. The program employs best practices for both education and business, two factors that can help administrators become highly effective.

### **Cultural Competence**

The Eckerd Leadership Development Institute embeds cultural competency by addressing differentiation of instruction to give participants a broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations.

Objectives 1, 2, 3, 4 and 5 exemplify this component.

### **Research-Based**

Courses provided to administrators are research-based and either developed in the district or purchased from well-respected companies. These courses address the best practices of leadership.

All objectives exemplify this component.

### **Best Practices**

Fostering a climate of collaboration and shared leadership  
Building trust

All objectives exemplify this component.

### **Inservice Points - 60 Maximum**

For additional information contact the director, Professional Learning



## **Component: 7.513.036**

### **Specific Skills for New Principals**

#### **General Objective**

This course is designed to provide new principals with the opportunity to concentrate on specific skills and duties necessary for successful completion of their new assignment.

#### **Specific Objectives**

This course will help the new school principals:

1. To understand the global picture of the principalship
2. To review with new principals deadline dates, job responsibilities, time management and communication skills
3. To foster working relationships with custodian, transportation and student nutrition employees
4. To build an understanding of human resources performance management, performance management and employee misconduct
5. To gain an understanding of Title I and supportive programs
6. To establish an effective community and media relationship
7. To understand the relationship between the administrative and instructional division
8. To gain knowledge of county/school budgets, club accounts and audits

#### **Description of Activities**

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Lecturettes
2. Discussions
3. Modeling of strategic activities
4. Demonstrations of instructional practices
5. Hands-on training

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate mastery of 80% of the objective(s) by at least one of the following:

1. Artifacts demonstrating leadership skills
2. Written critique

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

#### **Follow-up**

Application activities may include monthly follow-up meeting to address concerns and pressing issues.

#### **Rationale**

The rationale for the new principals' workshop stems from the district goal of developing highly qualified employees.

#### **Cultural Competence**



## **Component: 7.513.036**

The new principals' workshop embeds cultural competency by addressing the differences in administrative needs and concerns for specific school sites in our culturally varied county.

### **Research-Based**

Courses provided to administrators are developed in the district. These courses address the best practices of leadership.

All objectives exemplify this component.

### **Best Practices**

1. Fostering a climate of collaboration and shared leadership
2. Building trust

All objectives exemplify this component.

### **Inservice Points - 60 Maximum**

For additional information contact the director of Administration



## **Component: 8.012.001**

### **TRAINING FOR HEAD START PERSONNEL**

#### **General Objectives**

To provide knowledge and understanding of the typical child development of preschool children. To provide a basic understanding of preschool children with special needs. To train participants to be knowledgeable in all aspects of educational programming for children ages 3-5 years.

#### **Specific Objectives**

The participant will:

1. Understand Head Start goals and performance standards.
2. Identify and work with children with special needs.
3. Observe, record and access each child's growth and development for the purpose of planning activities to meet individual needs.
4. Integration - Health/Safety and nutrition.
5. Understand social, emotional, cognitive, and physical development in young children.
6. Encourage the involvement of parents in all aspects of the program.

#### **Description of Activities**

Participants will attend workshops and small group sessions dealing with all topics listed. Participants will use the strategies and methods learned at workshops in their classrooms on a daily basis. Participants will make materials appropriate for use in their classrooms. They will complete reading, written and hands - on assignments.

#### **Evaluation**

##### **Participant Assessment**

Pre and post examinations will be used to evaluate performance of the workshop participants. The criterion for successful completion will be 80%. Program evaluation will also include classroom observation to determine if concepts are applied in the classroom.

##### **Component Assessment**

1. All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Participants will take part in in-room practicums and observation and feedback sessions designed to follow-up materials taught in
2. the work shops and/or introduce new materials.
3. Participants will be assigned a curriculum specialist to provide support and observation feedback in the implementation of the
4. Head Start Performance Standards.
3. Records of support will be maintained.
4. Participants will maintain records for quarterly audit.
5. Participants will demonstrate developmentally appropriate practices in weekly lesson plans which should include Health/Safety
5. and nutrition activities.

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Early Childhood Programs



## **Component: 8.103.001**

### **PERSPECTIVE ON EXCEPTIONAL STUDENT EDUCATION AND STUDENT SERVICE (Persp on DEES/DoSS)**

#### **General Objectives**

To provide school personnel with information about the kinds and purposes of services available through the Department of Student Services (DoSS). To enable the educator to recognize and deal with mental health issues affecting his/her own performance and welfare. To inform school personnel about the services to all students through Student Services Department. To inform school personnel about criteria, policy, and procedures for referring students for services to either department.

#### **Specific Objectives**

The participant will:

1. Identify roles of Student Services personnel.
2. List the names and nature of Exceptional Student programs.
3. Describe policies and procedures regulating referrals, including completion of forms.
4. Recognize selected behaviors which may be considered in the process of identifying students for referral.

#### **Description of Activities**

Personnel from the two departments involved will conduct workshops dealing with the concerns of their departments. Participants will be involved in lectures, AV presentations, group discussions, role playing, and questions/answers.

#### **Evaluation**

##### **Participant Assessment**

A written pre-test will be administered prior to beginning the workshop, and a written post-test will be administered after completion of the workshop. Participants will earn at least 80% on the posttest.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Participants will complete one or more of the following:

1. Participate in follow-up discussion.
2. Journal reflections of behaviors recognized which may be considered in process of identifying students for referral.
3. Other as determined by consultant.

#### **Inservice Points - 60 Maximum**

For Additional Information - Director, Student Services/Director, Exceptional Education



## **Component: 8.103.002**

### **DUE PROCESS AND AUDIT - ESE**

#### **General Objectives**

This component provides educators and support personnel with the requisite knowledge to participate in the due process, mediation procedure and the auditing process. To increase the knowledge and skill of the participants in implementing policies and procedures relating to the Exceptional Student Education Department.

#### **Specific Objectives**

The participant will:

1. Complete specific compliance documents and answer questions relating to district policies using printed district resources (i.e., School Board Policy, Special Programs and Procedures, IEP instruction books; the Exceptional Student and Student Services Handbook.
2. Identify documentation of the complete screening/identification and staffing process.
3. Conduct a simulated eligibility placement staffing, IEP development meeting and develop an appropriate IEP.
4. Demonstrate ability to audit ESE student records at a school site.
5. Develop strategies and techniques for effectively involving parents, including surrogate parents, as participants in the placement process.
6. Write a parent information letter containing specific information about parent, student, and school system rights and responsibilities regarding due process and mediation.

#### **Description of Activities**

A variety of activities will be offered including review of literature and state and federal legislation, compliance documents, lectures, AV presentations, demonstrations, small group discussions, development of an IEP and parent information employed.

#### **Evaluation**

##### **Participant Assessment**

Each participant must take a written pre- and post-test for each training segment. The participant must attain 80% accuracy on the posttest, which will cover concepts presented during the specific segment.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

1. Observation/feedback
2. Instructor-led review/update sessions
3. On-site technical assistance

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Staffing Component



## **Component: 8.103.003**

### **UNDERSTANDING DISTRICT EXCEPTIONAL EDUCATION & STUDENT SERVICES POLICY & PROCEDURES DISTANCE LEARNING COURSE (Ex Ed Distance Learning Course)**

#### **General Objective**

1. Develop an awareness of compliance issues at the Federal/State/District levels in the education of exceptional students as related to reauthorization of IDEA.
2. Develop an awareness of the District Student Handbook on Exceptional Education and Student Services.
3. Assist teachers in using technology as a method of instruction and information dissemination.
4. Develop an awareness of distance learning.
5. Provide teachers with a means of acquiring knowledge through the use of online instruction.

#### **Specific Objectives**

The participant will:

1. Understand the I-team report and its relationship to the referral process.
2. Understand the components of the referral and its significance to evaluation.
3. Understand the roles of regular teacher, exceptional teacher, evaluators, and parents in the referral, evaluation, and placement process.
4. Explain the rationale for completing ESE documents.
5. Demonstrate their understanding and use of ESE documents.
6. Understand the effect of Reauthorization on the evaluation/placement process.
7. Increase understanding & use of the District Exceptional Education and Student Services Handbook.
8. Use e-mail as a means of submitting assignments and asking questions.
9. Use online instruction as a learning tool.
10. Use videos as a learning tool.

#### **Description of Activities**

This course will address the objectives through participation in two face-to-face live sessions, distance learning videos, using IDEAS as a means of communication and submission of assignments, and participating in online instruction.

#### **Evaluation**

##### **Participant Assessment**

1. Participants will be given a pre-test and post-test on the specific objectives. The criterion for credit will be 80% on the post-test.
2. Participants will complete online assignments and respond via e-mail.

##### **Component Assessment**

1. All participants will complete rating scale to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgement will be that 90% of the participants show an increase in their knowledge on the post-test.

#### **Follow-Up Plan**

Technical Assistance and consultation

#### **Inservice Points — 60 maximum**

For Additional Information — Supervisor, Florida Diagnostic and Learning Resource System



## **Component: 8.104.002**

### **SUPERVISING ESE PARAEDUCATORS (Supv. ESE Paraeducators)**

#### **General Objective**

To provide training to teachers on the supervision of ESE paraeducators. Participants will learn and display strategies, skills, techniques, and materials necessary to effectively supervise ESE paraeducators.

#### **Specific Objectives**

The participant will:

1. Identify effective characteristics of teams.
2. Develop forms to use during scheduling, conferencing, and team meetings with ESE paraeducators.
3. Practice effective communication skills.
4. Learn strategies for dealing with difficult personnel.
5. Develop effective scheduling procedures.
6. Learn effective formal and informal evaluation techniques.
7. Develop effective evaluation forms

#### **Description of Activities**

Participants will participate in a one-day 6 hour training developed to train teachers on supervising their paraeducators effectively. Participants will develop forms, practice role-playing, and learn new strategies for dealing with difficult situations with their teams.

#### **Evaluation**

##### **Participant Assessment**

He participants will complete a pre-test and post-test to assess the effectiveness of the training. The pre and post-test will assess the knowledge base of job responsibilities of the paraeducator and the teacher. Participants will be able to earn additional points by developing and using forms for scheduling, and or evaluation of their paraeducator.

##### **Program Assessment**

All participants will complete opinionnaires to assess the degree which specific objectives have been addressed by component activities. Participant data will be summarized.

#### **Follow-up Plan**

1. Checklists will be utilized with teachers to assess the effectiveness of the training and need for further training.
2. Staff will be available for onsite visitations.

#### **Inservice Points – 60 Maximum**

For Additional Information – Supervisor, Florida Diagnostic and Learning Resources



## **Component: 8.104.003**

### **EXCEPTIONAL STUDENT EDUCATION PARA-EDUCATOR TRAINING (Except Stu Ed Para Trng)**

#### **General Objective**

To train Exceptional Student Education paraeducators in skills necessary to effectively work with students in all areas of Exceptional Student Education. Upon completion of the component, participants will be familiar with the ESE legal process and procedures. They will acquire skills such as behavior management, academic modifications, and team building to improve their performance within the ESE classroom.

#### **Specific Objectives**

The participant will:

1. Identify characteristics of ESE program eligibility.
2. Identify key components of IDEA 97.
3. Identify effective team strategies.
4. Identify effective communication strategies.
5. List roles and responsibilities of ESE paraeducators.
6. Answer questions dealing with legal issues of confidentiality.
7. Develop skills necessary to schedule daily routines and responsibilities.
8. Learn strategies in working with Pre-K ESE students.
9. Identify components of Pre-K curriculum.
10. Learn strategies in working with Autism Spectrum Disorders curriculum.
11. Identify components of the Autism Spectrum Disorders curriculum.
12. Learn, practice, and display appropriate lifting, positioning, and feeding skills for ESE students.
13. Acquire skills necessary to observe and record behavior.
14. Acquire skills to manage behavior effectively in an ESE classroom.
15. Learn strategies for working with students in an inclusionary program.
16. Develop skills necessary to modify materials and curriculum for ESE students.

#### **Description of Activities**

All participants will attend a one-day 6 hour training covering a variety of topics including legal issues/ESE process, IEP/exceptionalities, professional and ethical responsibilities, confidentiality, roles and responsibilities, scheduling and routines, supervision and evaluation, team building, communication skills, working in a classroom environment, academic accommodations, and behavior management. After the one-day session, each paraeducator will design a Professional Learning Plan with their supervising teacher and principal, indicating further training needs. Modules will be designed to meet identified needs of the paraeducators.

#### **Evaluation**

##### **Participant Assessment**

The participants will utilize a self-evaluation form developed to assess their skill level in various areas of training. At the end of the training, participants will complete the evaluation to review knowledge areas gained and identify areas needing further training. A short post-test will be given to measure specific skills levels on non-performance objectives.

##### **Program Assessment**

All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.



## **Component: 8.104.003**

### **Follow-up Plan**

Supervisors of paraprofessionals will be given checklists and questionnaires to review enhanced job performance of paraeducators after attending all training sessions. A staff member may be available for on-site team building.

### **Inservice Points – 60 Maximum**

For Additional Information – Supervisor, Florida Diagnostic and Learning Resources



## **Component: 8.104.004**

### **Serve Coordinator and Volunteer Management Training (SERVE COORD/VOL MGMT TRNG)**

#### **General Objective**

Provide SERVE Coordinators and others interested in volunteer management the information and skills for accessing services, understanding legislative requirements, and developing a successful school volunteer program.

#### **Specific Objectives**

The participant will:

1. Understand the programs of SERVE -Volunteers in Education and the ways to access and use the following:
  - a. speakers bureau
  - b. tutor program
  - c. mentor program opportunities
2. Be able to develop a comprehensive volunteer management program
3. Understand available district and community resources available to support school's volunteer programs.

#### **Descriptions of Activities**

Participants will attend a workshop and will have the opportunity to experience the topics through presentations, small group interaction, role-playing and the review of all materials and submission forms.

#### **Evaluation**

##### **Participant Assessment**

Consists of a verbal evaluation of knowledge of attendees at the training to determine level of competency and familiarity with the session objectives and submission of one project.

##### **Component Assessment**

All participants will complete a post test to assess the degree to which the objectives were met through the component activities. The criterion for positive program completion is an 80% correct response on the post test.

At least one project will be completed by all attendees before awarding of inservice points.

#### **Follow-Up Plan**

- a. Review volunteer management programs for completeness based in requirements
- b. Provide additional sessions on accessing community and District resources as they become available.

#### **Inservice Points - 10 Maximum**

For Additional Information - Supervisor, Parent, Family and Community Involvement and Executive Director, SERVE



## **Component: 8.301.001**

### **COLLEGE LEVEL ACADEMIC SKILLS TEST (CLAST) PREP-READING AND ENGLISH (CLAST – Reading & English)**

#### **General Objective**

To increase knowledge of reading skills and strategies as described in the Study guide for the CLAST-Reading. To provide assistance to participants who take the Florida Department of Education CLAST-Reading. To increase knowledge of English skills and strategies as described in the Study Guide for the CLAST-English Skills. To provide assistance to participants who take the Florida Department of Education CLAST-English Skills.

#### **Specific Objectives**

The participant will:

1. Demonstrate the ability to recognize the main idea in selected reading passages.
2. Develop skills, which allow participants to recognize supporting details in selected readings.
3. Determine the meaning of words in context.
4. Recognize the purpose of selected readings based on the content and context.
5. Determine the organizational pattern of a selected reading based on the flow of the content.
6. Recognize the relationships between and within sentences in order to understand the meaning of selected readings.
7. Determine the author's tone based on the usage of parts of speech such as adjectives and adverbs.
8. Discriminate between fact and opinion.
9. Detect author's bias based on writing style.
10. Identify logical inferences and conclusions.
11. Recognize the difference between valid and invalid arguments.
12. Demonstrate the ability to write sentences utilizing proper sentence structure skills.
13. Write sentences, which display proper usage of grammar skills.
14. Utilize word choice skills in writing essays.
15. Practice spelling skills and identify commonly misused words.
16. Have success on CLAST Essay Writing Tests.
17. Have success on English Language Skills Tests.
18. Have success on Reading Skills Tests.

#### **Description of Activities**

Participants will engage in discussion, writing, reading, and critiquing of writing assignments. Necessary materials will be provided.

#### **Evaluation**

##### **Participant Assessment**

Evaluation activities will focus in the participants' knowledge and applications of the skills taught in the workshop. CLAST Essay Writing Tests, English Language Skills Tests, Reading Skills Tests will be administered. A criteria of 80% will be used to determine successful completion of the workshop.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which objectives have been addressed by component activities. Participant data will be summarized and shared with appropriate supervisory staff.
2. Criteria for positive judgment shall be that 90% of all participants demonstrate acquired knowledge on at least 80% of the specific objectives.



## **Component: 8.301.001**

### **Follow Up Plan**

1. Participants will complete assignments applying their knowledge and skills in the area of reading and English.
2. Individual conferences to discuss the extent of progress in this area and plans for additional assistance, if needed.
3. Portfolios of implementation activities.
4. Form networking system or coaching teams.

### **In-service Points – 60 maximum**

For Additional Information – Supervisor of Teacher Training



## Component: 8.301.002

### COLLEGE LEVEL ACADEMIC SKILLS TEST (CLAST) PREP-MATH (CLAST – MATH)

#### General Objectives

To increase knowledge of math skills as described in the Study Guide for the CLAST – Reading. To teach math skills in the areas of arithmetic, geometry and measurement, and algebra. To provide assistance to participants who take the Florida Department of Education CLAST- Math Skills.

#### Specific Objectives

The participant will:

- A. Perform the following arithmetic tasks:
  1. Demonstrate the ability to add, subtract, multiply, and divide fractions and decimals.
  2. Recognize the meaning of exponents.
  3. Identify place value and use expanded notation.
  4. Identify equivalent decimals, percents, and fractions.
  5. Determine the order relationship between two real numbers.
  6. Calculate percent increase and decrease.
  7. Solve word problems without variables or percents and involving percents.
  8. Estimate sums, averages, and products.
  9. Find missing numbers given a pattern.
- B. Perform the following geometry and measurement tasks:
  1. 10. Round measurements.
  2. 11. Solve word problems involving the Pythagorean theorem.
  3. 12. Identify appropriate units of measure.
  4. 13. Calculate distances, areas, and volumes.
  5. 14. Solve word problems involving geometric figures.
  6. 15. Identify formulas for measuring geometric figures.
  7. 16. Infer formulas for measuring geometric figures.
  8. 17. Identify relationships between angle measures.
  9. 18. Identify names of plane figures given their properties.
  10. 19. Recognize similar triangles and their properties.
- C. Perform the following algebra tasks:
  1. 20. Add, subtract, multiply, and divide real numbers.
  2. 21. Apply the order of operations agreement.
  3. 22. Use properties of operations.
  4. 23. Use scientific notation.
  5. 24. Determine if a number is a solution to an equation or inequality.
  6. 25. Use properties to identify equivalent equations and inequalities.
  7. 26. Solve linear equation and inequalities.
  8. 27. Use algebraic formulas.
  9. 28. Find values of functions.
  10. 29. Find factors of quadratic expressions.
  11. 30. Find solutions to quadratic expressions.
  12. 31. Solve a system of two linear equations in two unknowns.
  13. 32. Identify specified regions of the coordinate plane.
  14. 33. Solve problems involving the structure and logic of algebra.
  15. 34. Identify statements of proportionality and variation.
  16. 35. Solve algebraic word problems with variables.



## **Component: 8.301.002**

### **Description of Activities**

Participants will engage in discussion, solving arithmetic, geometry, measurement, and algebra problems. Necessary materials will be provided.

### **Evaluation**

#### **Participant Assessment**

Evaluation activities will focus in the participants' knowledge and applications of the skills taught in the workshop. Practice problems and practice tests will be administered. A criteria of 80% will be used to determine successful completion of the workshop.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which objectives have been addressed by component activities. Participant data will be summarized and shared with appropriate supervisory staff.
2. Criteria for positive judgment shall be that 90% of all participants demonstrate acquired knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

1. Participants will complete assignments applying their knowledge and skills in a variety of math applications.
2. Individual conferences to discuss the extent of progress in this area and plans for additional assistance, if needed.
3. Portfolios of student math activities.
4. Form networking system or coaching teams.

#### **In-service Points – 60 maximum**

For Additional Information – Supervisor of Teacher Training



## **Component: 8.403.001**

### **SOCIAL-EMOTIONAL DEVELOPMENT IN CHILDREN (Soc-Emo Devlp in Children)**

#### **General Objective**

To work with school faculties to increase the participants' knowledge of individual differences in children as a function of social and emotional developmental variables.

#### **Specific Objectives**

The participant will:

1. Analyze specific behavioral incidents in terms of developmental differences.
2. List the significant concepts of a major theory pertaining to social-emotional development.
3. Describe the influence of heredity, temperament, early environment, parent-child relationships, family dynamics, socio-economic status, race and ethnic origin, and previous school experiences on personality adjustment and adaptation to the classroom.

#### **Description of Activities**

Consultant(s), and/or staff members, will present several major theories of the social and emotional development of children.

An observation instrument will be developed and used to identify those variables which influence personality adjustment and adaptation to the classroom.

#### **Evaluation**

##### **Participant Assessment**

Participants will score at least 80% on a written posttest on major concepts related to social-emotional development.

The developed format will be utilized by each participant when conceptualizing and summarizing on a selected student's case. A written report will be submitted and evaluated by the presenter for relevant application.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Participants will:

1. Use the observation instrument developed in class.
2. Written report summarizing a student case.
3. Others, as determined by instructor.

#### **Inservice Points - 30 Maximum**

For Additional Information - Supervisor, Psychological Services



## **CRISIS, SUBSTANCE ABUSE, AND CHILD ABUSE INTERVENTION (Crs, Sub Abuse, Chld Abuse Int)**

### **General Objective**

Participants will gain an understanding of their legal and ethical obligations as well as the warning signs and symptoms regarding child abuse, substance abuse and suicidal situations.

### **Specific Objectives**

The participant will:

1. Gain knowledge regarding the risk factors related to substance abuse.
2. Learn about the profile of a resilient child.
3. Develop skills to facilitate resiliency.
4. Identify illicit drugs, their names, and effects common to students.
5. Learn about physical and psychological effects of drugs.
6. Identify the physical and behavioral indicators of physical abuse.
7. Identify the physical and behavioral indicators of physical neglect.
8. Identify the physical and behavioral indicators of sexual abuse.
9. Identify the physical and behavioral indicators of emotional maltreatment.
10. Understand Florida law requirements for reporting suspected abuse.
11. Learn about the purpose of Child Study Teams and Exceptional Student Education.
12. Identify the danger signs of a potential suicide.
13. Understand the intervention procedures for crisis situations.

### **Description of Activities**

Participants will observe an informational video that is one hour and fifty minutes in length.

### **Evaluation**

#### **Participant Assessment**

Participants will take a post-test at the end of the session. Success is determined by a minimum score of 75%.

#### **Component Assessment**

1. All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

A report from MIS will be provided to the administrator each year to ensure that all teachers have attended the training.

### **Inservice Points -10 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 7.513.004**

### **CHILD ABUSE AND NEGLECT**

#### **General Objective**

To acquaint school personnel with basic information about child abuse and neglect and inform them of the responsibility for taking appropriate action when necessary.

#### **Specific Objectives**

The participant will:

1. Define the legal definition of child abuse and neglect.
2. Identify symptoms of child abuse and neglect which are observable in the school setting.
3. Identify some of the causal factors for child abuse and neglect.
4. Describe the responsibility of school personnel to report child abuse and neglect.
5. Identify family life factors which can be strengthened in order to remediate and prevent child abuse and neglect.
6. Identify the agency responsible for investigating child abuse and neglect.
7. Identify community resources which provide assistance to students and families.

#### **Description of Activities**

Activities may include lectures, discussions, readings, video presentations, professional conference, and visits to or consultations with community agencies.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by one or more of the following:

1. A review of the written materials presented by the participant.
2. A paper and pencil test covering information presented.
3. Inquiry or observation by the instructor of competence or skills.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgement will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

- Examples of Participant Work
- Self-Assessment of Implementation
- Demonstration and Observation and/or Reflections of Learning Journal

#### **Inservice Points - 30 maximum**

For Additional Information - Supervisor, School Social Work



## **DEVELOPMENT OF A SCHOOL CRISIS PLAN (Develop School Crisis Plan)**

### **General Objective**

The purpose of this inservice program is to develop a crisis plan for schools that will cover the various crisis situations facing our schools today.

### **Specific Objectives**

The participant will:

1. Explore the various crisis situations facing our schools.
2. Review the factors to be considered in a crisis situation.
3. Understand and practice how non-verbal communication impacts a crisis situation.
4. Practice and understand how paraverbal communication impacts a crisis situation.
5. Review the aspects of death and grief in relation to crisis situations.
6. Explore how a suicidal crisis can affect schools.
7. Demonstrate knowledge of suicide assessment.
8. Demonstrate knowledge of suicide prevention.
9. Demonstrate the ability to effectively deal with the aftermath of a suicide.
10. Review various crisis plans now used by schools.
11. Analyze specific items from other school plans to determine the appropriateness of any of those items for their own school site.
12. Develop an in-school crisis plan.
13. Finalize the in-school plan by reviewing the above mentioned specific objectives to determine if all the necessary components of the in-school plan have been developed.

### **Description of Activities**

Concept Areas:

1. Crisis escalation
2. Crisis development
3. Non-verbal communication
4. Death and dying
5. Plan Development

The participants will be involved in a variety of activities designed to help them gain an understanding of the specific concepts of the course. Activities will include, but not be limited to, simulations, role-playing, and group analysis and development of school plans.

### **Evaluation**

#### **Participant Assessment**

The participants will be evaluated by one or more of the following:

1. paper and pencil test
2. trainer observation
3. other, as determined by trainer

### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

The participant will submit a real or mock crisis plan to their supervisor for a school they serve.

### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Teacher Training



## **Component: 8.404.001**

### **ADVISER-ADVISEE TRAINING**

#### **General Objective**

To provide instruction to elementary, middle school, and senior high school teachers in advising students in such areas as academics, life planning and ordinary school adjustment problems.

#### **Specific Objectives**

The participant will:

1. Demonstrate an understanding of self and others through appropriate group activities.
2. List ways to foster a school environment in which each student can be known as a total human being by at least one professional in the school.
3. Choose strategies for assisting students to recognize their personal interests and needs.
4. Identify techniques for directing students with respect to their potential, interests, and needs.
5. Develop an understanding of current courses of study in order to assist students in making appropriate choices.
6. Demonstrate techniques in a small group setting for helping students solve individual and group adjustment problems.
7. Build a plan for assisting students in developing a sense of self-direction.
8. Demonstrate for other participants the use of career awareness materials which can be used to aid students in establishing useful career goals.
9. Exhibit expertise in teaching interpersonal communication skills by demonstrating a variety of such teaching techniques to other workshop participants.
10. Demonstrate group process techniques to be used with adviser-advisee groups.
11. Develop a commitment for acquiring additional skills for managing an adviser-advisee group.
12. Evaluate personal success with advisees by using a variety of measuring techniques.
13. Demonstrate improvement in the advisee skills:
  - a. communicating productively
  - b. achieving self, other and career awareness and acceptance
  - c. making appropriate life decisions
  - d. solving problems related to life coping skills
  - e. recognizing career options appropriate for the students' interest, needs and ability.
14. Enumerate the duties of advisers.
15. Write a list of materials appropriate for use with the adviser-advisee program.
16. Demonstrate of state and district graduation requirements.
17. Exhibit the ability to provide supportive academic and career advisement to students and parents or guardians.
18. Exhibit the ability to use student records and files.
19. Demonstrate the ability to serve as a liaison between the student and community resources.

#### **Description of Activities**

Using professionally skilled adviser-advisee leaders, the workshop participants will be involved in the following activities: mini-lectures, discussions, demonstrations, reading assignments and role playing.

#### **Evaluation**

##### **Participants Assessment**

It is assumed that participants will have little knowledge of the adviser-advisee program and techniques prior to the workshop. Evaluation activities will focus on the participants' knowledge and applications of the skills taught in the workshop. Each participant will submit a written plan describing the way the workshop information will be used in professional practice.



## **Component: 8.404.001**

### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

### **Follow-Up Plan**

Participant will exhibit expertise of newly acquired knowledge by providing a written product or demonstration of content presented.

### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Guidance Services



## **Component: 8.409.001**

### **MAINTAINING AND REFINING SOCIAL WORK SKILLS**

#### **General Objective**

To maintain, update and refine professional knowledge and skills of social workers in the schools.

#### **Specific Objectives**

The participant will:

1. Use interview techniques in a variety of situations involving students, parents, guardians, and teachers.
2. Analyze a situation in terms of its dynamics, focusing on the probable causes of the problems.
3. Identify and coordinate appropriate services from available community agencies for specific cases.
4. Write a social/developmental history.
5. Utilize school resources and programs.
6. Participate appropriately as a team member with school and agency personnel.
7. Identify health needs and use the information to plan the most appropriate educational and community services for the student.
8. Identify mental health needs and use this information to plan the most appropriate school and community services for the student and family.
9. Consult with school and agency personnel regarding student needs.

#### **Description of Activities**

Activities may include lectures, discussions, readings, video presentations, professional conferences, case presentations, and visits to or consultations with community agencies.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by one or more of the following:

1. A review of the written materials presented by the participant.
2. A paper and pencil test covering theoretical knowledge.
3. Inquiry or observation by the instructor of competence or skills.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan:**

- Example of Participant Work
- Observations
- Case Staffings or Conferences, Consultation
- Case Reviews and/or
- Self-Assessment

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, School Social Work



## **Component: 8.409.002**

### **COMMUNITY SERVICES AND SCHOOL SOCIAL WORK**

#### **General Objective**

To update school social workers' knowledge of community services, systems, and policies.

#### **Specific Objectives**

The participant will demonstrate, orally or in writing, knowledge of:

1. Those agencies offering services to Hillsborough County students and their families in such areas as health and medical, mental health, economic, housing, transportation, etc.
2. The relationships of these agencies with each other and with the schools.
3. The policies and procedures for using the agency resources in the resolution of needs of school students.

#### **Description of Activities**

Activities may include lectures, discussions, readings, video presentations, professional conferences, case presentations, and visits to or consultations with community agencies.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by one or more of the following:

1. A review of the written materials presented by the participant.
2. A paper and pencil test covering theoretical knowledge.
3. Inquiry or observation by the instructor of competence or skills.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to asses the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgement will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

- Examples of Participant Work
- Observation and/or
- Self-assessment

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, School Social Work



**Component: 8.409.004**

## **COUNSELING THEORIES AND PRACTICES (Counseling Theor, Pract)**

### **General Objective**

To examine the nature of the counseling process with emphasis on theoretical and practical techniques.

### **Specific Objectives**

The participant will:

1. Identify major concepts of selected counseling theories and techniques.
2. List characteristics unique to each counseling theory.
3. Identify application of a technique in a modeled segment of counseling.
4. Record with accuracy on a summative instrument the frequency of instances of a technique in a modeled scenario of counseling.

### **Description of Activities**

Consultants will present and demonstrate a single or several counseling theories and techniques. They will work with participants to develop summative instruments to be used to demonstrate competency.

### **Evaluation**

#### **Participant Assessment**

The participant will identify with 80% accuracy techniques characteristic of counseling theory in videotaped segments of counseling.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

Participants will complete one or more one of the following:

1. The participant will model the appropriate techniques with peer observation
2. Learning Journal
3. Counseling Log describing techniques used with students.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Psychological Services



## **Component: 8.409.005**

### **PEER COUNSELING**

#### **General Objective**

To provide instruction for counselors and selected teachers in techniques for teaching and supervising peer counseling (facilitation) classes and programs at elementary, middle and senior high school levels.

#### **Specific Objectives**

The participant will:

1. Exhibit expertise in teaching interpersonal communication skills by demonstrating a variety of such teaching techniques to other workshop participants.
2. Use appropriate group process skills to achieve specific group oriented tasks.
3. Write an organizational plan for supervising individual and group student projects relating to major concerns of youth today.
4. Systematically implement a peer facilitator program in his/her school setting.
5. Develop a commitment for acquiring additional skills for managing and teaching peer facilitator classes and programs.
6. Evaluate a peer counseling class and program using a variety of evaluation measuring techniques.
7. Demonstrate improvements in the following skills of the students for whom they are responsible:
  - a. communicating productively
  - b. achieving group oriented tasks
  - c. making appropriate decisions
  - d. solving problems related to life coping skills
  - e. understanding self and others
  - f. planning and developing group presentations on topics of concern to today's youth
  - g. locating school and community resources or assisting with concerns of today's youth
8. Demonstrate knowledge of peer facilitator teaching and program materials by making a list of materials appropriate for his/her class or program use.

#### **Description of Activities**

Under the direction of professionally skilled peer facilitator teachers, supervisors and leaders, participants will be involved in the following activities: mini-lectures, discussions, demonstrations, reading assignments, writing assignments and role- playing. All participants will be provided with the materials necessary to implement the newly acquired techniques in their classes and programs.

#### **Evaluation**

##### **Participant Assessment**

Evaluation will focus on participants' knowledge and applications of the skills taught in the workshop. A pre- and post-test will be administered. Participants must earn 80% on the post-assessment.

It is assumed that participants will have little knowledge of Peer Facilitator teaching techniques and program strategies prior to the workshop.

##### **Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

#### **Follow-up Plan**

Participant will exhibit expertise of newly acquired knowledge by providing a written product or demonstration of content presented.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Guidance Services



## **STUDENT SERVICES WORKSHOP**

### **General Objective**

To provide Student Services personnel (psychologists, counselors, social workers, diagnosticians, nurses, etc.) with information related to current state of art (methodologies) affecting the performance of their professional delivery system.

### **Specific Objectives**

The participant will:

1. Write a plan describing the way the workshop information will be used to improve professional practice.
2. Demonstrate knowledge with at least 80% accuracy of the content presented at the Student Services workshop.
3. Demonstrate how knowledge gained from the workshop has influenced professional practice.

### **Description of Activities**

Under the direction of a consultant, workshop participants will be involved in any one or more of the following activities: lecture, A-V presentation, group discussion, and question/answers.

### **Evaluation**

#### **Participant Assessment**

1. Will submit a written plan describing the way the workshop information will be used in professional practice. This will be reviewed for approval by supervisor/or consultant using pre-established criteria.
2. Score at least 80% on a posttest covering the workshop content.
3. Schedule at least one observation with a peer to be observer to validate the use of workshop information in professional practice. The peer will use a pre-established checklist of the observation.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participants data will be summarized.
2. Criteria for positive program judgement will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

- Self-assessment of implementation.
- Demonstration and Observation.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Student Services



## **PSYCHOLOGICAL CASE REVIEW**

### **General Objectives**

To enable school psychologists to examine, develop and refine skills that are utilized in the provision of direct services to schools.

To examine major issues in the field of school psychology that impact the diagnosis and treatment of public school students.

### **Specific Objectives**

The participant will:

1. Discuss interpretative data and/or psychological theories relevant to the presented case.
2. Evaluate the interpretative data for other possible inferences.
3. Provide information or suggestions which pertain to alternative practices of the theories identified during the review.

### **Description of Activities**

Prior to the case review, participants will be given the psychological testing data and selected reading assignments.

The review will be directed by a case coordinator and various presenters from the staff of Psychological Services. Significant and professional issues pertaining to the case will be presented. Group discussion of these issues will be facilitated by the base coordinator.

### **Evaluation**

#### **Participant Assessment**

The participant will:

1. Demonstrate an understanding of the interpretative data through the process of group discussion. The case review coordinator and presenter will establish objective criteria for successful demonstration.
2. Score at least 80% on an essay test designed by the case review coordinator and the presenter to measure understanding of relevant issues and alternative practices.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow Up Plan**

1. Participants will consult with a peer on a future case and produce a written summary of the consult.
2. Participants will submit a report on a similar case for review by the coordinator or supervision of Psychological and Diagnostic Service

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Psychological Services



**Component: 8.409.007**

**FAMILY COUNSELING SKILLS DEVELOPMENT FOR  
SCHOOL GUIDANCE COUNSELORS  
(Fam Couns - Sch Guid)**

**General Objective**

To instruct school guidance counselors in specific family counseling techniques usable with families in their school settings.

**Specific Objectives**

The participant will:

1. List reasons for the use of family counseling skills by school guidance counselors.
2. Write a description of important family processes critical to positive family functioning.
3. Evaluate levels of family functioning.
4. Choose strategies appropriate for intervening with families whose adequate functioning has been interrupted or needs developing.
5. Compare and contrast various approaches to family systems counseling.

**Description of Activities**

A licensed family counseling consultant will present the concepts and guide the participants by using strategies such as: using mini-lectures, written assignments, videos, group discussions, role-playing, video taping, family art and family awareness activities.

**Evaluation**

**Participant Assessment**

Each participant will submit a written plan describing the way the workshop information will be used in professional practice.

**Component Assessment**

All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.

**Follow-Up Plan**

Participant will exhibit expertise of newly acquired knowledge by providing a written product or demonstration of content presented.

**Inservice Points - 30 maximum**

For Additional Information - Supervisor, Guidance Services



## **Component: 8.409.009**

### **TRAINING SOCIAL WORKERS FOR ATTENDANCE PRESENTATIONS (Trng Soc Wrk/Attend Pres)**

#### **General Objectives**

Train school Social Workers to provide effective presentations related to the issues surrounding school attendance problems, state attendance law, and school district policy and procedure. The participants will be prepared to provide training at individual schools so that faculties will understand their roles and responsibilities in the school improvement process as it relates to attendance issues.

#### **Specific Objectives**

The participant will:

1. Demonstrate a thorough knowledge of state attendance laws.
2. Demonstrate a thorough knowledge of the school district's attendance policies and procedures.
3. Demonstrate an understanding of the social, economic, familial and other factors, which contribute to student non-attendance.
4. Understand and be prepared to implement pre-planning steps necessary for effective presentations to a school faculty.
5. Exhibit the ability to present attendance information in an organized and fluent manner.
6. Demonstrate ability to use multi-media equipment and technology to enhance the effectiveness of the presentation.
7. Demonstrate the ability to respond to questions raised by faculty regarding the content area.
8. Identify time management techniques to effectively present the material in a large group setting.

#### **Description of Activities**

Participants will receive group instruction covering the topics listed in objectives 1-8. Activities will include observation of the presentation, small group cooperative learning experiences, opportunities to practice skills in a large group setting replicating a faculty meeting, as well as hands on practice with the multi-media equipment.

#### **Evaluation**

##### **Participant Assessment**

Participants will be evaluated based on their actual performance in demonstrating and applying, during the workshop at least 80% mastery of the skills and knowledge gained in the training.

##### **Component Assessment:**

All participants and trainers will complete opinionnaires to assess the degree to which specific objectives have been addressed by the component activities. Participant data will be summarized.

#### **Follow-up Plan**

May include one or more of the following:

1. Individual consultation with a trainer following an opportunity to perform presentation at a school site.
2. Observation of a presentation and feedback by a trainer.
3. Consultation by a trainer with the Principal of a school which has received a presentation.
4. A meeting of the trainer(s) and either small groups or all participants at specified intervals subsequent to the training.

#### **Inservice Points – 60 Maximum**

For Additional Information – Supervisor, School Social Work



## **Component: 8.409.010**

### **ATTENDANCE INTERVENTION TRAINING FOR SCHOOL SOCIAL WORKERS (Attend Trng Social Workers)**

#### **General Objective**

Examine the framework of social work practice in dealing with attendance cases. Develop in the participant the knowledge and skills necessary to provide effective social work services to students and families with the goal of improving school attendance.

#### **Specific Objectives**

The participant will:

1. Demonstrate a thorough knowledge of state attendance laws.
2. Demonstrate a thorough knowledge of the school district's attendance policies and procedures.
3. Demonstrate an understanding of the social, economic, familial and other factors, which contribute to student non-attendance.
4. Demonstrate knowledge of brief treatment approaches to working with children and families.
5. Develop a list of effective interventions for specific problem areas related to student non-attendance. (e.g. asthma, headlice, other medical problems)
6. Develop a resource file of programs or services available to assist students and families with attendance problems.
7. Demonstrate knowledge of department procedures for review of attendance cases and formal interventions.
8. Demonstrate knowledge of technology available to aid in data collection and report generation.

#### **Description of Activities**

Participants will receive group instruction covering the topics listed in objectives 1-8. Activities will include small group cooperative learning experiences, lectures, demonstration, discussion and literature review.

#### **Evaluation**

##### **Participant Assessment**

Participants will be evaluated based on successful completion of tasks during training activities and small group discussion of cases based on theoretical framework presented in the training.

##### **Component Assessment**

All participants and trainers will complete opinionnaires to assess the degree to which specific objectives have been addressed by the component activities. Participant data will be summarized.

#### **Follow-up Plan**

May include one or more of the following:

1. Review of written report.
2. Present cases in small group or staff meeting.
3. Record strategies/techniques in journal.
4. Review/Update sessions.
5. Participate in follow-up activities that promote continued discussion.

#### **Inservice Points – 60 Maximum**

For Additional Information – Supervisor, School Social Work



## **Component: 8.413.001**

### **PARENT INVOLVEMENT EDUCATION (Parent Involvement/Ed)**

#### **General Objective**

To provide educators and support personnel with skills for developing appropriate parent involvement/education programs.

#### **Specific Objectives**

The participant will:

1. Conduct a group needs assessment involving an appropriate target population.
2. Utilize results of the group needs assessment to design and implement a program specific survey for perspective participants.
3. Utilize survey results to construct modules to meet identified needs.
4. Develop evaluation instruments to assess effectiveness of modules and delivery systems as well as support materials.

#### **Description of Activities**

Participants will:

1. Develop program specific instruments designed to achieve the above objectives.
2. Examine and preview a broad range of parenting materials.

#### **Evaluation**

##### **Participant Assessment**

The participant will:

1. Prepare a program specific needs assessment instrument.
2. Prepare a program specific survey for prospective participants based on the results of a needs assessment.
3. Construct at least one activity module based on the results of a participant survey.
4. Prepare an evaluation instrument to assess the effectiveness of modules, delivery, systems, and/or support materials.

All products will meet at least 80% of pre-established criteria.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

Participants will complete one or more of the following:

1. Develop a program specific needs assessment instrument (Jan, this is listed in component)
2. Develop a portfolio/folder of materials used for parent involvement
3. Review or update session
4. Reflection Journal or Log
5. Other as determined by instructor

#### **Inservice Points - 60 Maximum**

For Additional Information - Supervisor, Florida Diagnostic and Learning Resources System



## **Component: 8.416.001**

### **PROFESSIONALISM THOROUGH INTEGRITY (Code of Ethics)**

#### **General Objective**

To increase the level of awareness and understanding of participants concerning the Code of Ethics and Principles of Professional Standards of the education profession of the State of Florida.

#### **Specific Objectives**

The participant will:

1. Understand the three essential elements of the Code of Ethics of the education professional in Florida.
2. Be able to discuss their obligations to the student, the public, and the profession as presented in the Code of Ethics and Principles of Professional Conduct.
3. Differentiate the roles of the Education Standards Commission, the Professional Practices Service Section, and the Education Practices Commission.
4. Comprehend the concept "higher moral standard" to which they are held.
5. List activities that are not school-related that could lead to charges of ethical and conduct violations.
6. List violations that may lead to dismissal from district employment.
7. List violations that may lead to revocation or suspension of teaching certificates in the State of Florida.
8. Give examples of how to use common sense and professional judgment to avoid legal complications in education, specifically when:
  - a. interacting with students,
  - b. record keeping and accounting,
  - c. interacting with community members (reputation).

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate competency in each objective by two or more of the following methods:

- a. discussion produced during training and assessed by instructor
- b. presentations made during training and assessed by instructor
- c. quizzes completed during training and assessed by instructor

##### **Component Assessment**

Two sources of information will be used to ascertain program effectiveness:

- a. All participants and instructors will complete questionnaires to assess the degree to which specific objectives are addressed by the learning activities. Participant data will be summarized.
- b. Positive program judgment will be that 90% of all participants demonstrate knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

A printed report, by site, will be provided annually to site administrators so they may determine which instructional personnel have not had the training.

#### **Inservice Points - 10 Maximum**

For Additional Information - Supervisor, Professional Learning



## **Component: 8.416.002**

### **Enhancing Professional Practice through National Board Certification (National Board Certification)**

#### **General Objective**

To provide teachers wishing to pursue National Board Certification with opportunities for professional learning as they complete all required National Board activities.

#### **Specific Objectives**

Participants will be able to

1. Become conversant concerning the National Board for Professional Teaching
2. Standards process.
3. Connect the National Board Certification process to effective teaching strategies.
4. Connect the National Board Certification process to student learning processes resulting in significant student achievement.
5. Identify effective videotaping techniques.
6. Video tape two teaching segments.
7. Identify effective descriptive, analytical, and reflective writing techniques.
8. Complete all portfolio writing activities.
9. Collaborate and network with other candidates.
10. Complete writing test for certification.
11. Attend support sessions and other information sessions to increase likelihood of successful completion.

#### **Description of Activities**

Participants will engage in appropriate activities to complete the objective described above.

#### **Evaluation**

##### **Participant Assessment**

Participants must complete all National Board Certification application requirements. Once completion has been verified by the Department of Education, points will be issued.

##### **Component Assessment**

Because the professional learning activities described in this component are not formal training programs with objective assessment of participants' increased knowledge and skills, program assessment will include reporting of persons participating and Inservice points earned.

#### **Follow-up Plan**

Participants will participate in a survey at the end of their application process to determine the effectiveness of the level of support provided by the district. Results will be used to modify support activities for the following year.

#### **Rationale**

The National Board for Professional Teaching Standards is based upon research into best educational practices to increase student achievement. The NBPTS published *"What Teachers Should Know and Be Able To Do"* after the Carnegie Forum on Education and the Economy Task Force published *A Nation Prepared: Teachers for the 21<sup>st</sup> Century*.

The NBPTS report represents the board's vision of accomplished teaching and what teachers must demonstrate through their portfolios, analysis of student work and the assessment center exercises.



## **Component: 8.416.002**

### **Cultural Competence**

The first core proposition, “Teachers are Committed to Students and Their Learning,” embodies the ideas underlying cultural competence. Teachers believe all students can learn; students are treated equitably and teachers understand students differ and take student differences into account in their planning and instruction.

### **Research Based**

The standards of the NBPTS are the foundation for certification in each of the 25 certificate areas. Standards are established through committees composed of teachers in field, experts in applicable and related fields and community members. The group meets to discuss and create standards built upon the five core propositions. Standards are submitted for public review and discussion and then finalized by the National Board.

### **Best Practices** (NB 5 Core Competencies)

1. Teachers are committed to students and learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

### **Framework Correlation**

Domain 4: 4a. Reflecting on Teaching

### **In-service Points – Maximum 30 hours**

For additional information – Director Professional Learning



## **Digital Citizenship**

### **General Objective**

Digital citizenship can be defined as the norms of behavior with regard to technology use. As a way of understanding the complexity of digital citizenship and the issues of technology use, abuse and misuse, nine general areas of behavior have been identified that make up digital citizenship. This blended learning environment will provide participants with the skills to prepare students to be members of a digital society of digital citizens. Participants will learn the nine areas of digital citizenship and learn strategies to employ and teach appropriate behavior.

### **Specific Objectives**

The course will train participants to:

1. Complete the nine dimensions of Digital Citizenship
2. Explore and understand Net 2.0 technologies
3. Design and implement online course collaboration

### **Descriptions of Activities**

The participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to:

1. Class discussions
2. Modeling
3. Demonstration
4. Hands-on training

### **Evaluation**

Participants will successfully complete at least 80% of the items on the Digital Citizenship performance evaluation checklist. The participant will complete the evaluation form in the Professional Learning System.

### **Follow-Up Plan**

The participant will implement the Open IDEAS application. The District Trainer will offer support, answer questions and provide additional training as needed for the participant.

### **Rationale**

Hillsborough County Public Schools will provide professional learning courses to a larger number of employees at a substantially reduced cost. District providers of professional learning should be trained in best practices and mechanics of learning.

### **Cultural Competence**

Professional development courses embed cultural competency by addressing the diverse needs of participants.

### **Research-Based**

Among the wide variety of software training approaches in use today, research indicates that techniques based on behavior modeling, which consists of computer skill demo and hands-on practice, are among the most effective for achieving positive training outcomes. (Yi and Davis)

Yi, Mun Y. and Fred D. Davis. "Decision Sciences." 7 June 2007. Wiley InterScience. 31 October 2008

<http://www3.isintercience.wiley.com/journal/119928492/abstract?CRETRY=1&SRETRY=0>.



## **Component: 8.416.003**

### **Best Practices**

1. Acknowledging that the content, purpose, and organization is consistent with the district's mission and vision.
2. Understanding the importance of instructional and technical relationships within the district
3. Assuring that each program of study results in learning outcomes appropriate to the rigor and breadth of the inservice credit awarded by the district.
4. Respecting the importance of appropriate interaction (synchronous and asynchronous between instructor and students and among students is reflected in the design of the course).
5. Recognizing that the immediate use of the new skill is a key component to successful implementation of the skill in the workplace.

### **Inservice Points – Maximum 60 hours**

For Additional Information – Director, Professional Learning



## **Component: 8.417.001**

### **EVALUATING, ADOPTING INSTRUCTIONAL MATERIALS (Eval, Adopt Instruct Mat)**

#### **General Objective**

To enable teachers to set, understand, and use criteria for evaluating instructional materials.

#### **Specific Objectives**

Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Describe the overall selection process for instructional materials.
2. List the advantages of participation of individuals in the instructional materials adoption process.
3. Answer critical questions about the legal requirements of the adoption process using as a reference the Florida Statutes addressing the instructional materials adoption process.
4. Describe effective ways to organize and operate a district-level council in order to meet its responsibilities.
5. Describe the full range of characteristics and features of any textbook which would result in a rating of high quality.
6. Write a list of criteria for textbooks in a specific content area which are judged to be assessable and germane to the content area.
7. Apply a given list of criteria in his or her area of expertise to a set of instructional materials and determine the degree to which the materials meet the criteria.
8. Describe the importance and role of the Learner Verification and Revision (LVR) process in the development and evaluation of instructional materials.
9. Identify which LVR reports from a given set if sample LVR reports indicate the publisher has appropriately applied the LVR process.
10. Describe the importance of combining information from a variety of sources to form a rating or ranking of instructional materials.
11. Combine information taken from a given variety of sources to form a rating of the instructional materials.
12. Describe the current changes in the subject area content which have implications for adoption of instructional materials.
13. Describe the current changes in the subject area instructional methods which have implications for adoption of instructional materials.

#### **Description of Activities**

Following orientation presentations in which the general goals and problems are stated and clarified, participants will engage in experiences with actual materials in applying criteria. Small group discussions and question-and-answer sessions will be conducted until participants are able to complete evaluation activities.

#### **Evaluation**

##### **Participant Assessment**

Participants will score 80% on a test which:

1. Requires matching the list of criteria to specific statements regarding subject area content, format of materials, agreement with system curriculum goals, and adaptability of material and student needs.
2. Requires matching terms which must be commonly understood and used in the evaluation process with the appropriate definitions.
3. Participants will also mark the scoring form which will be used in the evaluation process to establish a rank order or evaluation score for materials evaluated.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.



## **Component: 8.417.001**

### **Follow-Up Plan**

The trainer will complete one of a combination of the following:

1. Instructor-led review/update session
2. Technical assistance
3. Application activity
4. Implementation survey

### **Inservice Points - 30 Maximum**

For Additional Information - Area Supervisors



## **Component: 8.423.001**

### **PROFESSIONAL LEARNING EXPERIENCES (Prof Learning Exper)**

#### **General Objective**

To provide participants with opportunities for professional learning through involvement in any of a variety of professional experiences.

#### **Specific Objectives**

The participant will:

1. Serve as an active member of the support team for a beginning teacher.
2. Serve as supervising teacher for an intern.
3. Attend a state or national education conference with the intent to share learned information upon return.
4. Serve on a county or state curriculum development committee.
5. Serve on a county or state textbook committee.
6. Serve on a county or state test development committee.
7. Serve as an officer or board member on a state or national education association.
8. Serve on a state or national education advisory committee.
9. Serve as supervisor or peer in the Preparing New Principals for Preparing New Leaders Programs.
10. Complete educational travel, including follow-up.
11. Serve as a member of the Professional Learning Coordinating Committee.
12. Serve on a committee to help the School Advisory Council (SIT) conduct the needs assessment for the School Improvement Plan.
13. Serve on committees to write the School Improvement Plan.
14. Serve on committees to implement the School Improvement Plan.
15. Serve on committees to evaluate the School Improvement Plan.
16. Attend conferences related to the school improvement process with the intent to share learned information upon return.

#### **Description of Activities**

Participants will engage in appropriate activities to achieve one or more of the specific objectives of this component. (See the table on the next page.)

#### **Evaluation**

##### **Participant Assessment**

Requirements for successful completion of the professional learning experiences include in this component are described in Table I. For each experience, the basis for credit, minimum length of activity involvement to be eligible for credit, and the person authorized to issue credit are identified.

##### **Component Assessment**

Because the professional learning activities described in this component are not formal training programs with objective assessment of participants' increased knowledge and skills, program assessment will include reporting of persons participating and Inservice points earned.

#### **Follow-Up Plan**

Site Administrator will verify that activities identified on matrix are completed.



## Component: 8.423.001

### PROFESSIONAL LEARNING EXPERIENCES MATRIX\*

Professional Experiences	Basis for Credit	Minimum Length of Activity for Credit	Credit May Be Verified By
1.	Member of the support team for a beginning teacher	<ul style="list-style-type: none"><li>▪ One Year</li><li>▪ School Principal</li></ul>	
2.	Supervising teacher for a LEVEL III elementary intern or a final secondary experience intern.	<ul style="list-style-type: none"><li>➤ 1 full internship experience</li><li>➤ School Principal or Supervisor of Teacher Training</li></ul>	
3.	State or national education conferences (Local education conferences will be considered for credit by the Director of Professional Learning.)	<ul style="list-style-type: none"><li>▪ Conference program with check mark beside sessions attended and signature of principal</li><li>▪ A minimum of three (3) hours and a maximum of ten (10) hours</li><li>▪ District Subject Area Supervisor or Site Administrator</li></ul>	
4.	County or state curriculum development committee	<ul style="list-style-type: none"><li>➤ Appointment letter and schedule of meetings</li><li>➤ At least ten (10) hours of activities</li><li>➤ District Subject Area Supervisor or Site Administrator</li></ul>	
5.	County or state textbook selection committee	<ul style="list-style-type: none"><li>▪ Appointment letter and schedule of meetings</li><li>▪ One adoption</li><li>▪ District Subject Area Supervisor or Site Administrator</li></ul>	
6.	State or County test development committee	<ul style="list-style-type: none"><li>➤ Appointment letter and schedule of meetings</li><li>➤ At least ten (10) hours of activities</li><li>➤ District Subject Area Supervisor or Site Administrator</li></ul>	
7.	State or national education association officer or board member	<ul style="list-style-type: none"><li>▪ Appointment letter and schedule of meetings</li><li>▪ One full year</li><li>▪ District Subject Area Supervisor or Site Administrator</li></ul>	
8.	State or national education advisory committee membership	<ul style="list-style-type: none"><li>➤ Appointment letter and schedule of meetings</li><li>➤ One full year</li><li>➤ District Subject Area Supervisor or Site Administrator</li></ul>	
9.	Supervisor or peer in the preparing new principals or preparing new leaders program	<ul style="list-style-type: none"><li>▪ Full support program for an intern or an interim principal</li><li>▪ Supervisor of Management Training or appropriate administrator</li></ul>	
10.	Educational travel	<ul style="list-style-type: none"><li>➤ Complete and return the completed application to the Professional Learning Office at least (30) days prior to the departure. Submit the necessary follow-up materials within thirty (30) days after the trip.</li><li>➤ One week</li><li>➤ Director, Professional Learning</li></ul>	
11.	School Improvement Plan needs assessment committee member	<ul style="list-style-type: none"><li>▪ Appropriate letter &amp; schedule of meetings</li><li>▪ At least ten (10) hours of activities</li><li>▪ School Principal or Director, Professional Learning</li></ul>	
12.	School Improvement Plan writing committee member	<ul style="list-style-type: none"><li>➤ Appropriate letter &amp; schedule of meetings</li></ul>	



**Component: 8.423.001**

- At least ten (10) hours of activities
  - School Principal or Director, Professional Learning
13. School Improvement Plan implementation
- Appropriate letter & schedule of meetings
  - At least ten (10) hours of activities
  - School Principal or Director, Professional Learning
14. School Improvement Plan evaluation committee member
- Appropriate letter & schedule of meetings
  - At least ten (10) hours of activities
  - School Principal or Director, Professional Learning
15. School Improvement Process Conferences
- Conference program or agenda with check mark beside sessions attended and signature of principal
  - At least ten (10) hours of conferences
  - School Principal or Director, Professional Learning

\*Final approval for awarded points lies with the Director of Professional Learning. All forms must with the appropriate signatures for consideration.

**Inservice Points - 60 Maximum (maximum of 10 credits per activity)**

For Additional Information - Director, Professional Learning



## **Component: 8.505.001**

### **FOOD SERVICE PERSONNEL**

#### **General Objectives**

To provide training for persons new to Food Services.

To provide on-going training for updating and maintaining knowledge and skills.

To provide training for specialized jobs and advancement within Food Services.

#### **Specific Objectives**

The participant will be assigned to Inservice activities appropriate for his/her specific jobs.

#### **New Personnel**

The participant will:

1. list recommended standards for breakfast, lunch;
2. list/describe sanitation and safety practices;
3. relate purchasing, receiving, storage to program goals;
4. use and maintain equipment effectively;
5. interact positively with other school personnel.

#### **Experienced Personnel (Review)**

The participant will:

1. plan menus for quantity cooking;
2. discuss nutrition concerns in food service;
3. demonstrate principle of food preparation and service;
4. safety and sanitation practice;
5. relate accountability and productivity to program goals;
6. use human relations techniques to relate positively to others.

#### **Area Heads - Quantity Food Preparation and Service**

The participant will:

1. adjust menus for quantity cookery;
2. demonstrate methods of converting standard recipes for quantity cookery;
3. list means of achieving portion control;
4. set up and follow a production schedule;
5. demonstrate most effective use of equipment;
6. list and demonstrate methods of quality control.

#### **All Personnel - Equipment Use and Care**

The participant will:

1. identify pieces of equipment and name critical parts;
2. describe how equipment is used in easiest, safest, fastest way;
3. demonstrate care and cleaning;
4. draw up daily schedule for use and cleaning of equipment.

#### **Managers and Prospective Managers - Organization and Management of School Food Service**

The participant will:

1. describe, orally or in writing, their role and function in the total school program;
2. assess food service operations to determine ways in which resources and personnel can be almost effectively used;
3. demonstrate ability to keep records, manage personnel, and supervise the food service program in compliance with legal mandates and School Board policies.

#### **Description of Activities**



## **Component: 8.505.001**

Lectures, reading, A-V presentations and practice sessions will be included in workshop activities.

### **Evaluation**

#### **Participant Assessment**

Courses will follow outlines prepared by DOE, which include appropriate evaluation techniques and achievement criteria. Participants must show knowledge and skill gain on specific objectives.

#### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities.
2. Participant data will be summarized.
3. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

One or more of the following strategies may be used:

1. Feedback from a job shadowing experience.
2. Periodic update meetings with feedback and discussion.
3. On-the-job assistance and feedback.

#### **Inservice points - 60 maximum**

For Additional Information - Director, Food Services



## **Component: 8.506.002**

### **FDLRS/PARAPROFESSIONAL TRAINING (FDLRS/Professional Trng)**

#### **General Objective**

To increase paraprofessionals' knowledge in the following areas: ESE laws and policies, characteristics and acronyms for ESE, roles and responsibilities, communication skills, evaluation and feedback techniques, supporting teacher instruction.

#### **Specific Objectives**

The participant will:

1. Demonstrate basic knowledge in ESE laws and policies.
2. Understand characteristics of students with specific disabilities.
3. Understand the use of acronyms and where to find their meaning.
4. Understand the roles and responsibilities of an ESE paraeducator..
5. Understand the evaluation and feedback techniques utilized by our district.
6. Support teacher directed activities.

#### **Description of Activities**

Participants will receive group instruction and have opportunities to experience all of the topics by small group, think-pair and share, role playing and hands on activities during training.

#### **Evaluation**

##### **Participant Assessment**

Participants will complete a variety of evaluations to include role-playing, checklists, card games and maintain at least 80% or better.

##### **Component Assessment**

Criteria for positive influence will be 90% of all participants will show increased knowledge and performance on 80% of the topics assessed through questionnaires.

#### **Follow-Up Plan**

One or more of the following strategies may be used:

1. Observation and feedback by the paraeducator's supervising teacher.
2. Peer coaching or feedback models provided by outside resource and or administration.
3. Paraprofessional Professional Learning Plan indicating other training needs.
4. Other as determined by trainer.

#### **Inservice points – 60 maximum**

For Additional Information – Supervisor of FDLRS



## **Component: 8.506.003**

### **PUBLIC SERVICE – INTERPERSONAL SKILLS (Public Service/Interp Skills)**

#### **General Objective**

To identify ways of improving an organization's public image through appropriate interpersonal communication.

#### **Specific Objectives**

The participant will:

1. Examine language barriers and nonverbal clues which contribute to breakdowns in communication.
2. Define internal customer service.
3. Identify the role of the individual in the communication process.
4. Identify customer needs.
5. Recognize the need for priority service.
6. Determine the effects of various behaviors on perceived customer service.

#### **Description of Activities**

Inservice workshops which include lecture, discussion, reading materials, video tapes, and/or performance practice to address the objectives may be used.

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate mastery of at least 80 percent of the objectives by one or more of the following methods:

- Written test(s)
- Performance observation
- Written critique.

##### **Component Assessment**

1. All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90 percent of all participants show increased knowledge on at least 80 percent of the specific objectives.

#### **Follow-Up Plan**

Site administrators will ensure that employees have training. Evaluation study will be completed to determine impact of public service program.

#### **Inservice points – 10 maximum**

For Additional Information – Director, Professional Learning



**Component: 8.506.004**

## **PUBLIC SERVICE TELEPHONE ETIQUETTE (Public Service Tele/Etiq)**

### **General Objective**

To identify ways of improving an organization's public image by communicating effectively over the telephone.

### **Specific Objectives**

The participant will:

1. Operate the telephone correctly.
2. Define customers
3. Use a variety of empathic statements
4. Identify strategies for handling difficult customers.
5. Use appropriate wording and techniques for greeting, transferring, placing customers on hold, and concluding telephone conversations.
6. Recognize elements of an effective telephone personality.

### **Description of Activities**

Inservice workshops which include lecture, discussion, reading materials, video tapes, and/or performance practice to address the objectives may be used.

### **Evaluation**

#### **Participant Assessment**

Participants will demonstrate mastery of at least 80 percent of the objectives by one or more of the following methods.

- a. Written test(s);
- b. Performance observation;
- c. Written critique.

#### **Component Assessment**

1. All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90 percent of all participants show increased knowledge on at least 80 percent of the specific objectives.

### **Follow-Up Plan**

Site administrators will ensure that employees have training. Evaluation study will be completed to determine impact of program.

#### **Inservice points – 10 maximum**

For Additional Information – Director, Professional Learning



## **Component: 8.506.006**

### **GRANT WRITING**

#### **General Objective**

To provide training for all personnel to enable them to compose competitive grants.

#### **Specific Objectives**

The participant will:

1. List the common elements of a grant.
2. Identify grant goals and objectives.
3. Construct grant goals and objectives.
4. Appropriately develop all components of a grant.
5. Appropriately develop background section.
6. Appropriately develop need section.
7. Appropriately develop project description section.
8. Appropriately develop evaluation section.
9. Appropriately develop collaboration.
10. Create a budget section: Narrative and Line Item.
11. Critique a grant and identify strengths and weaknesses.
12. Apply grant writing techniques to a variety of grants.

#### **Specific Activities**

The workshops will be a combination of demonstration, application, and critique. Activities will be for both individuals and groups.

#### **Evaluation**

##### **Participant Assessment**

The participant will be evaluated by one or more of the following:

1. Critique of product development.
2. Criteria for successful completion will be submission of a grant.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities.
2. Participant data will be summarized.
3. Criteria for positive program judgment will be that the participants will submit grants.

#### **Follow-Up Plan**

Grant office will randomly determine if course participants were recipients of grant awards.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Grant Writing Office.



## **Component: 8.506.010**

### **INTERNAL ACCOUNTS TRAINING (Internal Accounts)**

#### **General Objective**

Participants (school bookkeepers, including elementary secretaries) will gain understanding and skill in maintaining budgets and internal accounts for schools.

#### **Specific Objectives**

Participants will:

1. Learn the overall management of budgets and internal accounts.
2. Learn to organize for effective bookkeeping.
3. Review essential areas of bookkeeping including cash management, receipts, deposits, disbursements, postings to internal accounts, bank reconciliation, and monthly reports.
4. Develop skill maintaining all aspects of internal accounts effectively.
5. Learn to keep accurate, organize, and updated records of all business transactions.
6. Understand the importance of accurate, effective, timely management of accounts.
7. Examine resources for quick reference.

#### **Description of Activities**

Participants will systematically examine the essential features of successful school based bookkeeping. Activities will include but are not limited to presentations, discussions, small group interactions, independent reading, practice and cooperative work. Instructional delivery of this component will occur as a workshop.

#### **Evaluation**

##### **Participant Assessment**

1. Participants must participate in course discussions and interactions.
2. Participants must complete assigned activities.
3. Participants must complete a post workshop activity.

##### **Component Assessment**

1. All participants and consultants will complete surveys to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
2. Criteria for positive program judgment will be that 90% of all participants showed increased knowledge on at least 80% of specific objectives.

#### **Follow-Up Plan**

Mentors will follow-up the sessions and provide participants with an opportunity to discuss concerns using any of the following formats:

- a. structured interview with participant,
- b. structured interview with participant's supervisor,
- c. structured interview with participant's students,
- d. participant oral reflections,
- e. participant written reflection,
- f. participant portfolio,
- g. participant product,
- h. direct observation.

#### **Inservice Points - 30 Maximum**

For Additional Information - Director, Office of Training and Professional Learning



## **Component: 8.506.012**

### **SECURITY SERVICES: NEW EMPLOYEE PROGRAM - PART I (Security/New Employee Part I)**

#### **General Objective**

To give new officers a knowledge base about our departmental duties and responsibilities, emphasizing policy and procedures for protecting students, staff and school property.

#### **Specific Objectives**

The participant will:

1. Be informed of the course calendar and expectations.
2. Be “Welcomed” into the Department by the Chief.
3. Be informed of the District’s policy on sexual harassment.
4. Be knowledgeable of the Department’s written, verbal and radio communications.
5. Be issued departmental uniforms and equipment and instructed on care and responsibility.
6. Be familiar with Florida State Statutes, specifically crimes against persons and property.
7. Be familiar with Florida School Laws as they apply to our department officers.
8. Understand the Department’s Standard Operating Procedures to jurisdictional limitations and liability.
9. Be informed of the “Universal Precautions” required when dealing with people in regard to HIV, AIDS, and Hepatitis Virus.
10. Learn and demonstrate safe traffic control.
11. Learn and demonstrate “Verbal Judo” for officer safety by improving communications with those we serve or come in contact with.
12. Be informed of the Department’s policy and procedures for driving department vehicles.
13. Learn and demonstrate how to use the emergency stair truck to evacuate individuals from a multi-level structure.
14. Learn the District’s policy and procedure for random metal detection in our schools and demonstrate the correct use of the hand held metal detector.
15. Be provided an opportunity to ask questions of the presenter(s).

#### **Descriptions of Activities**

Participants will engage in a variety of activities including: classroom presentation, hands-on activities, demonstrations, skill-practice, video and overhead presentations and lecture.

#### **Evaluation**

##### **Participant Assessment**

Participants will successfully complete:

1. Written tests that will cover Florida State Statutes and School Laws.
2. Demonstrations of safe traffic control, correct use of verbal judo, safe driving of department vehicles, correct use of the stair truck, and correct use of the hand-held metal detector.
3. Others - as determined by the instructor.

##### **Component Evaluation**

1. All participants and instructors will complete opinionnaires to assess the degree to which specific objectives have been assessed by component activities.
2. Participant data will be summarized.
3. Criteria for positive program judgments will be that 90% of all participants show satisfactory performance on 80% of all specific objectives.

#### **Follow-Up Plan**

Follow-up activities will include one or more of the following:

1. Participant written or oral reflections.
2. Direct observation.
3. Participant and/or supervisor interviews.
4. Others - as determined by the instructor.
5. The Security Services Department Training Division will ensure all personnel attend yearly updates as they apply.



**Component: 8.506.012**

**Inservice Points - 60 Maximum**

For Additional Information - Training & Resource Protection Sergeant



## **FINANCIAL TRAINING**

### **General Objective**

To gain understanding and skills to manage and maintain financial records.

### **Specific Objectives**

Participants will:

1. Learn the overall management of site accounts.
2. Review essential internal account areas including cash management, receipts, deposits, disbursements, posting, bank reconciliation, monthly reports, and use of applicable software.
3. Review essential budget account areas including school funds, account coding, purchasing and accounts payable procedures, journal vouchers, Cost Center reading, and use of applicable software.
4. Develop skill maintaining all aspects of site accounts effectively, and following district business, record keeping and documentation procedures.
5. Learn to keep accurate, organized, and updated records of all business transactions.
6. Understand the importance of accurate, effective, timely management of accounts.
7. Examine resources for quick reference.

### **Descriptions of Activities**

Activities will include but are not limited to presentations, discussions, small group interactions, independent reading, practice and cooperative work. Instructional delivery of this component will occur as a classroom, workshop or individualized training sessions.

### **Evaluation**

#### **Participant Assessment**

1. Participants must participate in course discussions and interactions.
2. Participants must complete assigned activities.

#### **Component Assessment**

1. All participants and consultants will complete surveys to assess the degree to which specific objectives have been addressed by component activities.
2. Participant data will be summarized.
3. The criteria for positive program judgment will be that 90% of all participants showed increased knowledge on at least 80% of specific objectives.

### **Follow-Up Plan**

Mentors will follow-up the sessions and provide participants with an opportunity to discuss concerns using any of the following formats:

- a. structured interview with participant,
- b. structured interview with participant's supervisor,
- c. structured interview with participant's students,
- d. participant oral reflections,
- e. participant written reflection,
- f. participant portfolio,
- g. participant product,
- h. direct observation.

### **Inservice Points - 60 Maximum**

For Additional Information - Director, Office of Training and Professional Learning



## **Component: 8.506.025**

### **STUDENT RECORDS**

#### **General Objective**

To be aware of the most recent legal and ethical issues associated with the maintenance of student records.

#### **Specific Objectives**

The participants will:

1. Be able to utilize and implement the best practice as outlined in the District's Student Educational Records Manual.
2. Understand the proper contents of the cumulative folder as well as the electronic student record.
3. Understand the importance of maintaining professional level of communication skills with students, parents, school staff as well as school sites within and/or outside of the district.

#### **Description of Activities**

Participants will engage in a variety of training activities including instructional time consisting of lectures, discussions, videos, written materials, handouts, presentations and interactive learning.

#### **Evaluation**

##### **Participant Assessment**

Participants will successfully complete one or more of the following:

1. Completion of workshop activities.
2. Written products
3. Projects related to the objectives
4. Participant reflection sheet.
5. Other - as determined by the instructor.

##### **Component Assessment**

1. All participants and instructors will complete opinionnaires to assess the degree to which specific objectives have been assessed by component activities.
2. Participant data will be summarized.
3. Criteria for positive program judgments will be that 90% of all participants show satisfactory performance on 80% of all specific objectives.

#### **Follow-up Plan**

Follow-up activities will include one or more of the following:

1. Implementation Survey.
2. Review/update session
3. Technical assistance.
4. Coaching and mentoring.
5. Other - as determined by the instructor.

#### **Inservice Points: 60 Maximum**

For Additional Information: Director, Guidance Services



## **Component: 8.506.031**

### **WORKPLACE ENGLISH FOR SUPPORT PERSONNEL**

#### **General Objective**

The purpose of this component is to provide support personnel with basic English skills to communicate in the workplace. This objective will be achieved through direct instruction and participant-centered activities. Upon completion of this component, participants will be able to communicate effectively with other personnel at the school.

#### **Specific Objectives**

This course will help support personnel to:

1. Gain basic English skills allowing them to communicate with other personnel at the school.

#### **Description of Activities**

Participants will attend workshops which will provide them with basic English skills. These workshops will use the following methods.

1. Lecturettes
2. Discussions
3. Modeling of strategic activities
4. Demonstrations of practices
5. Hands-on training

#### **Evaluation**

Participants will demonstrate mastery of 80% of the objectives by at least one of the following:

1. Paper and pencil test
2. Artifacts demonstrating mastery of content
3. Summaries of research on effective practices

#### **Follow-up**

Follow-up strategies will include at least one of the following:

1. Participant survey
2. Participant feedback to direct supervisors
3. Review of topics at staff meetings

#### **Rationale**

Hillsborough County Public Schools employs over 1,000 bus drivers/riders, 1,500 custodians and 1,900 student nutrition workers from various backgrounds. Over half of these employees do not speak English and, therefore, have difficulty communicating in the workplace.

#### **Research-Based**

Courses provided to support personnel are research-based and either developed in the district or purchased from well-respected companies. These courses address the best practices of working with people from differing backgrounds.

#### **Best Practices**

1. Understanding backgrounds and differences
2. Teaching basic English as a skill for the workplace

#### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 8.506.033**

### **WorkPlace Essentials Interpersonal Skills for Support Personnel**

#### **General Objective**

The purpose of this component is to provide support personnel with the knowledge and interpersonal skills to effectively communicate with all stakeholders in a professional education environment. This objective will be achieved through direct instruction and participant-centered activities. Upon completion of this component, participants will be able to effectively communicate in a professional manner with students, staff, parents and community members.

#### **Specific Objectives**

This course will help support personnel to:

- Gain skills allowing them to communicate with other personnel and stakeholders at the school.
- Gain knowledge to grow professionally in the education profession.

#### **Description of Activities**

Participants will attend workshops which will provide them with effective methods for communicating and working with others in the workplace. These workshops will use the following methods.

- Lecturettes
- Discussions
- Modeling of strategic activities
- Demonstrations of practices
- Hands-on training

#### **Evaluation**

Participants will demonstrate mastery of 80% of the objectives by at least one of the following:

- Paper and pencil test
- Artifacts demonstrating mastery of content
- Summaries of research on effective practices

#### **Follow-up**

Follow-up strategies will include at least one of the following:

- Participant survey
- Participant feedback to direct supervisors
- Review of topics at staff meetings

#### **Rationale**

Hillsborough County Public Schools employs over 8,000 instructional support personnel (transportation, student nutrition, custodial, clerical, paraprofessional) from different backgrounds. These employees play a major role in the education of children and therefore, must be able to effectively communicate and work with all stakeholders.

#### **Research-Based**

Courses provided to support personnel are research-based and either developed in the district or purchased from well-respected companies. These courses address the best practices of working with people from differing backgrounds.

#### **Best Practices**

- Understanding backgrounds and differences
- Teaching effective communication skills for the workplace
- Teaching elements of a professional image



Component: 8.506.033

**Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 8.506.34**

### **Communication Skills for Support Personnel**

#### **General Objective**

The purpose of this component is to provide support personnel with the knowledge and skills to effectively communicate with all stakeholders. This objective will be achieved through direct instruction and participant-centered activities. Upon completion of this component, participants will be able to effectively communicate with students, staff, parents and community members.

#### **Specific Objectives**

This course will help support personnel to:

1. Gain skills allowing them to communicate with other personnel and stakeholders at the school.

#### **Description of Activities**

Participants will attend workshops which will provide them with effective methods for communicating in the workplace. These workshops will use the following methods.

- Lecturettes
- Discussions
- Modeling of strategic activities
- Demonstrations of practices
- Hands-on training

#### **Evaluation**

Participants will demonstrate mastery of 80% of the objectives by at least one of the following:

- Paper and pencil test
- Artifacts demonstrating mastery of content
- Summaries of research on effective practices

#### **Follow-up**

Follow-up strategies will include at least one of the following:

- Participant survey
- Participant feedback to direct supervisors
- Review of topics at staff meetings

#### **Rationale**

Hillsborough County Public Schools employs over 8,000 instructional support personnel (transportation, student nutrition, custodial, clerical, paraprofessional) from different backgrounds. These employees play a major role in the education of children and therefore, must be able to effectively communication with all stakeholders.

#### **Research-Based**

Courses provided to support personnel are research-based and either developed in the district or purchased from well-respected companies. These courses address the best practices of working with people from differing backgrounds.

#### **Best Practices**

- Understanding backgrounds and differences
- Teaching effective communication skills for the workplace

#### **Inservice Points - 60 Maximum**



Component: 8.506.34

For Additional Information - Director, Professional Learning



## **Component: 8.506.035**

### **Professional Total Image for Support Personnel**

#### **General Objective**

The purpose of this component is to provide support personnel with the knowledge of how a professional image helps achieve success both in and out of the work environment. The training will cover the importance of appearance, communication and appropriate behavior. This objective will be achieved through direct instruction and participant-centered activities. Upon completion of this component, participants will be able to demonstrate professional behaviors.

#### **Specific Objectives**

This course will help support personnel to:

Gain knowledge allowing them to enhance their professionalism with other personnel and stakeholders at the school.

#### **Description of Activities**

Participants will attend workshops which will provide them with effective methods for increasing their professional image in the workplace. These workshops will use the following methods.

- Lecturettes
- Discussions
- Modeling of strategic activities
- Demonstrations of practices
- Hands-on training

#### **Evaluation**

Participants will demonstrate mastery of 80% of the objectives by at least one of the following:

- Paper and pencil test
- Artifacts demonstrating mastery of content
- Summaries of research on effective practices

#### **Follow-up**

Follow-up strategies will include at least one of the following:

- Participant survey
- Participant feedback to direct supervisors
- Review of topics at staff meetings

#### **Cultural Competence**

This course focuses on how a professional image helps achieve success both in and out of the work environment. The training will cover the importance of appearance, communication and appropriate behavior. The Total Professional Image class is designed to give participants information for working with people from differing profiles, including those with disabilities and from diverse cultural and linguistic populations.

#### **Research-Based**

Courses provided to support personnel are research-based and either developed in the district or purchased from well-respected companies. These courses address the best practices of working with people from differing backgrounds.

#### **Best Practices**

- Understanding backgrounds and differences
- Teaching elements of a professional image



Component: 8.506.35

**Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 8.506.036**

### **Resumé Writing/Interview for Support Personnel**

#### **General Objective**

The purpose of this component is to provide support personnel with the knowledge to develop effective resumé writing and interview skills. This objective will be achieved through direct instruction and participant-centered activities. Upon completion of this component, participants will be able develop a professional resumé and improve their interviewing skills.

#### **Specific Objectives**

This course will help support personnel to:

Gain knowledge allowing them to enhance their resumé writing and interview skills.

#### **Description of Activities**

Participants will attend workshops which will provide them with effective methods for enhancing their resumé writing and interview skills. These workshops will use the following methods.

- Lecturettes
- Discussions
- Modeling of strategic activities
- Demonstrations of practices
- Hands-on training

#### **Evaluation**

Participants will demonstrate mastery of 80% of the objectives by at least one of the following:

- Paper and pencil test
- Artifacts demonstrating mastery of content
- Summaries of research on effective practices

#### **Follow-up**

Follow-up strategies will include at least one of the following:

- Participant survey
- Participant feedback to direct supervisors
- Review of topics at staff meetings

#### **Rationale**

Hillsborough County Public Schools employs over 8,000 instructional support personnel (transportation, student nutrition, custodial, clerical, paraprofessional) from different backgrounds. These employees play a major role in the education of children and therefore, must project a professional image in the community.

#### **Research-Based**

Courses provided to support personnel are research-based and either developed in the district or purchased from well-respected companies. These courses address the best practices of working with people from differing backgrounds.

#### **Best Practices**

- Understanding backgrounds and differences
- Teaching elements of a professional image



Component: 8.506.036

For Additional Information - Director, Professional Learning



## **Component: 8.506.037**

### **Time/Stress Management for Support Personnel**

#### **General Objective**

The purpose of this component is to provide support personnel with the knowledge and skills to effectively manage their time and stress in the workplace. This objective will be achieved through direct instruction and participant-centered activities. Upon completion of this component, participants will be able to effectively schedule their time and cope with stressful situations.

#### **Specific Objectives**

This course will help support personnel to:

Gain skills allowing them to manage their time and stress in the workplace.

#### **Description of Activities**

Participants will attend workshops which will provide them with effective methods for managing their time and stress level in the workplace. These workshops will use the following methods.

- Lecturettes
- Discussions
- Modeling of strategic activities
- Demonstrations of practices
- Hands-on training

#### **Evaluation**

Participants will demonstrate mastery of 80% of the objectives by at least one of the following:

- Paper and pencil test
- Artifacts demonstrating mastery of content
- Summaries of research on effective practices

#### **Follow-up**

Follow-up strategies will include at least one of the following:

- Participant survey
- Participant feedback to direct supervisors
- Review of topics at staff meetings

#### **Rationale**

Hillsborough County Public Schools employs over 8,000 instructional support personnel (transportation, student nutrition, custodial, clerical, paraprofessional) from different backgrounds. These employees play a major role in the education of children and therefore, must be able to effectively manage their time and stress level in the workplace.

#### **Research-Based**

Courses provided to support personnel are research-based and either developed in the district or purchased from well-respected companies. These courses address the best practices of working with people from differing backgrounds.

#### **Best Practices**

- Understanding backgrounds and differences
- Teaching effective management of time and stress the workplace

#### **Inservice Points - 60 Maximum**

For Additional Information - Director, Professional Learning



## **Component: 8.508.001**

### **DATA PROCESSING INSERVICE**

#### **General Objective**

Use hands-on training to teach staff, at all levels, the use of specific data processing mainframe applications.

#### **Specific Objectives**

The participant will be able to logon and logoff the mainframe system, access the mainframe application, and demonstrate the ability to access, utilize, and show comprehension of the structure and content of the activity list below.

	<b>Activity</b>	<b>Length</b>
1.	Adult DP Clerk Registration	*4 hours
2.	Adult DP Clerk Course/Instructor/Grades	*4 hours
3.	Adult System FTE	*3 hours
4.	E-Mail Advanced Users	*6 hours
5.	E-Mail Coordinator's Orientation	*3 hours
6.	E-Mail for Administrative Personnel	*6 hours
7.	K-12 Assistant Principals	*5 hours
8.	K-12 Attendance System	*3 hours
9.	K-12 Build Summer Files	*3 hours
10.	K-12 DP Clerks (New and Back-up)	*16 hours
11.	K-12 FTE* (including ESE, LEP, Alt. Ed. Coding)	*3 hours
12.	K-12 Guidance Counselors	*5 hours
13.	K-12 New Clerk's End of Year	*3 hours
14.	K-12 Permanent Records	*4 hours
15.	K-12 Principals	*5 hours
16.	6-12 Automated Student Scheduling	*3 hours
17.	On-Line Purchase Orders	*3 hours
18.	On-Line Warehouse Requisitions	In development
19.	Preparing New Principals	*5 hours
20.	School Psychologists	*5 hours
21.	School Secretaries	*4 hours
22.	Social Workers	*5 hours
23.	Secondary Data Processing Coordinators	*3 hours
24.	Payroll System	*3 hours

NOTE: Courses marked with an asterisk (\*) are appropriate classes for instructional personnel to be granted Inservice Points.

#### **Description of Activities**

Activities will include lecture, handouts of documentation, hands-on exercises, and may include audiovisual presentations. Due to the technical nature of the individual applications, specific activities will vary. All training will include instruction in logging on/off the mainframe computer. Each participant will have specific tasks and related activities given to them at the beginning of the class.

Participants will engage in appropriate activities to achieve one or more of the specific objectives of this component. The maximum hours for each activity are listed. No activity can be repeated for points within a five-year time frame.

#### **Evaluation**

##### **Participant Assessment**

Hands-on class exercises measure each objective. The ability to perform all hands-on objectives will be the sole basis of assessment. Most classes are "stepped," where the next objective requires mastering the previous one. Someone who completes all the exercises has mastered all the objectives. Where not stepped, mastery of 80% of objectives will be required.

##### **Component Assessment**



## **Component: 8.508.001**

1. All participants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities.
2. Participant data will be summarized.
3. Criteria of positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

One or more of the following strategies will be used:

1. Periodic update meetings with discussion and feedback.
2. On-the-job assistance and feedback.
3. Observation of regular use of new skills.

### **Inservice points - 60 maximum**

For additional information - General Director, Data Processing



## **Component: 8.509.001**

### **CLERICAL TRAINING PROGRAM**

#### **General Objectives**

To upgrade job information and skills for clerical personnel.

To provide opportunities for development and/or improvement of personal skills for clerical personnel.

#### **Specific Objectives**

The participant will:

1. Know and follow district business, record keeping and other documentation procedures.
2. Outline job description and enumerate relevant Board policies.
3. Describe the handling of office procedures, such as meeting the public, handling telephone duties, interacting with staff and students.
4. Demonstrate communicating skills.
5. Demonstrate office supervision skills.

#### **Description of Activities**

Workshops, seminars, professional conferences will be organized around selected objectives.

#### **Evaluation**

##### **Participant Assessment**

Participants will demonstrate proficiency in skills of objectives one and three. Participants will complete pre-posttest on knowledge base for objectives two, four and five and must show gain on all three objectives.

##### **Component Assessment**

1. All participants and consultants will complete opinionnaires to assess the degree to which specific objectives have been addressed by component activities.
2. Participant data will be summarized.
3. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

#### **Follow-Up Plan**

One or more of the following strategies may be used.

1. Observation and feedback from supervisor on a regular basis.
2. On-the-job assistance and feedback from peers and support persons.

#### **Inservice Points - 60 maximum**

For Additional Information - Supervisor, Classified Personnel



## **Schools of Excellence**

### **General Objective**

This course is designed to document the employment of instructional personnel in a designated *School of Excellence*.

### **Executive Summary**

Section 1003.631, Florida Statutes requires the State Board of Education to designate a school as a School of Excellence if the school's percentage of possible points earned in its school grade calculation is in the 80<sup>th</sup> percentile or higher for schools comprised of the same grade groupings (elementary, middle, high, and combination) for at least two of the last three school years. To be eligible, schools had to receive a grade of A or B in each of the most recent three school years and had to rank at the 80<sup>th</sup> percentile or higher for their school type for at least 2 or the last 3 years.

### **Specific Objectives**

The participant will have gained knowledge and skills to be able to:

1. Continue to serve their school community and increase student learning to the best of their professional ability.

### **Description of Activities**

The participant will:

1. Work for a minimum of 99 days at a School of Excellence.

### **Evaluation**

#### **Participant Assessment**

Participant will work a minimum of 99 days at a School of Excellence.

### **Rationale**

This component was created to document employment in a School of Excellence.

**Inservice Points: 60 Maximum (20 points per year for a maximum of 3 years in a certification period)**

Director, Professional Learning



## **Component: 8.515.001**

### **TRANSPORTATION INSERVICE**

#### **General Objective**

To provide transportation employees with skills which will enhance their performance in their particular areas and promote efficiency and safety throughout the department.

#### **Specific Objectives**

##### **Bus Drivers**

Upon completion of their inservice activities, bus drivers will demonstrate competence in the following areas of knowledge and/or skill orally, in writing, or by performance:

1. Basic driving techniques:
  - a. Handling of the vehicle reviewed periodically or in conjunction with annual evaluation by supervisory personnel and reported on "Field Observation Report".
  - b. Maintenance of bus, for which the driver is responsible; failure to accomplish results in a "Maintenance Control Referral" form being completed and filed in personnel file.
  - c. Laws covering school bus operation, in conjunction with preplanning meetings where attendance is mandatory.
2. Basic techniques for student discipline - rules and their enforcement, legal rights/responsibilities school policies and procedures, annually at preplanning meetings or completion of annual employee evaluation.
3. First aid procedure as outlined in Red Cross First Aid course. Basic method is taught at pre-service classes.
4. Defensive Driving techniques (National Safety Council course). Basic points reviewed at pre-service by Safety Specialist; and reviewed three times per year on employees' driving records, as required by Department of Education.

School Bus manufacturers are required to provide hands on inservice training and provide updated materials to all School Districts, as part of the price of new school bus purchases.

Our employees are encouraged to complete additional training and certification from our District's Technical Centers. The completion of training at our Technical Centers requires more hands-on performance.

##### **Maintenance**

Inservice will be provided for automotive maintenance personnel where each participant will demonstrate competence in:

1. electrical systems - diagnosis
2. engine diagnosis performed in various vendor classes (i.e. Navistar)
3. diagnosis and repair of automotive transmissions
4. mechanics attend F.A.P.T. summer workshops on a rotating basis, plus on-the-job training.

##### **Supervisors**

Supervisory training will present opportunities for knowledge and skill development where the participant will achieve:

1. Communication - oral and written instructions briefly and clearly;
2. Interpersonal Skills - analyze simulated or real situations in terms of their dynamics and alternative possibilities for resolution;
3. Conference and Coaching Skills - describe and/or role-play a worker-supervisor conference dealing with any problem or function typically arising in the course of the relationship.

#### **Description of Activities**

Classes, workshops, and schools will be conducted to meet scheduled objectives in this component. Supervisors are counseled at Staff meetings and one-on-one regarding procedures and techniques in respective areas.

#### **Evaluation**

##### **Participant Assessment**

Participants must demonstrate all skills taught in program and complete post-test on knowledge of laws, rules, discipline techniques, and driving with at least 80% accuracy.

- Annual evaluations may be a form of rating an employee.

##### **Component Assessment**



## **Component: 8.515.001**

1. All participants and consultants will complete a questionnaire to assess the degree to which specific objectives have been addressed by component activities.
2. Participant data will be summarized.
3. Criteria for positive program judgment will be that 90% of all participants show increased knowledge on at least 80% of the specific objectives.

### **Follow-Up Plan**

One or more of the following strategies will be used:

1. Periodic updates, workshops, and discussions of priority issues, especially student management and maintenance.
2. Observations by route coordinator/supervisor followed by feedback and coaching.

### **Inservice Points - 60 maximum**

For Additional Information - Director, Transportation