



MASTER INSERVICE PLAN 2023 - 2024

Prepared by:

**David E. Gayler Professional Development Center Staff
22362 Hancock Avenue
Port Charlotte, Florida 33980
(941) 255-7675**



Mr. Mark Vianello

School Board Members:

Cara Reynolds, Chairman
Wendy Atkinson, Vice Chairman
Kim Amontree
John LeClair
Bob Segur

The School Board complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. No administrative staff member or candidate for such a position in this District shall, on the basis of race, color, religion, national origin, sex (including sexual orientation, transgender status, or gender identity), age, gender, pregnancy, marital status, disability, or legally-protected characteristic, be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to, discrimination in any program or activity for which the Board is responsible or for which it receives financial assistance from the U.S. Department of Education. (Policy 1122)



Master Inservice Plan Table of Contents

<i>Topic</i>	<i>Begins on Page</i>
About the Master Inservice Plan	3
Component Specifications	3
Reporting Codes	4
Component List by MIP Number.....	12
Component List by Component Title	18
Component Objectives: Subject Content (Function 1)	24
Component Objectives: Instructional Methodology (Function 2)	81
Component Objectives: Technology (Function 3)	120
Component Objectives: Assessment & Data Analysis (Function 4)	127
Component Objectives: Classroom Management (Function 5)	139
Component Objectives: School Safety/Safe Learning Env. (Function 6)	146
Component Objectives: Management/Leadership (Function 7)	164
Component Objectives: General Support (Function 8)	182

About the Master Inservice Plan

The Master Inservice Plan (MIP) contains the approved inservice components for Charlotte County Public Schools. To receive inservice credit, professional learning events must meet the objectives and criteria of an approved component. If a desired professional learning event does not align to a component, a new component must be written and ultimately approved by the School Board of Charlotte County. The entire Master Inservice Plan is reviewed and approved annually by the School Board and reported to the Florida Department of Education.

Component Specifications:

Each component in the MIP must include:

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

A MIP component may address one of the following professional areas:

1. Reading, especially as specified in the Comprehensive K-12 Reading Plan
2. Next Generation Sunshine State Standards/Florida Standards, benchmarks, and related subject content
3. Research-based instructional methods and strategies
4. Technology
5. Assessment and data analysis
6. Classroom Management
7. Family involvement
8. School safety
9. Leadership and management
10. Diversity
11. Ethics
12. Role of the teacher
13. Knowledge of subject matter

14. Communication
15. Human development and learning
16. Effective learning environments
17. Critical thinking and meta-cognition
18. Continuous improvement

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

Master Inservice Component Reporting Codes:

Inservice records for each employee are reported to the Department of Education at regularly scheduled intervals, usually in conjunction with established survey windows and reports. Each Master Inservice Component is assigned a unique seven-digit number according to DOE guidelines:

Position One: Function – a one digit code which identifies the principal focus of the component as identified in F.S. 1012.98(4)(b)2: Analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

For reporting purposes, the following codes are utilized:

1. Subject Content
2. Instructional Methodology
3. Technology
4. Assessment and Data Analysis
5. Classroom Management
6. School Safety/Safe learning Environment
7. Management/Leadership/Planning
8. General Support

Position 2-4: Focus Area - a three-digit code which identifies the principal subject area upon which the component focuses.

For reporting purposes, the following codes are utilized:

I. INSTRUCTION: Components which focus upon activities which deal directly with the teaching of students or with student-teacher interaction.

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

000	Art
002	Career Education
003	Computer Science/Technology Education
004	Foreign 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

B. EXCEPTIONAL STUDENT EDUCATION PROGRAMS: Exceptional student education programs include programs for students with disabilities and students identified as gifted. Component activities are designed to increase the competencies of the participants in generating improved learning environments and improved student outcomes for exceptional students.

100	Instructional Strategies
101	Classroom Management
102	Assessment
103	Procedural/Legal Requirements
104	Working with Aides, Volunteers, Mentors
105	Curriculum
106	Gifted and Talented

C. CAREER EDUCATION PROGRAMS: Career education programs are those instruction programs which are provided in order to enable

persons to develop occupational proficiency or to expose them to a specific field 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 Wheel
208	Public Service Occupations Education
209	Technology Education
210	Career Education Instructional Support Services
211	Career/Technical Education, Unclassified

D. ADULT/COMMUNITY EDUCATION PROGRAMS: Adult education programs include adult basic and high school programs for adult students, which provide instruction in the basic skills of reading, writing or math at a level appropriate for grades 1-8, or which provide instruction at the high school level, or which prepare the student to take the General Education Diploma (GED) Tests. Adult education programs may also include community service or 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 Diploma (GED) Preparatory
307	Career Preparatory Instruction
308	Workplace Readiness Skills

II. **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. These 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

III. 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 and data processing.

500	Board of Education
501	Central Services – Planning/Program Evaluation/Continuous-Improvement
502	District-Level Management
503	Diversity/Ethics
504	Fiscal Services
505	Food Services
506	General Support Services, Unclassified
507	Leadership Skills/Communication/Critical Thinking
508	Management Information Services
509	Office/Clerical Services
510	Plant Operation and Maintenance
511	Safety/Security
512	School Improvement
513	School-Level Management
514	Service on Advisory or Instructional Materials Councils
515	Transportation Services

IV. COMMUNITY SERVICES: Components which focus upon activities which do not relate directly to the education of students 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

V. ENGLISH LANGUAGE LEARNERS: Professional development activities related to the teaching and learning of English Language Learners (ELL).

- 700 Instructional strategies for ELL students
- 701 Understanding and implementation of assessment of ELL students.
- 702 Understanding and implementation of English Language Proficiency (ELP) Standards and academic content standards for ELL students
- 703 Alignment of the curriculum in language instruction educational programs to ELP standards
- 704 Subject matter knowledge for teachers
- 705 Other

Position 5-7: Sequential Number – a three-digit code which assigns a sequential number (001-999) to each component within the same function and focus area. **All CCPS MIP Components include the following options for purpose, delivery, follow-up, and evaluation.**

Additional information reported includes:

- I. Professional Development, Learning Method:** A one-character code to describe the primary means (50 percent or more) of supporting the delivery of the professional development component's priority learning goals.
 - A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
 - B Electronic, Interactive (includes facilitation supporting development/application on the job)
 - C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
 - D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method.)
 - F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)

- G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives.)
- H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP).

II. Professional Development, Evaluation Method, Staff: A one-character code to describe the primary means (50 percent or more) of evaluation of the impact and/or fidelity of implementation of the professional development.

- A Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
- B Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students)
- C Changes in student services/support practices
- D Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)
- E Fidelity of Implementation of the professional learning process (where impact on the job is not or cannot be observed or measured, evaluation is on alignment of actual training/development with planned high-quality professional learning design and specific learning objective(s))
- F Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, and MTSS)
- G Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues).

III. Professional Development, Evaluation Method, Student:

A one-character code to describe the primary means (50 percent or more) of evaluation of the professional development's impact on student growth, achievement, or readiness for college and/or careers:

- A Results of state or district-developed/standardized student growth measure(s)
- B Results of school/teacher-constructed student growth measure(s) that track student progress
- C Portfolios of student work
- D Observation of student performance
- F Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)
- G Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component
- Z Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students.

IV. Professional Development, Implementation Method: A one-character code to describe the primary means (50 percent or more) prescribed to monitor and provide feedback on implementation of the professional learning targeted with the component:

- M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning (may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job-embedded implementation of targeted learning)
- O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
- P Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

- Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
- R Electronic - interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
- S Electronic - non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
- T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

V. Professional Development, Primary Purpose: A one-character code to describe the primary expected use of the master inservice points that result from the professional development. Where multiple purposes are anticipated, code the one purpose or application which 50% or more of completers are expected to use:

- A Add-on Endorsement
- B Alternative Certification (Professional Development Certification Program)
- C Florida Educators Certificate Renewal
- D Other Professional Certificate/License Renewal
- E Professional Skills Building – Non-Instructional
- G Approved District Leadership Development Program (to include the W. Cecil Golden Professional Development Program for School Leaders)
- H No certification, job acquisition or retention purposes

List of 2023–2024 Active MIP Components

Component Number	Component Title by MIP
1-000-001	Professional Conference for the Acquisition of Art Knowledge to Improve Instruction
1-004-001	Professional Conference for the Acquisition of World Language Knowledge to Improve Instruction
1-005-001	Professional Conference for the Acquisition of Health Knowledge to Improve Instruction
1-005-002	Comprehensive Health/Wellness Education
1-005-003	Tobacco Prevention Training for All Educators
1-005-004	HIV/AIDS Education
1-007-002	Florida Center for Research – STEM CPALMS Website
1-007-003	Creating CMAPS Using the Florida Center for Research STEM CPALMS Website
1-007-011	Florida State Standards Adoption and Implementation
1-007-012	B.E.S.T. Florida Standards Adoption and Implementation
1-007-013	Science, Technology, Engineering, ART, and Mathematics (STEAM) Strategies for All Learners
1-008-001	Professional Conference for Continuing Acquisition of Language Arts Knowledge to Improve Instruction
1-008-002	English IV: FL College Preparation
1-009-001	Professional Conference for the Acquisition of Mathematics Knowledge to Improve Instruction
1-009-002	Mathematics: Acquisition of Content Knowledge to Improve Instruction
1-009-003	Mathematics: Implementing NCTM Standards
1-010-001	Professional Conference for the Acquisition of Music Knowledge to Improve Instruction
1-011-001	Professional Conference for the Acquisition of Physical Education Knowledge to Improve Instruction
1-011-002	Care and Prevention of Athletic Injuries
1-011-003	Coaching Theory
1-011-004	Theory and Practice of Coaching a Specific Sport
1-011-005	Effects and Dangers of Performance Enhancing and Other Drug Use
1-013-006	Reading 1: Foundations of Instruction (Beacon and Flamingo)
1-013-007	Beacon Reading 2: Evidence-Based Practices R+
1-013-008	Reading 3: Assessment (Beacon and Flamingo)
1-013-009	Beacon Reading 4: Differentiated Instruction R+
1-013-010	Beacon Reading 5: Demonstration of Accomplishment (Practicum) R+
1-013-012	Coaching to Improve Reading
1-013-019	Explicit, Systematic, and Sequential Reading Instruction
1-013-021	Flamingo: Reading Competency 2: Instructional Practices
1-013-022	Flamingo: Reading Competency 4: Intervention
1-013-023	Flamingo: Reading Competency 5: Demonstration of Accomplishment
1-013-024	Flamingo Literacy – The Big Picture
1-013-026	Reading Competency 1, 2, 3, 4, & 5 Combined
1-013-027	Micro-Credential - Elementary Literacy
1-013-028	Micro-Credential – Secondary Literacy
1-013-029	Micro-Credential – Emergent Literacy
1-014-001	First Aid and CPR Training
1-015-001	Professional Conferences for the Acquisition of Science Knowledge to Improve Instruction
1-015-003	Acquisition of Science Content Knowledge to Improve Instruction
1-016-001	Professional Conference for the Acquisition of Social Studies Knowledge to Improve Instruction

Component Number	Component Title by MIP
1-016-002	Social Studies Content Knowledge to Improve Instruction
1-016-003	Civics Seal of Excellence Endorsement (60 hours)
1-017-002	Writing Instruction to Address the Florida Standards
1-100-016	Instructional Strategies and Activities in the Mathematics Classroom to Meet the Needs of All Learners, Including Students with Disabilities
1-101-001	Autism: Positive Behavior Support
1-106-011	Gifted: Curriculum and Instructional Strategies
1-106-012	Gifted: Educating Special Populations
1-106-013	Gifted: Guidance and Counseling
1-106-014	Gifted: Nature and Needs
1-106-015	Gifted: Theory and Development of Creativity
1-106-016	Gifted Instruction and Strategies
1-211-002	Technical Update in Career and Technical Education
1-301-001	Adult Basic Education
1-410-001	Laws, Rules, Policies, and Procedures: School Psychologists
1-416-001	Professional Standards and Ethics: School Psychologists
1-417-001	Guidance and Counseling
1-420-001	Guidance Services
1-106-016	Gifted Instruction and Strategies
1-211-002	Technical Update in Career and Technical Education
1-301-001	Adult Basic Education
1-410-001	Laws, Rules, Policies, and Procedures: School Psychologists
1-416-001	Professional Standards and Ethics: School Psychologists
1-417-001	Guidance and Counseling
1-420-001	Guidance Services
1-420-002	School Social Services
1-700-001	ESOL: An Overview
1-700-002	ESOL: Applied Linguistics
1-700-003	ESOL: Cross Culture Communication and Understanding
1-700-004	ESOL: Methods of Teaching
1-701-001	ESOL: Testing and Evaluation
1-702-001	ESOL for Administrators
1-702-002	ESOL for Guidance Counselors
1-703-001	ESOL: Curriculum and Materials Development
2-007-003	Coaching to Improve Teaching & Learning
2-007-004	Differentiated Instruction in the Regular Classroom
2-007-005	Co-Teaching/Team-Teaching Strategies
2-007-006	Introduction to Action Research
2-007-007	Thinking Maps
2-007-008	Supporting Classroom Instruction for Support and Confidential Employees
2-007-009	Lesson Study/Next Generation Sunshine State Standards/Florida Standards Professional Learning Community
2-007-010	School of Excellence
2-008-002	Language Arts Instructional Methodologies to Improve Instruction
2-009-001	Algebra Instructional Methodologies to Improve Instruction
2-009-002	Best Practices in Math Instruction
2-009-003	How to "Read and Write" in Math: Improving Problem Solving and Communication in Mathematics

Component Number	Component Title by MIP
2-010-001	Acquisition of Music Knowledge
2-011-001	Physical Education Instructional Methodology to Improve Instruction
2-012-001	Early Childhood Programs
2-012-003	Florida VPK Assessment Instructional Implications
2-012-004	How to Administer the Florida VPK Assessment
2-013-001	Florida Literacy Coach Endorsement
2-015-001	Science Instructional Methodologies to Improve Instruction
2-016-001	Social Studies Instructional Methodologies
2-017-002	Write from the Beginning – Train the Trainer
2-017-003	Write from the Beginning
2-017-004	Response to Literature – Train the Trainer
2-017-005	Response to Literature
2-100-001	Instructional Strategies and Methodology for Students with Disabilities
2-100-007	Providing General Support to Regular and Exceptional Student Education Teachers Regarding Students with Disabilities
2-100-008	Introduction to Exceptionalities
2-100-009	21 st Century Strategies for Teaching Students with Behavior Challenges, Grades K-12
2-100-010	Evidence-Based Teaching Practices for Exceptional Learners, Grades K-12
2-100-011	ESE (Exceptional Student Education) Instructional Strategies for All Educators
2-100-013	Understanding Students with Autism Spectrum Disorder and Appropriate Instructional Strategies
2-100-015	Teaching Students with Disabilities for Music Educators
2-100-016	Instructional Strategies for Students with Visual and Hearing Impairments
2-100-017	Employing Differentiated Vocabulary Instructional Strategies
2-100-018	Reading Difficulties, Disabilities, and Dyslexia – Identification and Instructional Interventions in the Classroom
2-100-019	Autism: Nature, Needs, and Assessment
2-100-020	Autism: Communication Needs of Students with Autism
2-100-021	Teaching Students with Disabilities for Physical Education Educators
2-100-022	Teaching Students with Disabilities for Fine Arts Educators
2-100-023	Integrated Co-Teaching for Students with Disabilities
2-101-001	Classroom Strategies and Interventions for Students with Self-Regulatory Disorders and Special Education Needs
2-211-002	Instructional Strategies in Career and Technical Education
2-400-001	Academic Interventions: School Psychologists
2-400-002	Effective Classroom Management and Instructional Strategies in the Block Schedule
2-400-003	Introduction to Teaching English Language Learners (ELL)
2-404-001	New Educator Training (NET) Program
2-404-002	Pre-Kindergarten Learning Environment
2-405-001	Supplemental Academic Instruction (Dropout Prevention)
2-406-010	English Language Learners in the Regular Classroom
2-408-001	Clinical Educator Training for Instructional Personnel
2-408-002	Cooperative Learning Strategies and Structures
2-408-036	Reading in the Content Area
2-408-037	Rigor and Relevance Framework
2-408-038	Classroom Instruction That Works: High Yield Strategies
2-408-039	Problem Solving/Response to Intervention (RTI) and Multi-Tiered Systems of Support
2-408-040	Art and Science of Teaching
2-408-050	Content-Based Instructional Strategies for ELL

Component Number	Component Title by MIP
2-408-051	Developing Listening Comprehension in ELL
2-408-052	ELL Reading – Teaching Strategies for K-12
2-408-053	90-Day Highly Formal CAST (Coaching, Assisting, and Supporting Teachers) Program
2-408-054	Out of District Transfer of Instructional Strategies for In-Service Points
2-411-002	Learning Style Characteristics
2-421-002	Maximizing the Engagement of All Learners
2-507-001	Lesson Study
3-003-001	Technology Integration
3-003-006	Effective Digital Classroom Observation for School Leaders
3-003-007	Best Practices in Virtual Teaching and Learning
3-007-001	Utilizing the Canvas Learning Management System (LMS)
3-008-001	Using Technology in the Language Arts Classroom
3-009-002	Using Technology in the Mathematics Classroom
3-016-001	Using Technology in the Social Studies Classroom
3-100-001	Technology for Exceptional Students
3-104-001	Technology/Assistive Technology for ESE Students
3-400-001	Improving ELL Instruction Through the Use of Technology
3-408-004	Integrating Interactive Technology in Instruction
4-007-001	Action Research
4-007-002	Professional Learning Community for the Creation of End of Course Assessment
4-102-001	Assessment of Exceptional Students
4-102-002	Aligned Instruction for Exceptional Students Based Upon Student Evaluation/Assessment
4-102-003	Diagnostic Tools and Techniques for Exceptional Learners, Grades K-12
4-102-004	Diagnosing Learning Difficulties, Grades K-12
4-102-005	Autism: Diagnosis and Assessment of Students with Autism
4-400-003	Successful Student Transition from Elementary School to Middle School
4-400-004	Targeted Academic Intervention Programs
4-401-001	Assessment: School Psychologists
4-401-004	Effective School Social Work Assessment Practices
4-401-005	Evaluation Instruments
4-401-006	Testing: Student Preparation and Administration
4-401-007	Standards Based Progress Monitoring
4-401-017	FAIR: Florida Assessment for Instruction in Reading
4-401-018	ELL Language Assessment and Related Issues in the K-12 Classroom: An Introduction
4-401-019	Data Days PLC
4-406-001	Reporting Student Progress
4-408-001	Improving Student Achievement Through Research-Based Instructional Practices
4-409-001	District Data Delivery Systems
4-512-001	Southern Association of Colleges and Schools (SACS) Accreditation
4-512-002	Council of Occupational Education (COE) Accreditation
5-101-001	Classroom Management/Behavioral Interventions for Exceptional Students
5-101-002	Best Classroom Management Practices for Inclusive Classrooms
5-211-001	Integrating Academic and Career Education Leadership Institute
5-403-001	Behavioral/Crisis Interventions: School Psychologists
5-403-002	Student Safety, Health, and Well-Being
5-404-001	Research-Based Classroom Management
5-404-003	Research-Based Student Discipline
5-404-007	Classroom Management/Student Behavior for Support and Confidential Employees

Component Number	Component Title by MIP
6-007-001	Understanding Poverty and Its Effects on Students
6-012-001	Implementing Early Childhood Programs
6-100-001	Check and Connect Grant Preparation and Implementation Training
6-100-002	Check and Connect Grant Mentor Training
6-101-001	School Safety/Safe Learning Environment for Exceptional Students
6-101-002	Students with Disabilities – for Support and Confidential Employees
6-101-003	Understanding Specific Student Disabilities – for Support and Confidential Employees
6-400-001	Bereavement Training
6-403-001	Child Abuse and Neglect/Suicide Prevention
6-403-002	Bullying Awareness and Prevention
6-403-003	Identifying and Reporting Child Abuse and Neglect
6-403-004	Creating Compassionate Schools (Social Emotional Learning/Trauma Informed Care)
6-404-001	Student Learning and Behavior Problems
6-404-002	Building Connected and Inclusive Classrooms for All Students
6-414-001	Substance Abuse
6-414-002	School Health Issues for Nurses
6-414-003	School Nursing
6-414-004	Youth Mental Health and First Aid
6-415-001	Substance Abuse - District Team Leaders
6-511-001	Crisis Response and School Safety
6-511-002	School Safety: Gang Recognition
6-511-003	Basic School Safety Preparedness and Response – for Support Employees
6-511-004	Building a Safe and Inclusive Learning Environment for All Students
7-103-001	Procedures and Legal Requirements for Exceptional Student Education
7-211-001	JROTC
7-211-004	Advanced Placement Vertical Articulation & Teaming
7-408-001	High Probability Strategies (Marzano/PACE)
7-410-001	Laws, Statutes, Rules, Policies, and Procedures
7-410-002	School Law Framework
7-415-001	School Improvement Writing and Implementation Teams
7-417-001	Prioritizing, Mapping, and Monitoring the Curriculum (FLDOE William Cecil Golden/Southern Regional Education Board)
7-417-002	Classroom Walk-Through
7-422-001	Student Records
7-503-002	Ethics in Leadership
7-507-001	Instructional Personnel Observation and Feedback (Formative/Summative)
7-507-003	Facilitative Leadership
7-507-004	Florida Principal Standards
7-507-016	District Leadership Team Professional Learning Community (DLT)
7-507-021	Peer Mentoring and Coaching
7-507-026	Professional Learning Communities Facilitation Training
7-507-028	Study Groups for District Team Leaders and Instructional Personnel
7-507-031	Team Building
7-507-032	Instructional Materials Screening, Selection, and Adoption Study Groups for Instructional Personnel
7-507-049	7 Habits of Highly Effective People
7-507-050	Interest Based Problem Solving/Labor-Management Partnership
7-507-051	Four Disciplines of Execution

Component Number	Component Title by MIP
7-507-052	Focus Time Management
7-507-053	Speed of Trust
7-507-054	Leadership: Great Leaders, Great Teams, Great Results
7-507-055	Using Data to Lead Change (WCG/SREB)
7-507-056	Providing Focused & Sustained Professional Development (FLDOE William Cecil Golden/Southern Regional Education Board)
7-507-057	Aspiring Leaders Program
7-507-058	School Principal Preparation Program
7-512-002	Southern Association of Colleges and Schools (SACS)/National Study of School Evaluation Self-Study Training
7-512-003	Creating a High Performing Learning Culture (FLDOE William Cecil Golden/Southern Regional Education Board)
7-512-004	Florida Continuous Improvement Model (FCIM)
8-007-001	Out-of-District Professional Learning Event for the Acquisition of Knowledge and Skills to Improve Student Achievement
8-103-001	ESE Support Staff Services, Procedures, and Legal Requirement for Exceptional Students
8-104-002	Transportation of Persons with Disabilities
8-203-001	Educator Consumer Science
8-300-001	Basic Content Area Knowledge – for Support and Confidential Employees
8-300-002	Deepening Content Area Knowledge – for Support and Confidential Employees
8-404-001	Early Childhood Education
8-404-002	Early Childhood Practices
8-404-003	Inclusion Training for Paraprofessionals
8-404-007	Foundations and Current Trends in Education
8-406-002	Counseling/Consultation: School Psychologists
8-406-005	Conflict Resolution in the Workplace
8-406-006	Effective Communication with Staff – Bundle for Support and Confidential Employees
8-406-007	Effective Communication with Students – for Support and Confidential Employees
8-406-008	Establishing a Culture of Quality Customer Service
8-406-010	Work Place Team-Building to Enhance Performance
8-406-011	90-Day Highly Formal CAST (Coaching, Assisting, and Supporting Teachers) Peer Mentor Academy
8-406-012	Cultivating Human Relations in the Workplace
8-407-001	Media Management and Instruction
8-408-002	Developmentally Appropriate Practices
8-410-002	Foundations and Understandings of School Censorship
8-414-001	First Aid and CPR Training for Educational Support Personnel
8-414-002	Wellness/Healthy Living for Educational Support Personnel
8-421-001	Growth Mindset
8-505-003	School Nutrition Program: Professional Standards for Managers
8-505-004	School Nutrition Program: Professional Standards for Staff
8-507-002	Introduction to Change Project
8-507-003	Human Resource Management
8-508-001	7i Business Plus
8-512-003	Grant Writing
8-515-001	Safe and Efficient Transportation of Students

List of 2023-2024 Active MIP Components by ALPHA

Component Number	Component Title by Alpha
2-100-009	21 st Century Strategies for Teaching Students with Behavior Challenges, Grades K-12
7-507-049	7 Habits of Highly Effective People
8-508-001	7i Business Plus
8-406-011	90-Day Highly Formal CAST (Coaching, Assisting, and Supporting Teachers) Peer Mentor Academy
2-408-053	90-Day Highly Formal CAST (Coaching, Assisting, and Supporting Teachers) Program
2-400-001	Academic Interventions: School Psychologists
2-010-001	Acquisition of Music Knowledge
1-015-003	Acquisition of Science Content Knowledge to Improve Instruction
4-007-001	Action Research
1-301-001	Adult Basic Education
1-301-001	Adult Basic Education
7-211-004	Advanced Placement Vertical Articulation & Teaming
2-009-001	Algebra Instructional Methodologies to Improve Instruction
4-102-002	Aligned Instruction for Exceptional Students Based Upon Student Evaluation/Assessment
2-408-040	Art and Science of Teaching
7-507-057	Aspiring Leaders Program
4-102-001	Assessment of Exceptional Students
4-401-001	Assessment: School Psychologists
2-100-020	Autism: Communication Needs of Students with Autism
4-102-005	Autism: Diagnosis and Assessment of Students with Autism
2-100-019	Autism: Nature, Needs, and Assessment
1-101-001	Autism: Positive Behavior Support
1-007-012	B.E.S.T. Florida Standards Adoption and Implementation
8-300-001	Basic Content Area Knowledge – for Support and Confidential Employees
6-511-003	Basic School Safety Preparedness and Response – for Support Employees
1-013-007	Beacon Reading 2: Evidence-Based Practices R+
1-013-009	Beacon Reading 4: Differentiated Instruction R+
1-013-010	Beacon Reading 5: Demonstration of Accomplishment (Practicum) R+
5-403-001	Behavioral/Crisis Interventions: School Psychologists
6-400-001	Bereavement Training
5-101-002	Best Classroom Management Practices for Inclusive Classrooms
2-009-002	Best Practices in Math Instruction
3-003-007	Best Practices in Virtual Teaching and Learning
6-511-004	Building a Safe and Inclusive Learning Environment for All Students
6-404-002	Building Connected and Inclusive Classrooms for All Students
6-403-002	Bullying Awareness and Prevention
1-011-002	Care and Prevention of Athletic Injuries
6-100-002	Check and Connect Grant Mentor Training
6-100-001	Check and Connect Grant Preparation and Implementation Training
6-403-001	Child Abuse and Neglect/Suicide Prevention
1-016-003	Civics Seal of Excellence (60 hours)
2-408-038	Classroom Instruction That Works: High Yield Strategies
5-101-001	Classroom Management/Behavioral Interventions for Exceptional Students
5-404-007	Classroom Management/Student Behavior for Support and Confidential Employees

Component Number	Component Title by Alpha
2-101-001	Classroom Strategies and Interventions for Students with Self-Regulatory Disorders and Special Education Needs
7-417-002	Classroom Walk-Through
2-408-001	Clinical Educator Training for Instructional Personnel
1-011-003	Coaching Theory
1-013-012	Coaching to Improve Reading
2-007-003	Coaching to Improve Teaching & Learning
1-005-002	Comprehensive Health/Wellness Education
8-406-005	Conflict Resolution in the Workplace
2-408-050	Content-Based Instructional Strategies for ELL
2-408-002	Cooperative Learning Strategies and Structures
2-007-005	Co-Teaching/Team-Teaching Strategies
4-512-002	Council of Occupational Education (COE) Accreditation
8-406-002	Counseling/Consultation: School Psychologists
7-512-003	Creating a High Performing Learning Culture (FLDOE William Cecil Golden/Southern Regional Education Board)
1-007-003	Creating CMAPS Using the Florida Center for Research STEM CPALMS Website
6-403-004	Creating Compassionate Schools (Social Emotional Learning/Trauma Informed Care)
6-511-001	Crisis Response and School Safety
8-406-012	Cultivating Human Relations in the Workplace
4-401-019	Data Days PLC
8-300-002	Deepening Content Area Knowledge – for Support and Confidential Employees
2-408-051	Developing Listening Comprehension in ELL
8-408-002	Developmentally Appropriate Practices
4-102-004	Diagnosing Learning Difficulties, Grades K-12
4-102-003	Diagnostic Tools and Techniques for Exceptional Learners, Grades K-12
2-007-004	Differentiated Instruction in the Regular Classroom
4-409-001	District Data Delivery Systems
7-507-016	District Leadership Team Professional Learning Community (DLT)
8-404-001	Early Childhood Education
8-404-002	Early Childhood Practices
2-012-001	Early Childhood Programs
8-203-001	Educator Consumer Science
2-400-002	Effective Classroom Management and Instructional Strategies in the Block Schedule
8-406-006	Effective Communication with Staff – Bundle for Support and Confidential Employees
8-406-007	Effective Communication with Students – for Support and Confidential Employees
3-003-006	Effective Digital Classroom Observation for School Leaders
4-401-004	Effective School Social Work Assessment Practices
1-011-005	Effects and Dangers of Performance Enhancing and Other Drug Use
4-401-018	ELL Language Assessment and Related Issues in the K-12 Classroom: An Introduction
2-408-052	ELL Reading – Teaching Strategies for K-12
2-100-017	Employing Differentiated Vocabulary Instructional Strategies
1-008-002	English IV: FL College Preparation
2-406-010	English Language Learners in the Regular Classroom
2-100-011	ESE (Exceptional Student Education) Instructional Strategies for All Educators
8-103-001	ESE Support Staff Services, Procedures, and Legal Requirement for Exceptional Students
1-702-001	ESOL for Administrators
1-702-002	ESOL for Guidance Counselors

Component Number	Component Title by Alpha
1-700-001	ESOL: An Overview
1-700-002	ESOL: Applied Linguistics
1-700-003	ESOL: Cross Culture Communication and Understanding
1-703-001	ESOL: Curriculum and Materials Development
1-700-004	ESOL: Methods of Teaching
1-701-001	ESOL: Testing and Evaluation
8-406-008	Establishing a Culture of Quality Customer Service
7-503-002	Ethics in Leadership
4-401-005	Evaluation Instruments
2-100-010	Evidence-Based Teaching Practices for Exceptional Learners, Grades K-12
1-013-019	Explicit, Systematic, and Sequential Reading Instruction
7-507-003	Facilitative Leadership
4-401-017	FAIR: Florida Assessment for Instruction in Reading
1-014-001	First Aid and CPR Training
8-414-001	First Aid and CPR Training for Educational Support Personnel
1-013-024	Flamingo Literacy – The Big Picture
1-013-021	Flamingo: Reading Competency 2: Instructional Practices
1-013-022	Flamingo: Reading Competency 4: Intervention
1-013-023	Flamingo: Reading Competency 5: Demonstration of Accomplishment
1-007-002	Florida Center for Research – STEM CPALMS Website
7-512-004	Florida Continuous Improvement Model (FCIM)
2-013-001	Florida Literacy Coach Endorsement
7-507-004	Florida Principal Standards
1-007-011	Florida State Standards Adoption and Implementation
2-012-003	Florida VPK Assessment Instructional Implications
7-507-052	Focus Time Management
8-404-007	Foundations and Current Trends in Education
8-410-002	Foundations and Understandings of School Censorship
7-507-051	Four Disciplines of Execution
1-106-016	Gifted Instruction and Strategies
1-106-011	Gifted: Curriculum and Instructional Strategies
1-106-012	Gifted: Educating Special Populations
1-106-013	Gifted: Guidance and Counseling
1-106-014	Gifted: Nature and Needs
1-106-015	Gifted: Theory and Development of Creativity
8-512-003	Grant Writing
8-421-001	Growth Mindset
1-417-001	Guidance and Counseling
1-417-001	Guidance and Counseling
1-420-001	Guidance Services
1-420-001	Guidance Services
7-408-001	High Probability Strategies (Marzano/PACE)
1-005-004	HIV/AIDS Education
2-009-003	How to “Read and Write” in Math: Improving Problem Solving and Communication in Mathematics
2-012-004	How to Administer the Florida VPK Assessment
8-507-003	Human Resource Management
6-403-003	Identifying and Reporting Child Abuse and Neglect

Component Number	Component Title by Alpha
6-012-001	Implementing Early Childhood Programs
3-400-001	Improving ELL Instruction Through the Use of Technology
4-408-001	Improving Student Achievement Through Research-Based Instructional Practices
8-404-003	Inclusion Training for Paraprofessionals
7-507-032	Instructional Materials Screening, Selection, and Adoption Study Groups for Instructional Personnel
7-507-001	Instructional Personnel Observation and Feedback (Formative/Summative)
1-100-016	Instructional Strategies and Activities in the Mathematics Classroom to Meet the Needs of All Learners, Including Students with Disabilities
2-100-001	Instructional Strategies and Methodology for Students with Disabilities
2-100-016	Instructional Strategies for Students with Visual and Hearing Impairments
2-211-002	Instructional Strategies in Career and Technical Education
2-100-023	Integrated Co-Teaching for Students with Disabilities
5-211-001	Integrating Academic and Career Education Leadership Institute
3-408-004	Integrating Interactive Technology in Instruction
7-507-050	Interest Based Problem Solving/Labor-Management Partnership
2-007-006	Introduction to Action Research
8-507-002	Introduction to Change Project
2-100-008	Introduction to Exceptionalities
2-400-003	Introduction to Teaching English Language Learners (ELL)
7-211-001	JROTC
2-008-002	Language Arts Instructional Methodologies to Improve Instruction
1-410-001	Laws, Rules, Policies, and Procedures: School Psychologists
1-410-001	Laws, Rules, Policies, and Procedures: School Psychologists
7-410-001	Laws, Statutes, Rules, Policies, and Procedures
7-507-054	Leadership: Great Leaders, Great Teams, Great Results
2-411-002	Learning Style Characteristics
2-507-001	Lesson Study
2-007-009	Lesson Study/Next Generation Sunshine State Standards/Florida Standards Professional Learning Community
1-009-002	Mathematics: Acquisition of Content Knowledge to Improve Instruction
1-009-003	Mathematics: Implementing NCTM Standards
2-421-002	Maximizing the Engagement of All Learners
8-407-001	Media Management and Instruction
2-404-001	New Educator Training (NET) Program
1-013-027	Micro Credential – Elementary Literacy
1-013-028	Micro Credential – Secondary Literacy
1-013-028	Micro Credential – Emergent Literacy
2-408-054	Out of District Transfer of Instructional Strategies for In-Service Points
8-007-001	Out-of-District Professional Learning Event for the Acquisition of Knowledge and Skills to Improve Student Achievement
7-507-021	Peer Mentoring and Coaching
2-011-001	Physical Education Instructional Methodology to Improve Instruction
2-404-002	Pre-Kindergarten Learning Environment
7-417-001	Prioritizing, Mapping, and Monitoring the Curriculum (FLDOE William Cecil Golden/Southern Regional Education Board)
2-408-039	Problem Solving/Response to Intervention (RtI) and Multi-Tiered Systems of Support
7-103-001	Procedures and Legal Requirements for Exceptional Student Education

Component Number	Component Title by Alpha
1-008-001	Professional Conference for Continuing Acquisition of Language Arts Knowledge to Improve Instruction
1-000-001	Professional Conference for the Acquisition of Art Knowledge to Improve Instruction
1-005-001	Professional Conference for the Acquisition of Health Knowledge to Improve Instruction
1-009-001	Professional Conference for the Acquisition of Mathematics Knowledge to Improve Instruction
1-010-001	Professional Conference for the Acquisition of Music Knowledge to Improve Instruction
1-011-001	Professional Conference for the Acquisition of Physical Education Knowledge to Improve Instruction
1-016-001	Professional Conference for the Acquisition of Social Studies Knowledge to Improve Instruction
1-004-001	Professional Conference for the Acquisition of World Language Knowledge to Improve Instruction
1-015-001	Professional Conferences for the Acquisition of Science Knowledge to Improve Instruction
7-507-026	Professional Learning Communities Facilitation Training
4-007-002	Professional Learning Community for the Creation of End of Course Assessment
1-416-001	Professional Standards and Ethics: School Psychologists
1-416-001	Professional Standards and Ethics: School Psychologists
7-507-056	Providing Focused & Sustained Professional Development (FLDOE William Cecil Golden/Southern Regional Education Board)
2-100-007	Providing General Support to Regular and Exceptional Student Education Teachers Regarding Students with Disabilities
1-013-006	Reading 1: Foundations of Instruction (Beacon and Flamingo)
1-013-008	Reading 3: Assessment (Beacon and Flamingo)
1-013-026	Reading Competency 1, 2, 3, 4, & 5 Combined
2-100-018	Reading Difficulties, Disabilities, and Dyslexia – Identification and Instructional Interventions in the Classroom
2-408-036	Reading in the Content Area
4-406-001	Reporting Student Progress
5-404-001	Research-Based Classroom Management
5-404-003	Research-Based Student Discipline
2-017-005	Response to Literature
2-017-004	Response to Literature – Train the Trainer
2-408-037	Rigor and Relevance Framework
8-515-001	Safe and Efficient Transportation of Students
6-414-002	School Health Issues for Nurses
7-415-001	School Improvement Writing and Implementation Teams
7-410-002	School Law Framework
6-414-003	School Nursing
8-505-003	School Nutrition Program: Professional Standards for Managers
8-505-004	School Nutrition Program: Professional Standards for Staff
2-007-010	School of Excellence
7-507-058	School Principal Preparation Program
6-101-001	School Safety/Safe Learning Environment for Exceptional Students
6-511-002	School Safety: Gang Recognition
1-420-002	School Social Services
2-015-001	Science Instructional Methodologies to Improve Instruction
1-007-013	Science, Technology, Engineering, ART, and Mathematics (STEAM) Strategies for All Learners
1-016-002	Social Studies Content Knowledge to Improve Instruction

Component Number	Component Title by Alpha
2-016-001	Social Studies Instructional Methodologies
4-512-001	Southern Association of Colleges and Schools (SACS) Accreditation
7-512-002	Southern Association of Colleges and Schools (SACS)/National Study of School Evaluation Self-Study Training
7-507-053	Speed of Trust
4-401-007	Standards Based Progress Monitoring
6-404-001	Student Learning and Behavior Problems
7-422-001	Student Records
5-403-002	Student Safety, Health, and Well-Being
6-101-002	Students with Disabilities – for Support and Confidential Employees
7-507-028	Study Groups for District Team Leaders and Instructional Personnel
6-414-001	Substance Abuse
6-415-001	Substance Abuse - District Team Leaders
4-400-003	Successful Student Transition from Elementary School to Middle School
2-405-001	Supplemental Academic Instruction (Dropout Prevention)
2-007-008	Supporting Classroom Instruction for Support and Confidential Employees
4-400-004	Targeted Academic Intervention Programs
2-100-022	Teaching Students with Disabilities for Fine Arts Educators
2-100-015	Teaching Students with Disabilities for Music Educators
2-100-021	Teaching Students with Disabilities for Physical Education Educators
7-507-031	Team Building
1-211-002	Technical Update in Career and Technical Education
1-211-002	Technical Update in Career and Technical Education
3-100-001	Technology for Exceptional Students
3-003-001	Technology Integration
3-104-001	Technology/Assistive Technology for ESE Students
4-401-006	Testing: Student Preparation and Administration
1-011-004	Theory and Practice of Coaching a Specific Sport
2-007-007	Thinking Maps
1-005-003	Tobacco Prevention Training for All Educators
8-104-002	Transportation of Persons with Disabilities
6-007-001	Understanding Poverty and Its Effects on Students
6-101-003	Understanding Specific Student Disabilities – for Support and Confidential Employees
2-100-013	Understanding Students with Autism Spectrum Disorder and Appropriate Instructional Strategies
7-507-055	Using Data to Lead Change (WCG/SREB)
3-008-001	Using Technology in the Language Arts Classroom
3-009-002	Using Technology in the Mathematics Classroom
3-016-001	Using Technology in the Social Studies Classroom
3-007-001	Utilizing the Canvas Learning Management System (LMS)
8-414-002	Wellness/Healthy Living for Educational Support Personnel
8-406-010	Work Place Team-Building to Enhance Performance
2-017-003	Write from the Beginning
2-017-002	Write from the Beginning – Train the Trainer
1-017-002	Writing Instruction to Address the Florida Standards
6-414-004	Youth Mental Health and First Aid

Component Objectives

In addition to the information provided on the following pages, each component also includes the primary use, delivery, follow-up method, and evaluation method codes listed previously in this document.

COMPONENT NUMBER: 1-000-001

COMPONENT TITLE: PROFESSIONAL CONFERENCE FOR THE ACQUISITION OF ART KNOWLEDGE TO IMPORVE INSTUCTION

GENERAL OBJECTIVE:

Participants will use knowledge and skills gained through participation in an art conference or seminar.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific knowledge and/or skills gained while attending the art conference or seminar.
2. Utilize materials obtained at the workshop or seminar in an educational setting.
3. Develop a method for incorporating knowledge and/or skills presented during the workshop or seminar into specific educational activities.
4. Develop and use lesson plans incorporating knowledge and skills learned while attending a workshop or seminar for which inservice points/continuing education units are awarded to the participants.

COMPONENT NUMBER: 1-004-001

COMPONENT TITLE: PROFESSIONAL CONFERENCE FOR THE ACQUISITION OF WORLD LANGUAGE KNOWLEDGE TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants will use knowledge and skills gained through participation in professional World Language conference.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire knowledge in the target language from the professional conference.
2. Utilize materials obtained at the workshop or seminar in an educational setting
3. Develop a method for incorporating knowledge and/or skills presented during the workshop or seminar into specific educational activities
4. Develop and use lesson plans incorporating knowledge and skills learned while attending a workshop or seminar for which inservice points/continuing education units are awarded to the participants

COMPONENT NUMBER: 1-005-001

COMPONENT TITLE: PROFESSIONAL CONFERENCE FOR THE ACQUISITION OF HEALTH KNOWLEDGE TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants will use knowledge and skills gained through participation in health art conference or seminar.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific knowledge and/or skills gained while attending the health conference or seminar
2. Utilize materials obtained at the health conference or seminar in an educational setting.
3. Develop a method for incorporating knowledge and/or skills presented during the health conference or seminar into specific educational activities.
4. Develop and use lesson plans incorporating knowledge and skills learned while attending a health conference or seminar.
5. Increase teacher knowledge and skills for planning and discussion of: sexuality education content; anatomy and physiology; psychosexual development; sexual behavior; relationships; pregnancy and childbirth; sexually transmitted diseases (including HI); and legal issues.
6. Provide factual information about HIV/AIDS and HIV/AIDS prevention, and develop an understanding of the misconceptions regarding the transmission of HIV/AIDS.

COMPONENT NUMBER: 1-005-002

COMPONENT TITLE: COMPREHENSIVE HEALTH/WELLNESS EDUCATION

GENERAL OBJECTIVE:

Participants will develop skills, knowledge, behavior, and attitudes conducive to effective, healthy living in one or more of the following areas:

1. Exercise
2. Nutrition
3. Weight Control
4. Stress Management
5. Tobacco Prevention
6. Substance Abuse Prevention
7. Self Esteem

SPECIFIC OBJECTIVES: Participants will:

Identify one or more of the following areas for self-improvement for healthier living: exercise, nutrition, weight control, stress management and stop smoking

1. Identify the behaviors, attitudes, and processes basic to a program in wellness education
2. Develop a plan of action to promote positive growth in the area(s) identified for improvement

3. Implement a plan of action developed to promote positive growth in the area(s) identified for improvement.
4. Demonstrate the behaviors, attitudes, and processes basic to a program in wellness education.
5. Be actively involved in a support group to identify weekly goals to be met.
6. Identify and set criteria to be used in selecting texts and instructional materials.

COMPONENT NUMBER: 1-005-003

COMPONENT TITLE: TOBACCO PREVENTION TRAINING FOR EDUCATORS

GENERAL OBJECTIVE:

Participants will develop the skills and knowledge to promote healthy, tobacco-free living both in their personal lives and in the lives of their students.

SPECIFIC OBJECTIVES:

Participants will acquire specific knowledge about tobacco use and learn strategies to develop and utilize lesson plans to include the following anti-tobacco topics:

1. Tobacco Prevention and Intervention
2. How Tobacco Got "Big"
3. Tobacco and Academic Performance
4. Tobacco and Athletic and Fine Arts Performance
5. The Teacher Connection
6. Addiction Gateway
7. Chemical Designs
8. Diseases Influence by Tobacco
9. Smokeless and Alternative Delivery
10. Second- and Third-Hand Smoke
11. Media and Marketing Recognition
12. Refusal Skills
13. Cultural Influences
14. Tobacco Laws and Youth

COMPONENT NUMBER: 1-005-004

COMPONENT TITLE: HIV/AIDS EDUCATION

GENERAL OBJECTIVE:

Participants will acquire knowledge about the facts and myths associated with HIV/AIDS to effectively develop and enhance positive attitudes in students.

SPECIFIC OBJECTIVES: Participants will:

1. Provide factual information about HIV/AIDS and HIV/AIDS prevention.
2. Answer students' questions about HIV/AIDS in an informed and effective manner

3. Develop an understanding of the misconceptions regarding the transmission of HIV/AIDS.

COMPONENT NUMBER: 1-007-002

COMPONENT TITLE: FLORIDA CENTER FOR RESEARCH - STEM CPALMS WEBSITE

GENERAL OBJECTIVE:

Participants will become familiar with the CPALMS website to support instruction in the Florida Standards.

SPECIFIC OBJECTIVES: Participants will:

1. Create an individual CPALMS (iCPALMS) account.
2. Receive an introduction to “unpacking” the Florida Standards in all subject areas.
3. Learn how to access specific course code descriptions.
4. Participate in a “hands-on” exploration of the site with guidance.

COMPONENT NUMBER: 1-007-003

COMPONENT TITLE: CREATING CMAPS USING THE FLORIDA CENTER

GENERAL OBJECTIVE:

Participants will become proficient in the use of the CMAPPING tool available on the CPALMS website in order to support lesson planning and instruction in the Florida Standards.

SPECIFIC OBJECTIVES: Participants will:

1. Learn how to navigate and utilize the CMAP tool.
2. Develop basic grade level/subject area curriculum maps which include FL Standard ELA, Mathematics, Science, and History clusters and domains, and/or Next Generation Standards, as appropriate.
3. Refer to available district curriculum pacing guides to direct appropriate curriculum map pacing.
4. Become familiar with the CPALMS curriculum resources and organize them via the CMAP.
5. Develop the ability to enhance CMAPs by attaching resources from a variety of sources.
6. Learn how to “clone” and save existing CMAPs.
7. Build the background knowledge and experience necessary to build capacity with peers at the school site.

COMPONENT NUMBER: 1-007-011

COMPONENT TITLE: FLORIDA STATE STANDARDS ADOPTION AND IMPLEMENTATION

GENERAL OBJECTIVE:

Participants will develop a consistent, clear understanding of the Next Generation Sunshine State Standards/Florida State Standards and will successfully implement the standards into daily instruction according to the grade level timeline mandated by FLDOE

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific knowledge of the Florida Standards in English Language Arts (ELA) and NGSSS Standards Literacy in History/Social Studies, Science and Technical Subjects.
2. Develop the instructional strategies to help students build knowledge through content rich nonfiction and informational texts in addition to literature.
3. Develop and utilize lesson plans for reading and writing instruction that is grounded in evidence from the text and which include regular practice for students with complex text and its academic vocabulary.
4. Acquire specific knowledge of the Florida Standards in Mathematics
5. Develop and utilize lesson plans for mathematics instruction that is grounded in the following mathematical practices which are inherent in the Florida Standards:
 - Making sense of problems and persevering in solving them
 - Reasoning abstractly and quantitatively
 - Constructing viable arguments and critiquing the reasoning of others
 - Modeling with mathematics
 - Using appropriate tools strategically
 - Attending to precision
 - Looking for and making use of structure
 - Looking for and expressing regularity in repeated reasoning

COMPONENT NUMBER: 1-007-012

COMPONENT TITLE: B.E.S.T FLORIDA STANDARDS ADOPTION AND IMPLEMENTATION

GENERAL OBJECTIVE:

Excellent Student Thinking) Standards and will successfully implement the standards into daily instruction according to the grade level timeline mandated by FLDOE.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific knowledge of the B.E.S.T. Standards in English Language Arts (ELA).
2. Acquire specific knowledge of the B.E.S.T. Standards in Math.
3. Implement the standards through sound instructional strategies and focused lesson planning based on the ELA and Math B.E.S.T. Standards.

COMPONENT NUMBER: 1-007-013

COMPONENT TITLE: SCIENCE, TECHNOLOGY, ENGINEERING, ART, AND MATHEMATICS (STEAM) STRATEGIES FOR ALL LEARNERS

GENERAL OBJECTIVE:

Instructional strategies will address the needs of all learners in order to integrate science, technology, engineering, art, and mathematics (STEAM) concepts into the classroom in an interdisciplinary and applied approach.

SPECIFIC OBJECTIVES: Participants will:

1. Understand the value of teaching the four disciplines of science, technology, engineering, art, and mathematics as the cohesive subject area of STEAM, rather than as separate and discrete subjects.
2. Develop an understanding of standards-based and inquiry-based real-world problem-based learning, connecting all four of the STEAM subjects.
3. Learn instructional strategies and techniques to differentiate STEAM instruction for all learners, including those with disabilities.
4. Develop strategies to create a blended learning environment that shows students how the scientific method can be applied to everyday life.
5. Enhance their knowledge and skills in the four disciplines of science, technology, engineering, art and mathematics

COMPONENT NUMBER: 1-008-001

COMPONENT TITLE: PROFESSIONAL CONFERENCES FOR CONTINUING ACQUISITION OF LANGUAGE ARTS KNOWLEDGE TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants certified in the areas of English, Language Arts, and Reading will attend a professional conference, workshop, or seminar to acquire content knowledge to share with others in a collegial setting and/or provide continual and current learning for the participant.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific knowledge and/or skills gained while attending the workshop, seminar, or conference.
2. Utilize materials obtained at this professional development opportunity in an educational setting.
3. Develop a method for incorporating knowledge and/or skills presented during the professional training into specific educational activities for students and/or other educators
4. Develop and use lesson plans incorporating knowledge and skills learned while attending this professional development for which in-service points/continuing education units are awarded to the participants OR
5. Extend the ideas into a professional development model to share with colleagues to incorporate knowledge and skills learned while attending this professional development for which in-service points/continuing education units are awarded to the participant.

COMPONENT NUMBER: 1-008-002

COMPONENT TITLE: ENGLISH IV: FL COLLEGE PREP

GENERAL OBJECTIVE:

To comprehend the scope of this specific English IV class in order to engage students in the Florida State Standards and to meet the expectations of college-ready.

SPECIFIC OBJECTIVES: Participants will:

Participants, over time, will demonstrate accomplishment in the following

1. Identify ways in which the Florida Standards are aligned with college and work expectations and that grade twelve is the end of the K-12 spiral in expectations and demands. Including, but not limited to:
 - a. Ascending levels of reading comprehension
 - b. Balance of within and across texts reading and/or writing with evidence
 - c. Appropriate use of literature-based and informational-based texts that increase with text complexity.
2. Define and discuss how to Include rigorous content and application of language arts knowledge through high-order skills
3. Comprehend the ways in which one can build upon strengths and lessons of past (SSS/NGSS) state standards
4. Understand how to implement learning that meets the standards in one's curricular area.
5. Analyze and appreciate how reading, writing, listening and speaking, and the language strands work in partnership and are not unrelated subjects and a separate focus for instruction and/or assessment is not needed.
6. Discuss text complexity and how it affects the rigor of classroom work. .
7. Engage in on-going collegial discussion how to implement and improve upon our district-wide senior project as part of the rigor in this course
8. Develop an understanding of the key ideas listed in the band of the Florida Standards for grades 11/12 listed below:
 - Writing effective argumentative essays
 - Writing effective informative and expository texts
 - Writing effective narratives
 - Speaking articulately and listening in a range of discussions and settings □ Evaluating a speaker
 - Determining the meaning of unknown words
 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings,
 - Utilize academic words and phrases in writing, speaking, reading and listening □ Applying knowledge of language to understand how language functions.
 - Make logical inferences based on explicit texts and cite textual evidence when writing or speaking to support conclusions.
 - Determine central idea or theme of a text.

- Analyze theme development and summarize key supporting details and ideas.
- Explain how specific individuals, ideas, or events develop and interact over the course of the text.
- Assess how point of view or purpose shapes the context and style of a text.
- Analyze how specific word choices shape meaning, tone and mood.
- Analyze how the structure of texts from part to whole relates to each other.
- Integrate and evaluate content presented in diverse formats and media in words and visual representations.
- Delineate and evaluate the argument and specific claims in a text.

Analyze similar themes or topics within and across two or more texts.

9. Students will be able to comprehend complex literary and informational text independently and proficiently
- 10.

COMPONENT NUMBER: 1-009-001

COMPONENT TITLE: PROFESSIONAL CONFERENCES FOR THE ACQUISITION OF MATHEMATICS KNOWLEDGE TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants will use knowledge and skills gained through participation in a math professional conference or seminar. (Note: This is generally an out of district event.)

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific knowledge and/or skills gained while attending the math conference or seminar.
2. Utilize materials obtained at the workshop or seminar in an educational setting.
3. Develop a method for incorporating knowledge and/or skills presented during the workshop or seminar into specific educational activities.
4. Develop and use lesson plans incorporating knowledge and skills learned while attending a workshop or seminar for which inservice points/continuing education units are awarded to the participants.

COMPONENT NUMBER: 1-009-002

COMPONENT TITLE: MATHEMATICS: CONTENT KNOWLEDGE TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants will understand that state standards provide targeted goals for teachers to ensure they are preparing students for success in college and/or the workforce. Participants will acquire the content knowledge necessary to successfully implement the state standards for the courses or grade level of instruction.

SPECIFIC OBJECTIVES: Participants will:

1. Know, understand, and implement the mathematics content reflected in the state standards.
2. Learn how to organize subject content, plan instruction, and design learning experiences that engage and support all students in learning the state standards.
3. Acquire sufficient content knowledge to ensure that selected instructional activities give students a deep understanding of the content standards and the skills they need to apply their knowledge.
4. Learn to develop and use assessments that more accurately to measure whether or not students have learned the standards.

COMPONENT NUMBER: 1-009-003

COMPONENT TITLE: MATHEMATICS: IMPLEMENTING NCTM STANDARDS

GENERAL OBJECTIVE:

Participants will acquire new knowledge and develop attitudes and skills which will enable them to make critical decisions about what and how to teach mathematics effectively.

SPECIFIC OBJECTIVES: Participants will:

1. Identify prerequisite knowledge and skills for any concept.
2. Organize learning environments which connect conceptual and procedural knowledge.
3. Reflect on and clarify their thinking about mathematical ideas and situations.
4. Understand the role of and use of manipulatives to explore, investigate, and develop mathematical concepts.
5. Understand that the problem solving is the central focus of mathematics and develop real-life problem-solving situations and strategies for use in the classroom.
6. Effectively use cooperative learning techniques in their mathematics classes.
7. Understand the role of and use effectively estimation, mental math, paper and pencil, calculators, and computers in their mathematics program.
8. Understand that discussion, reading, and writing are all a vital part of learning and using mathematics.
9. Understand the need for and develop strategies for differentiating the curriculum.
10. Develop strategies for making connections between mathematics and other subject areas.
11. Develop strategies for involving students in reasoning activities as an ongoing part of mathematics learning.
12. Develop strategies to involve students in generating their own problems or in extending specific problems.

13. Identify criteria to be used in judging and selecting instructional materials.
14. Use a variety of assessment methods.
15. Diagnose student strengths and weaknesses.
16. Develop appropriate learning plan based on diagnosed strengths and weaknesses.
17. Demonstrate knowledge of current trends and issues in mathematics education.
18. Develop strategies for coordination and articulation across the mathematics curriculum.

COMPONENT NUMBER: 1-010-001

COMPONENT TITLE: PROFESSIONAL CONFERENCE FOR THE ACQUISITION OF MUSIC KNOWLEDGE TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants will use knowledge and skills gained through participation in an art workshop or seminar.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific knowledge and/or skills gained while attending the conference.
2. Utilize materials obtained at the workshop or seminar in an educational setting.
3. Develop a method for incorporating knowledge and/or skills presented during the workshop or seminar into specific educational activities.
4. Develop and use lesson plans incorporating knowledge and skills learned while attending a workshop or seminar for which inservice points/continuing education units are awarded to the participants.

COMPONENT NUMBER: 1-011-001

COMPONENT TITLE: PROFESSIONAL CONFERENCE FOR THE ACQUISITION OF PHYSICAL EDUCATION KNOWLEDGE TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants will use knowledge and skills gained through participation in a physical education conference or seminar.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific knowledge and/or skills gained while attending a physical education conference or seminar.
2. Utilize materials obtained at a physical education conference or seminar in an educational setting.
3. Develop a method for incorporating knowledge and/or skills presented during a physical education conference or seminar into specific educational activities.

4. Develop and use lesson plans incorporating knowledge and skills learned while attending a physical education conference or seminar.

COMPONENT NUMBER: 1-011-002

COMPONENT TITLE: CARE AND PREVENTION OF ATHLETIC INJURIES

GENERAL OBJECTIVE:

Participants will acquire additional knowledge and skills in care and prevention of athletic injury whereas the participant will be able to deal with injury detection, treatment, prevention, rehabilitation, reconditioning, and counseling.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate through knowledge of athletic nutrition and ability to advise athletes concerning nutrition.
2. Identify skills needed to recognize athletic injury.
3. Display abilities in selection of appropriate athletic injury treatment modalities.
4. Identify appropriate first aid emergency planning and care procedures.
 - a. Cardiopulmonary resuscitation and related activities.
 - b. Unconscious athlete treatment and care.
 - c. Care of suspected head, neck, and spine injured athletes.
 - d. Consideration of other life-threatening circumstances.
5. Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques.
6. Demonstrate an understanding of athletic injury counseling methodology.
7. Show evidence of knowledge of and application for playing conditions and for athletic facilities in order to facilitate injury prevention and enhance athletic performance.

COMPONENT NUMBER: 1-011-003

COMPONENT TITLE: COACHING THEORY

GENERAL OBJECTIVE:

Participants will acquire additional knowledge, methods and skill application that will improve coaching effectiveness through legal aspects, human growth and development, psycho-social development, bio-physiological foundation, sport management, and sport instruction.

SPECIFIC OBJECTIVES: Participants will:

1. Legal Aspects
 - a) Demonstrate proficiency in understanding tort liability in athletics.
 - i Knowledge of adequate care.
 - ii Understanding of proper supervision
 - b) Understand the constitutional rights of student athletes.
 - i Identify ethnic or other discrimination.

- ii Identify appropriate disciplinary techniques.
 - iii Decision making strategy in eliminating athlete(s) from the team.
 - c) Identify minimum necessary athletic insurance coverage(s).
 - d) Recognize and adhere to appropriate state and local policy and procedure regulations governing athletic participation.
 - e) Understand contractual law as applied to athletic coaching.
 - f) Be cognizant of appropriate coach/athlete interpersonal relations.
 - i Sexual misconduct.
 - ii Sexual harassment.
 - iii Assault/battery.
- Maintain currency in field.
2. Human Growth and Development
- a) Demonstrate an understanding of the characteristics of student athletes.
 - i Normal differences in chronological age/
 - ii Maturation differences.
 - iii Readiness.
 - 1. To learn.
 - 2. To train.
 - 3. To complete.
 - b) Distinguish the experiences appropriate for student athletes at various stages of growth development.
 - c) Determine individualized, age appropriate, non-injurious training methods for student athletes.
 - d) Maintain currency in field.

COMPONENT NUMBER: 1-011-004

COMPONENT TITLE: THEORY AND PRACTICE OF COACHING A SPECIFIC SPORT

GENERAL OBJECTIVE:

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

SPECIFIC OBJECTIVES: Participants will:

1. Identify the importance of a selected interscholastic sport as a lifelong activity.
2. State the importance of a selected interscholastic sport as a part of our culture.
3. Identify the rules and terminology used in a selected interscholastic sport.
4. Identify the strategies of team and/or individual play in a selected interscholastic sport
5. Identify the strategies of individual position play in a selected interscholastic sport
6. Exhibit a knowledge of safety practices necessary to participate in a selected interscholastic sport.

7. State the physical fitness value derived from participation in selected interscholastic sports.
8. Identify the skills necessary to participate in selected interscholastic sports.
9. State the social skills derived from participation in selected interscholastic sports.
10. Identify positive sportsmanship techniques in participating in selected interscholastic sports
11. Identify new methods and techniques for more effective coaching in selected interscholastic sports
12. Identify innovative methods of organizing and administering a selected interscholastic sport.
13. Identify national, state, local policy revisions that will affect the administering of a selected interscholastic sport.
14. Exhibit a basic understanding and knowledge of sport medicine as it pertains to selected interscholastic sports.
15. Exhibit a basic understanding in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sports.

COMPONENT NUMBER: 1-011-005

COMPONENT TITLE: EFFECTS AND DANGERS OF PERFORMANCE ENHANCING AND OTHER DRUG USE

GENERAL OBJECTIVE:

Participants will be given the opportunity to gain knowledge and skills related to basic content and current research in the effects and dangers of drug use including performance enhancing drugs, acquire knowledge and skill that will enable him/her to detect drug usage and abuse, provide corrective intervention, and develop awareness of the dangers of drug use.

SPECIFIC OBJECTIVES: Participants will:

1. Identify performance enhancing drugs, both legal and illegal.
2. Explain the dangers of abusing performance enhancing and other drugs.
3. Identify the short-term and long-term effects of performance enhancing and other drugs on the human body.
4. Identify the principles and key strategies to prevent the use of performance enhancing and other drugs in the athletic coaching setting
5. Outline a plan for monitoring and intervention of drug abuse and trafficking in the athletic coaching setting.
6. Identify the district policies and procedures regarding drug possession and use.
7. Identify agencies that provide intervention services, drug testing, counseling, and information on drug abuse.
8. Outline a plan for increasing awareness of staff, students, and parents regarding the dangers of performance enhancing drugs.

COMPONENT NUMBER: 1-013-006

**COMPONENT TITLE: READING 1: FOUNDATIONS OF INSTRUCTION
(BEACON AND FLAMINGO)**

GENERAL OBJECTIVE:

Educators will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

SPECIFIC OBJECTIVES: Participants will:

Phonological Awareness

- Develop a deeper understanding of phonological awareness.
- Learn the difference between phonological sensitivity and phonemic awareness.
- Learn why phonological skills are so important to the development of reading, particularly at the phoneme level.
- Learn how to pronounce the sounds of the English language in a way that will help children develop phonemic awareness and decoding skills.

Early Decoding

- Develop a deeper understanding of word recognition and decoding.
- Learn why word reading skills, including decoding, are critically important to the development of reading.

Advanced Decoding

- Review the fundamentals of early word reading.
- Develop a deeper understanding of word recognition and decoding with more challenging words.
- Learn how word reading skills, including recognizing high frequency words, decoding, and learning to read irregular words, are affected by dyslexia.

Fluency

- Develop a deeper understanding of reading fluency.
- Learn why reading fluency is so important to the development of reading proficiency.

Vocabulary

- Develop a deeper understanding of vocabulary.
- Learn why vocabulary is so important to the development of reading.

Comprehension

- Develop a deeper understanding of comprehension.
- Learn why comprehension is so important to the development of reading.

COMPONENT NUMBER: 1-013-007

COMPONENT TITLE: BEACON READING 2: EVIDENCE-BASED PRACTICES R+

GENERAL OBJECTIVE:

Discover how to scaffold student learning by applying the principles of evidence-based reading instruction and integrating the six components of reading. Examine methods for making reading instruction explicit, systematic, and sequential while incorporating multisensory activities. This course awards 20 hours towards the ESE requirement (SB 1108) and 40 hours towards the reading requirement (HB 7069).

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate a reflective attitude and increased confidence toward the teaching of reading. (FAP 10; FETC 13.2; IRA 3.1, 16.2)
2. Describe the stages of literacy development. (FETC 1.1, 1.5, 13.1, 13.2; FSAC 2.1, 2.2, 2.3; IRA 1.1, 1.6, 2.3, 3.1, 2.7)
3. Describe and apply the process of reading as interactive involving reader, text, and contextual factors. (FETC 11.1; FSAC 1.1, 1.2; IRA 1.1, 1.5, 1.6, 1.7, 2.5)
4. Demonstrate knowledge of the content of word identification (i.e. sight vocabulary, phonics, structural analysis, and context). (FETC 11.1; FSAC 3.1, 3.2, 3.3; IRA 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)
5. Cite the components and strategies for fostering reading comprehension. (FETC 19.2, 11.1; FSAC 4.1, 4.2, 4.3, 4.4, 4.5; IRA 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 5.3)
6. Compare and contrast various approaches to reading instruction. (FSAC 6.1, 6.3, 7.1, 7.2, 12.1, 12.2; IRA 5.1, 5.2, 5.3, 12.2, 12.4, 16.2)
7. Describe the advantages of integrating reading with the other language arts. (FAP 8; FETC 11.1; FSAC 1.1, 1.2; IRA 1.1, 1.6, 2.2, 2.5, 2.6, 5.6)
8. Adapt instruction to needs of students in a diverse classroom. (ESOL 2, 4; FAP 5; FETC 2.1, 2.4, 2.5; IRA 1.2, 1.3, 1.4, 2.9, 3.1, 3.2, 3.4)
9. List and explain the major factors that could cause children to have reading difficulties. (ESOL 25; FETC 30.1; FSAC 2.3, 1.2; IRA 4.1)
10. Select reading techniques to help the culturally and language different child become a better reader. (ESOL 2, 5; FAP 5; FETC 2.4, 2.5, 30.1; FSAC 8.1, 8.2, 9.1, 9.2; IRA 1.2, 1.3, 2.9, 3.1, 3.2)
11. Teach and assess reading in a variety of ways. (FAP 4; FETC 13.2, 13.3, 13.4, 15.1, 15.4, 15.6, 17.1, 19.1, 19.2, 20.1, 23.2; IRA 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6)
12. Teach an explicit lesson on a specific decoding and comprehension skill and a strategy. (FAP 11, 4; FETC 13.2, 13.3, 13.4, 15.1, 15.4, 15.6, 17.1, 18.2, 18.3, 18.4, 19.1, 19.2, 20.1, 20.3, 23.1, 23.2, 23.3; IRA 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6)
13. Teach content reading skills and studying strategies. (FETC 11.1; FSAC 5.1, 5.2, 5.3, 12.5; IRA 8.1, 8.2, 8.3, 8.4, 8.5, 5.6, 2.8)
14. Select and evaluate instructional materials, including literacy software. (FAP 9, 10, 13; FETC 27.3, 27.5, 12.1, 12.2, 12.3, 12.6; FSAC 13.1; IRA 12.4, 5.4)
15. Delineate research-based characteristics of an effective teacher of reading. (FAP 2, 3, 8, 9, 10, 11; FETC 4.1, 7.2, 8.1, 14.1, 14.2, 14.3, 14.5, 14.6; FSAC

- 8.2; IRA 1.1, 1.2, 1.3, 1.5, 1.7, 2.2, 2.5, 2.9, 2.14, 3.1, 3.2, 3.4, 4.3, 5.1, 5.3, 5.4, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1-8.5, 11.3, 12.2, 16.2)
17. Demonstrate a reflective attitude toward the assessment process and the delivery of instruction. (ESOL 2, 5; FAP 11, 3, 2, 6, 10; FETC 11.5; FSAC 2.1, 12.3, 12.2; IRA 16.2, 1.7)

COMPONENT NUMBER: 1-013-008

**COMPONENT TITLE: READING 3: ASSESSMENT
(BEACON AND FLAMINGO)**

GENERAL OBJECTIVE:

Educators will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students.

Educators will engage in the systematic problem-solving process.

SPECIFIC OBJECTIVES: Participants will:

Phonological Awareness

- Learn general guidelines for phonological awareness assessment.
- Examine why phonological awareness assessment is so important.
- Explore phonological awareness assessments.
- Administer an assessment with a student(s) and determine the next step for instruction.

Early Decoding

- Learn general guidelines for assessing word-reading skills.
- Examine why assessment of word-recognition skills is important.
- Explore various assessments of word recognition and decoding, and Administer a word reading assessment with a student to determine the next steps for instruction.

Advanced Decoding

- Explore specific diagnostic assessments you can use to measure word recognition and decoding skills, particularly for older readers.
- Learn how to use data to meet specific student needs in word recognition and decoding.
- Understand the basic “red flags” for dyslexia in older students.

Fluency

- Learn general guidelines for fluency assessment.
- Examine why fluency assessment is important.
- Explore fluency assessments.
- Administer a fluency assessment with a student in your classroom and determine the next steps for instruction.

Vocabulary

- Learn general guidelines for vocabulary assessment.
- Examine why vocabulary assessment is important.
- Explore vocabulary assessments.
- Administer a vocabulary assessment with a student or students in your classroom and determine next steps for instruction.

Comprehension

- Learn general guidelines for comprehension assessment.
- Examine why comprehension assessment is important.
- Explore comprehension assessments.
- Administer a comprehension assessment with a student(s) and determine the next steps for instruction.

COMPONENT NUMBER: 1-013-009

COMPONENT TITLE: BEACON READING 4: DIFFERENTIATED INSTRUCTION R+

GENERAL OBJECTIVE:

Understand cognitive, language, and reading development, including difficulties in six major reading components. Explore the foundations and principles of differentiated instruction and strategies for implementing explicit, systematic, and sequential instruction that incorporate multisensory activities. This course awards 10 hours towards the ESE requirement (SB 1108) and 40 hours towards the reading requirement (HB 7069).

SPECIFIC OBJECTIVES: Participants will:

1. Participants implement a scientifically research-based instructional practice for developing students' phonemics awareness and identify techniques for scaffolding in the implementation process. *(5.1, 5.2, 5.3, 5.4)
2. Participants implement a scientifically research-based instructional practice for developing students' phonics skills and word recognition, and identify techniques for scaffolding in the implementation process. *(5.1, 5.2, 5.3, 5.5)
3. Participants implement a scientifically research-based instructional practice for developing students' fluency, automaticity, and reading endurance, and identify techniques for scaffolding in the implementation process. *(5.1, 5.2, 5.3, 5.6)
4. Participants identify valid and reliable assessment procedures to validate instructional applications, and set goals for student learning based on assessment results that monitor student progress. *(5.1, 5.2, 5.12, 5.13)
5. Participants implement a scientifically research-based instructional practice for developing both general and specialized content area vocabulary, with application of knowledge of language to instruction in working with struggling readers (such as LEP students) who are at different levels of oral proficiency. Participants identify techniques for scaffolding in the implementation process. *(5.1, 5.2, 5.3, 5.7, 5.10)
6. Participants implement a scientifically research-based instructional practice for facilitating reading comprehension, identify instructional practice for facilitating reading comprehension, identify instructional strategies to facilitate students' metacognitive skills, and identify techniques for scaffolding in the implementation process. *(5.1, 5.2, 5.3, 5.9, 5.11)
7. Participants create a set of higher-order thinking questions using the Bloom's Taxonomy model questions and write a personal reflection addressing the impact higher-order thinking questions have on students. *(5.8)

COMPONENT NUMBER: 1-013-010

COMPONENT TITLE: BEACON READING 5: DEMONSTRATION OF ACCOMPLISHMENT (PRACTICUM) R+

GENERAL OBJECTIVE:

Through a culminating practicum, teachers demonstrate knowledge of the reading components, assessment, and data analysis by creating and implementing comprehensive, research-based instructional plans that demonstrate explicit, systematic, and sequential instruction that incorporates multisensory activities. This course awards 10 hours towards the ESE requirement (SB 1108) and 40 hours towards the reading requirement (HB 7069).

SPECIFIC OBJECTIVES: Participants will:

Participate in a supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties.

COMPONENT NUMBER: 1-013-012

COMPONENT TITLE: COACHING TO IMPROVE READING

GENERAL OBJECTIVE:

This course focuses upon the all-important coaching relationship in improving student reading achievement. Seven components of successful reading programs are the foundation of reading achievement: phonemic awareness, phonics, fluency, vocabulary, comprehension, writing about the reading, and content area reading skills. Intentional best practice in each reading component is emphasized as the basis for the coaching interaction. Through learning activities, observations of teaching and practice and application of skills, participants learn how to establish a positive, respectful, caring and confidential coaching relationship that allows each partner to grow and learn in a safe, collaborative and guiding atmosphere with the common goal of increasing student reading achievement.

SPECIFIC OBJECTIVES: Participants will:

1. Understand the elements of a positive coaching relationship
2. Establish operating principles and plan for an effective coaching experience
3. Understand best practice in each of the seven components of successful reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, writing about the reading, and reading in content area skills
4. Understand how enduring understanding, student engagement, student outcomes, and teacher behaviors that cause learning to happen are foundational to every subject and to the coaching interaction
5. Design and use essential questions in reading instruction and in coaching
6. Use the Foundational Four in lesson planning and design

7. Understand four components of reading instruction to plan for in every class, especially content area instruction: reading with and to students, vocabulary/decoding, comprehension, and writing about the reading
8. Differentiate instruction based upon enduring understanding, while varying difficulty and complexity of content that is read
9. Choose effective methods for data collection and analysis
10. Observe effective coaching methods and practices
11. Identify effective communication structures and those that detract from a positive coaching experience
12. Construct effective reading lessons based upon research-based practice in reading
13. Observe one another and conduct coaching conferences and feedback analysis
14. Distinguish between effective and ineffective lessons/instructional episode/practices
15. Learn how to assess text fit and to differentiate instruction using appropriate resources and identified, common standards
16. Differentiate comprehension questions, understanding that for some students literal questions are more difficult than inferential
17. Understand the different reading demands of specific subject areas and design lessons to assist reading in content areas, with special emphasis upon reading rate

COMPONENT NUMBER: 1-013-019

COMPONENT TITLE: EXPLICIT, SYSTEMATIC, AND SEQUENTIAL READING INSTRUCTION

GENERAL OBJECTIVE:

Explicit, systematic, and sequential approaches to reading instruction, including the development and implementation of multisensory intervention strategies. This course can be used towards the 40-hour reading requirement (HB 7069).

SPECIFIC OBJECTIVES: Participants will:

1. Learn multisensory and structured literacy approaches to instruction that may be implemented to ensure that all students have access to standards-based curricular content.

COMPONENT NUMBER: 1-013-021

COMPONENT TITLE: FLAMINGO: READING COMPETENCY 2: INSTRUCTIONAL PRACTICES

GENERAL OBJECTIVE:

Educators will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Educators will engage in the systematic problem-solving process.

SPECIFIC OBJECTIVES: Participants will:

Phonological Awareness

- Learn general guidelines for effective phonological awareness instruction.
- Examine skills within phonological sensitivity and phonemic awareness.
- Explore phonological sensitivity and phonemic awareness activities.
- Learn to implement effective phonemic awareness instruction. And,
- Plan for and implement multisensory activities that promote the development of phonemic awareness, with a small group of students in your classroom.

Early Decoding

- Enhance your understanding of decoding, word recognition, and phonics instruction.
- Learn general guidelines for effective decoding instruction.
- Explore phonics activities to promote decoding at both the single syllable and multi-syllable word levels.
- Plan for and implement a lesson with students in your classroom based on data you obtain through assessment.

Advanced Decoding

- Develop a deeper understanding of word recognition and decoding.
- Learn methods for instruction in decoding multisyllabic words.

Fluency

Enhance your understanding of fluency instruction.

- Learn general guidelines for effective fluency instruction.
- Explore fluency activities.
- Plan for and implement a fluency lesson with students in your classroom.

Vocabulary

Enhance understanding of vocabulary instruction.

- Learn general guidelines for effective vocabulary instruction.
- Explore vocabulary activities.
- Plan for and implement a vocabulary lesson with students in your classroom

Comprehension

Enhance understanding of comprehension instruction.

- Learn general guidelines for effective comprehension strategy instruction.
- Explore comprehension activities.
- Plan for and implement a comprehension lesson with students in your classroom

COMPONENT NUMBER: 1-013-022

**COMPONENT TITLE: FLAMINGO: READING COMPETENCY 4:
INTERVENTION**

GENERAL OBJECTIVE:

Educators 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. Educators will engage in the systematic problem-solving process.

SPECIFIC OBJECTIVES: Participants will:**Phonological Awareness**

- Examine why phonemic awareness intervention is important.
- Learn why intervention should focus on phonemic awareness rather than phonological sensitivity.
- Learn specific guidelines for phonemic awareness intervention. Plan for and implement phonemic awareness intervention for a small group of students in your classroom

Early Decoding

- Examine why intervention in word reading skills is important.
- Learn general guidelines for implementing intervention for specific word reading difficulties.
- Plan for and implement intervention for a small group of students in your classroom.

Advanced Decoding

- Develop a deeper understanding of word recognition and decoding.
- Learn how word reading skills, including decoding, are affected by dyslexia.
- Learn methods for intervention for students who struggle with decoding.

Fluency

- Examine why fluency intervention is important.
- Learn general guidelines for effective fluency intervention.
- Plan for and implement fluency intervention with student(s) in your classroom.

Vocabulary

- Examine why vocabulary intervention is important.
- Learn general guidelines for effective vocabulary intervention.
- Plan for and implement vocabulary intervention with student(s) in your classroom.

Comprehension

- Examine why comprehension intervention is important.
- Learn general guidelines for effective comprehension intervention.
- Plan for and implement comprehension intervention with student(s) in your classroom.

COMPONENT NUMBER: 1-013-023

**COMPONENT TITLE: FLAMINGO: READING COMPETENCY 5:
DEMONSTRATION OF ACCOMPLISHMENT**

GENERAL OBJECTIVE:

Educators will, through two case study modules and a comprehensive practicum module, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Educators will engage in the systematic problem-solving process.

SPECIFIC OBJECTIVES: Participants will:

- Use results of various assessment measures to inform and/or modify instruction.
- Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
- Demonstrate differentiation of instruction for all students utilizing a variety of instructional materials.
- Demonstrate research-based instructional practices for facilitating comprehension by developing students' phonological awareness, word recognition, fluency, and vocabulary skills.
- Plan and implement evidence-based, developmentally appropriate instructional approaches.
- Produce blendable sounds.
- Submit a videotaped lesson of administering an assessment with a student.
- Submit a videotaped lesson of explicit and systematic instruction with a small group of students virtually or face-to-face.

Reflect on personal practice to identify areas of development and growth in order to better meet the needs of all students.

COMPONENT NUMBER: 1-013-024

COMPONENT TITLE: FLAMINGO LITERACY – THE BIG PICTURE

GENERAL OBJECTIVE:

The Big Picture provides a comprehensive overview of the reading process with a focus on the features of effective instruction to meet student needs. A Conceptual Framework is introduced that is linked to Competencies 1-5.

SPECIFIC OBJECTIVES: Participants will:**Foundations**

- Examine the reading process.
- Develop an understanding of a Conceptual framework of learning to read.
- Learn about reading research and how to identify best practices.

Assessment

- Explore the four purposes of assessment.
- Learn about various types of assessments.
- Develop and understanding of the conditions of assessment.

Instruction

- Learn about classroom arrangement for literacy instruction.

- Explore the essential components of a comprehensive reading program.
- Explore individualized instruction.
- Develop an understanding of the features of effective instruction.
- Learn about effective questioning techniques.

Intervention

- Explore how to individualize instruction for students with special needs.
- Learn about the simple view of reading and how this theory drives reading intervention.
- Investigate learning disabilities such as dyslexia.
- Learn about tiered instructional practices.

COMPONENT NUMBER: 1-013-026

COMPONENT TITLE: READING COMPETENCY 1 ,2, 3, 4, & 5 COMBINED

GENERAL OBJECTIVE:

In partnership with the Florida Department of Education, this course will allow K-6 educators to develop, increase, and demonstrate knowledge of evidence-based practices in reading instruction as outlined in the Competencies 1 -5 of the 2011 Reading Endorsement Competencies. In order for educators to effectively meet the reading needs of all students, emphasis of this professional learning opportunity is focused on evidence-based practices in teaching foundation reading skills, assessment, and support for English Language Learners. This course awards 40 hours towards the reading requirement (HB 7069). (FDOE) a team of researchers, coaches, and teachers at FCRR developed the Reading Foundation and Evidence-Based Instructional Practices Pathway, which includes the following five courses to support educators in earning the Florida Reading Endorsement. The courses, organized into five competencies, are designed to be delivered in-person by FDOE certified trainers in school districts. The Reading Foundations and Evidence-Based Instructional Practices Pathway is comprehensive and intended to be completed in its entirety to successfully earn the Florida Reading Endorsement.

SPECIFIC OBJECTIVES:

Upon completion of competencies 1, 2, 3, 4, & 5 teachers will:

1. Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
2. Understand the differences between social and academic language.
3. Understand that writing enhances the development of oral language.
4. Understand that the variation in students' oral language exposure and development requires differentiated instruction.
5. Recognize the importance of English language learners' home languages, and their significance for learning to read English.
6. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.

7. Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
8. Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words and syllables) and progressing to small and abstract units of sound (i.e., onset-rimes and phonemes).
9. Understand that writing, in conjunction with phonological awareness, enhances reading development.
10. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language and dialect differences).
11. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
12. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs
13. Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
14. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
15. Understand structural analysis of words.
16. Understand that both oral language and writing can be used to enhance phonics instruction.
17. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs
18. Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
19. Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
20. Understand the relationships among fluency, word recognition, and comprehension.
21. Understand that both oral language and writing enhance fluency instruction.
22. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.
23. Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.
24. Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
25. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language).
26. Understand the domain specific vocabulary demands of academic language.
27. Understand that writing can be used to enhance vocabulary instruction.
28. Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.
29. Understand that building oral and written language facilitates comprehension.

30. Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language."
31. Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
32. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
33. Identify cognitive targets (e.g., locate/recall, integrate/interpret, critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
34. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
35. Understand the reading demands posed by domain specific texts.
36. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
37. Understand how English language learners' linguistic and cultural background will influence their comprehension.
38. Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.
39. Identify language characteristics related to social and academic language..
40. Identify phonemic, semantic, and syntactic variability between English and other languages.
41. Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
42. Understand the impact of oral language, writing, and an information intensive environment upon reading development,
43. Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
44. Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.
45. Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).
46. Create an environment where students practice appropriate social and academic language to discuss diverse texts.
47. Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English.
48. Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
49. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.
50. Apply intentional, explicit, and systematic instructional practices for scaffolding development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).

51. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
52. Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.
53. Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
54. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.
55. Apply intentional, explicit, and systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.
56. Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.
57. Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
58. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.
59. Apply intentional, explicit, systematic instructional practices for scaffolding accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater).
60. Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).
61. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.
62. Apply intentional, explicit, systematic instructional practices for scaffolding vocabulary and concept development (e.g., shared reading, semantic mapping).
63. Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
64. Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
65. Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
66. Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
67. Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
68. Use multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations).
69. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.
70. Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud").
71. Use both oral language and writing experiences to enhance comprehension.

72. Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.
73. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
74. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
75. Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
76. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
77. Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.
78. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.
79. Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.
80. Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
81. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
82. Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).
83. Demonstrate understanding of similarities and differences between home language and second language reading development.
84. Triangulate data from appropriate reading assessments to guide instruction.
85. Understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem-solving process.
86. In the final course for the Florida Reading Endorsement, Module 5 provides a culminating experience that addresses several indicators required for the Florida Reading Endorsement (Competencies 1, 2, 3, 4, and 5). In this culminating experience, participants will apply their broad knowledge of reading to address the needs of learners with differing reading profiles to develop a comprehensive, scientifically based reading plan for a classroom.

COMPONENT NUMBER: 1-013-027

COMPONENT TITLE: MICRO-CREDENTIAL – ELEMENTARY LITERACY (60 hours)

GENERAL OBJECTIVE:

Build literacy knowledge and skill to effectively support literacy learning for students, pre-kindergarten through fifth grade.

SPECIFIC OBJECTIVES: Participants will:

1. Identify literacy difficulties accurately;

2. Apply evidence-based practices;
3. Engage in effective progress monitoring and intervention.

COMPONENT NUMBER: 1-013-028

COMPONENT TITLE: MICRO-CREDENTIAL – SECONDARY LITERACY (60 hours)

GENERAL OBJECTIVE:

Build literacy knowledge and skill to effectively support literacy learning for students, sixth through twelfth grade.

SPECIFIC OBJECTIVES: Participants will:

1. Identify literacy difficulties accurately
2. Apply evidence-based practices;
3. Engage in effective progress monitoring and intervention

COMPONENT NUMBER: 1-013-029

COMPONENT TITLE: MICRO-CREDENTIAL – EMERGENT LITERACY (60 hours)

GENERAL OBJECTIVE:

Build literacy knowledge and skill to effectively support literacy learning for students, birth through pre-kindergarten.

SPECIFIC OBJECTIVES: Participants will:

1. Support student outcomes for school readiness;
2. Identify literacy difficulties accurately;
3. Apply evidence-based practices;
4. Engage in effective progress monitoring and intervention.

COMPONENT NUMBER: 1-014-001

COMPONENT TITLE: FIRST AID AND CPR TRAINING

GENERAL OBJECTIVE:

Participants will improve their understanding and use of basic first aid and life-saving techniques and procedures.

SPECIFIC OBJECTIVES: Participants will:

1. Recognize the symptoms of common emergencies requiring basic first aid treatment.
2. Identify hazards in the home and work place.
3. Demonstrate skills and techniques in basic first aid treatment.
4. Identify cardiac risk factors and describe how to reduce cardiac risk factors.
5. Recognize the signs and symptoms of respiratory arrest, cardiac arrest, and airway obstructions.

6. Identify how to access the emergency medical system.
7. Demonstrate skills and competencies in mouth-to-mouth breathing.
8. Demonstrate skills and competencies in administering CPR in accordance with approved procedures. 1-Person CPR; 2-Person CPR; Infants and Children.
9. Demonstrate skills and competencies in the removal of airway obstructions (the choking victim).
10. Discuss current trends and issues related to first aid and CPR training.
11. Certify under American Red Cross or American Heart Association, standards for one of the following ratings:

First Aid	CPR
Multi-Media Standard	Heart Saver or Race
Instructor	Basic Rescuer or Basic Life Supporter
Instructor-Trainer	Instructor

COMPONENT NUMBER: 1-015-001

COMPONENT TITLE: PROFESSIONAL CONFERENCES FOR THE ACQUISITION OF SCIENCE KNOWLEDGE TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants will use knowledge and skills gained through participation in a science conference or seminar.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific knowledge and/or skills gained while attending a science conference or seminar.
2. Utilize materials obtained at a science conference or seminar in an educational setting.
3. Develop a method for incorporating knowledge and/or skills presented during a science conference or seminar into specific educational activities
4. Develop and use lesson plans incorporating knowledge and skills learned while attending a science conference or seminar.

COMPONENT NUMBER: 1-015-003

COMPONENT TITLE: ACQUISITION OF SCIENCE CONTENT KNOWLEDGE TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants will demonstrate increased knowledge of science content and improve in methods and teaching skills.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate an increased understanding of the processes of science and the science content identified by the state standards.
2. Employ the science process skills and science best practices into teaching and learning.
3. Use cooperative learning to enhance the learning of science concepts and develop activities to enable students to use higher order thinking skills.

4. Demonstrate an increased knowledge of the science concepts, theories laws, and facts in biology, chemistry, physics, earth/space science, and environmental education (including ecology).
5. Pose a question or hypotheses, collect appropriate data, communicate results, make inferences based on data.
6. Utilize reading and writing strategies as formative and summative assessments of science content.
7. Implement approved safety practices in the science classroom, identify possible safety hazards that exist in the science classroom, and describe methods and procedures for eliminating safety hazards
8. Identify various scientific tools and demonstrate their use in effective teaching and learning
9. Demonstrate an increased understanding of science standards.
10. Interface technology with scientific tools and demonstrate their applications in science experiments.
11. Develop learning activities, performance task assessments, and rubrics designed to teach specific skills and content identified in the science standards at a specified grade level.
12. Demonstrated increased knowledge through the integration of real-world applications to integrate science, technology and mathematics content into activities and lessons
13. Demonstrate an increased knowledge of applications of science in career education.

COMPONENT NUMBER: 1-016-001

COMPONENT TITLE: PROFESSIONAL CONFERENCES FOR THE ACQUISITION OF SOCIAL STUDIES KNOWLEDGE TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants will use knowledge and skills gained through participation in Social Studies conferences.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific knowledge and/or skills gained while attending Social Studies conferences.
2. Utilize materials obtained at the conference in an educational setting.
3. Develop a method for incorporating knowledge and/or skills presented during the conference into specific educational activities
4. Develop and use lesson plans incorporating knowledge and skills learned while attending a conference, for which in-service points/continuing education units are awarded to the participants

COMPONENT NUMBER: 1-016-002

COMPONENT TITLE: SOCIAL STUDIES CONTENT KNOWLEDGE TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants will use content knowledge and skills gained through participation in Social Studies workshops, trainings, and seminars.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific content knowledge and/or skills gained while attending Social Studies workshops, trainings, and seminars.
2. Utilize materials obtained at Social Studies workshops, trainings, and seminars in an educational setting.
3. Develop a method for incorporating knowledge and/or skills presented during Social Studies workshops, trainings, and seminars into specific educational activities.
4. Develop and use lesson plans incorporating knowledge and skills learned while attending Social Studies workshops, trainings, and seminars for which in-service points/continuing education units are awarded to the participants

COMPONENT NUMBER: 1-016-003

COMPONENT TITLE: CIVICS SEAL OF EXCELLENCE ENDORSEMENT (60 hours)

GENERAL OBJECTIVE:

The Florida Department of Education developed the content of this course to provide you with a strong foundational content knowledge that is rooted in a factual account of American history and the guiding principles that influenced the Founders as they debated and adopted the Declaration of Independence and the Constitution of the United States. As you study primary source documents, you will reflect upon the philosophical underpinnings of the American Republic and the root foundation of American exceptionalism. After you complete the course, you will be better equipped to prepare students to properly engage in our great republic with the necessary rights and responsibilities of a virtuous citizenry.

SPECIFIC OBJECTIVES: Participants will:

1. Teachers will have sufficient content knowledge to teach these courses.
2. Teachers will understand and be prepared to implement the revised Florida benchmarks for civics and government.
3. Teachers will understand how the revised CG standards support Florida's four priorities for Civic Education.
4. Teachers will have a greater understanding of how to utilize primary sources to increase historical accuracy of the content, provide context and clarity of viewpoint.
5. Teachers will learn instructional strategies for developing students as knowledgeable and engaged citizens (e.g., identifying credible sources of information, developing arguments, understanding opposing viewpoints and supporting a claim).
6. Teachers will learn the importance of civil discourse in preserving our republic.

COMPONENT NUMBER: 1-100-016

COMPONENT TITLE: INSTRUCTIONAL STRATEGIES AND ACTIVITIES IN THE MATHEMATICS CLASSROOM TO MEET THE NEEDS OF ALL LEARNERS, INCLUDING STUDENTS WITH DISABILITIES

GENERAL OBJECTIVE:

Participants will learn a variety of engaging instructional strategies that are aligned with the Mathematics Florida standards that are adaptable for all learners, including students with disabilities.

SPECIFIC OBJECTIVES: Participants will identify and understand:

1. The learning needs and characteristics of students with different learning needs and paths, specifically identified students with disabilities.
2. How to create and model activities that align with Florida standards, the Mathematical Practices, and support differentiated instruction
3. Student mathematical learning connections to real life practice.
4. How to incorporate visual and hands-on activities into everyday lesson plans, which may be adapted for differentiated instruction.
5. The use and incorporation of critical thinking, mathematical terminology, student collaboration, and creativity into the classroom environment in order to maximize student

COMPONENT NUMBER: 1-101-001

COMPONENT TITLE: AUTISM: POSITIVE BEHAVIOR SUPPORT

GENERAL OBJECTIVE:

Participants will develop classroom techniques for using applied behavior analysis principles and behavioral strategies for students with autism.

SPECIFIC OBJECTIVES: Participants will:

1. Familiarize themselves with the historical context and development of Applied Behavior Analysis.
2. Demonstrate a basic understanding of the principles of the pure science of behavior analysis and Applied Behavior Analysis.
3. Recognize the Seven Dimensions of Applied Behavior Analysis.
4. Identify the evidence-based practices for instruction of students with an autism diagnosis.
5. Recognize the effects of reinforcement and punishment of various types on behavior.
6. Develop an awareness of the importance of the concept of pairing with students
7. Compile a rich list of student reinforcement ideas.
8. Embed understanding of the terms satiation and deprivation when using student reinforcement.
9. Demonstrate an understanding of and seek improvement in classroom Instructional Control based on feedback provided through classroom observation.

10. Become aware of the purpose for and factors that are important when choosing and administering multiple assessment instruments.
11. Recognize the three core areas of functioning that should be assessed in students with ASD.
12. Enhance data collection and recording skills.
13. Identify the Discrete Trial Training teaching procedures and strategies.
14. Recognize the hierarchy of prompting types and their respective prompting strategies
15. Identify errorless teaching procedures.
16. Compare and contrast Natural Environment Training to Discrete Trial Training.
17. Recognize the importance of accurately defining target behaviors.
18. Develop an awareness of the dimensions of behavior.
19. When collecting behavioral data, determine the appropriate measure: count, rate, duration, latency, and inter-response time.
20. Develop an awareness of school personnel available to support ASD students and resource materials available for classroom data collection.
21. Complete Field Experience Activity #3 and observe, record, and analyze behavior.
22. Enhance knowledge of graph components and of the data graphing Process.
23. Identify the function of behaviors.
24. Identify antecedents, behaviors, and consequences.
25. Recognize behavioral setting events.
26. Utilize tools for gathering data for a functional behavior assessment (FBA).
27. Use gathered data from the FBA to develop a Behavior Intervention Plan (BIP).
28. Recognize the major types of reinforcement schedules and their benefit,
29. Recognize the terms of shaping and chaining
30. Develop task analysis skills.
31. Explore the background of the development of Positive Behavior Interventions and Supports (PBIS)
32. Recognize the preventative school-wide and classroom-level tenets of PBIS
33. Identify the next steps to take when preventative behavioral strategies have not had the desired result.
34. Analyze and chose interventions and replacement behaviors based on the function of behavior.
35. Recognize socially appropriate replacement behaviors
36. Explore the use of behavior contracts, group contingencies and token economies for managing student behavior.
37. Familiarize themselves with the definition of ethics
38. Identify the ethical elements of the application of Applied Behavior.

COMPONENT NUMBER: 1-106-011

COMPONENT TITLE: GIFTED: CURRICULUM AND INSTRUCTIONAL STRATEGIES

GENERAL OBJECTIVE:

Participants will identify research-based practices and models designed to meet the needs of gifted learners and develop differentiated learning experiences and instructional strategies specific to gifted students.

SPECIFIC OBJECTIVES: Participants will:

1. Understand the terminology used in the development of curriculum for the gifted, including such terms as acceleration, enrichment, and differentiation.
2. Demonstrate knowledge of the role of current state standards of the general education curriculum and the implications for the education of gifted students.
3. Demonstrate knowledge of the principles of differentiation for gifted learners
4. Evaluate models for teaching gifted curriculum.
5. Evaluate gifted curriculum and instructional strategies.
6. Demonstrate knowledge of appropriate resources, including technology, for teaching students who are gifted.
7. Match instructional strategies and materials, such as curriculum compacting and grouping, to individual needs of learners.
8. Develop units of instruction aligning curricular components, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments, to meet the cognitive and affective needs of the gifted.
9. Communicate and work in partnerships with students, families, and school personnel.
10. Identify student outcomes, evaluate student progress, and develop an appropriate educational plan.
11. Demonstrate knowledge of a continuum of services that supports the needs and interests of gifted students.

COMPONENT NUMBER: 1-106-012

COMPONENT TITLE: GIFTED: EDUCATING SPECIAL POPULATIONS

GENERAL OBJECTIVE:

Participants will investigate the concept of giftedness as it has been evidenced through groups identified by the National Association for Gifted Children as special populations.

SPECIFIC OBJECTIVES: Participants will:

1. Examine the nature of giftedness in relation to multicultural principles and underserved populations.
2. Acquire knowledge of diversity focus of national standards in gifted education.
3. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
4. Examine personal cultural competencies.
5. Identify sub-groups and underserved populations.

6. Understand the learning needs and challenges of diverse types of gifted students.
7. Identify the unique needs of gifted girls, culturally diverse, rural, disabled, underachieving, highly gifted, young gifted students, and disadvantaged gifted.
8. Examine challenges of finding gifted students from underserved populations.
9. Justify the need to modify and differentiate the curriculum in terms of the needs of these special populations.
10. Demonstrate knowledge of Plan B State Board of Education Rules, 6A-6.03019, Special Instructional Programs for Students Who Are Gifted and 6A-6.03313, Procedural Safeguards for Exceptional Students Who are Gifted.
11. Demonstrate knowledge of alternative assessments and non-traditional screening and evaluation appropriate for use with students from special populations.
12. Match appropriate screening and identification procedures with the needs of the special populations.
13. Understand the impact of global diversity issues in education of gifted students from diverse ethnic perspectives.
14. Examine the rights and perspectives of diverse ethnic religions of gifted students and first amendment issues.
15. Identify the characteristics of specific ethnic groups of gifted students.
16. Develop an awareness of and demonstrate teaching strategies for addressing the needs of specific ethnic groups.
17. Understand the characteristics and needs of linguistic minority gifted students.
18. Appreciate and incorporate the cultural and linguistic perspectives of gifted students who are bilingual or multilingual into curriculum.
19. Examine policies and procedures for working with gifted LEP (Limited English Proficient) or ELL (English Language Learners) students.
20. Identify strategies to effectively work with linguistically diverse gifted students and those who are classified as LEP or as ELL students.
21. Examine the impact of cultural, ethical, and educational norms and expectations on underachievement in gifted students.
22. Understand the individual characteristics, attitudes, and circumstances that can affect the achievement of a gifted student from diverse populations.
23. Explore ways to identify gifted students from special populations who are unsuccessful in school.
24. Identify strategies to assist these students.
25. Clarify and define diverse types of twice-exceptional gifted students.
26. Demonstrate knowledge, characteristics, and needs of students who are both gifted and hearing impaired/deaf, visually impaired/blind, and orthopedically disabled.
27. Identify the reasons that gifted students with disabilities are under-represented in gifted programs.
28. Discuss strategies and programming needs for gifted students who are twice-exceptional.
29. Identify the differences and similarities between ADD/ADHD and giftedness.
30. Identify Asperger's syndrome and its occurrence in gifted students.
31. Examine the characteristics and needs of these students.

32. Discuss classroom strategies for creating a classroom supportive of gifted students with behavioral/emotional disorders.
33. Define the types of gifted learning-disabled students.
34. Describe the procedures for identifying a gifted learning-disabled student.
35. Understand program designs for gifted students with learning disabilities.
36. Identify and plan instructional strategies for teachers of gifted learning-disabled students.
37. Identify and describe low socio-economic status populations that are underserved.
38. Examine the nature of giftedness as masked by socio-economic and educational disadvantages.
39. Identify inhibiting socio-economic factors that have prevented services for low-income gifted children who have had inadequate learning opportunities.
40. Identify key research on identification of disadvantaged gifted students from underserved populations.
41. Examine alternative, contextual, or process-oriented forms of assessment as promising ways to identify low-income gifted students.
42. Examine methods and strategies that challenge the unique needs of disadvantaged gifted students.
43. Research promising programs and services for poor gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities and access to resources in the community.
44. Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students.
45. Identify the unique characteristics and needs for gifted students from diverse family structures.
46. Identify strategies for stimulating personal growth of gifted students from diverse families.
47. Identify community support systems for diverse families of gifted students.
48. Examine concepts for age-appropriate development in relation to concepts of giftedness.
49. Understand the needs and characteristics of very young gifted students.
50. Examine ways to identify very young students in early childhood education and support their educational and personal needs.
51. Understand the needs and characteristics of highly gifted students.
52. Identify problems and challenges and present options for developing skills in highly gifted students.
53. Examine exemplary practices and programs for meeting the needs of the highly gifted student.
54. Examine gender stereotyping and prejudice that impacts gifted girls, boys.
55. Examine the impact of culture and ethnicity on gender expectations for gifted students from minority groups.
56. Demonstrate knowledge of how gender issues can affect achievement and aspirations of gifted students.
57. Explore the contribution of mentorships in their education.
58. Identify and describe criteria of effective programs.

59. Examine theories of giftedness in the socio-cultural perspective in relation to goals for gifted programs.
60. Identify instructional methods that accommodate the needs of special populations.
61. Identify key research on programs for special populations.
62. Communicate and consult with school personnel to evaluate effectiveness of programs in local schools/districts.

COMPONENT NUMBER: 1-106-013

COMPONENT TITLE: GIFTED: GUIDANCE AND COUNSELING

GENERAL OBJECTIVE:

Participants

SPECIFIC OBJECTIVES: Participants will:

1. Identify common attitudes, biases, and pre-conceived expectations held about gifted children by teachers, parents, age-related peers, and throughout American society.
2. Identify multiple ways attitudes and myths affect the everyday lives of gifted children, and impact educational services available to them.
3. Identify at least five current definitions of giftedness. Note the impact each definition has in school, home, and society at large.
4. Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective
5. Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective.
6. Understand the inner experience of children who are gifted
7. Become familiar with Dabrowski's Theory of Positive disintegration and the importance of Developmental Potential and Over-excitabilities.
8. Become cognizant of personality variables that affect the social and emotional well-being of gifted children.
9. Understand strengths and vulnerabilities of a gifted individual that originates from within the self.
10. Understand vulnerabilities that are due to another's reaction to giftedness.
11. Understand vulnerabilities that are due to a specific circumstance.
12. Realize that, by definition, a person who has an I.Q. four or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
13. Recognize that a person with an I.Q. four or more standard deviations above the norm is as holistically different from the norm as a person with an I.Q. four or more standard deviations below the norm is holistically different from the norm.
14. Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.
15. Describe the different social and emotional needs of gifted students from special populations. Include gender, ethnicity and culture, socio-economic status, twice exceptional, and underachieving students.

16. Realize the need for additional or different assessment tools to identify special population students.
17. Learn how to recognize, understand, and support gifted children with multiple differences.
18. Identify risk factors and resiliency as related to students who are gifted.
19. Enumerate what you can do as a teacher to help students at risk.
20. List symptoms in children and adults of addiction and physical or sexual abuse.
21. Read Templeton National Report on Acceleration: A nation deceived: How schools hold back America's brightest students.
22. Understand two categories of acceleration—grade based and subject based—and list 18 acceleration options.
23. Recognize home-schooling as a positive option for some gifted students and families.
24. Be aware of myths, fears, and expectations of teachers and administrators that hold back students and the research that responds to these concerns.
25. Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
26. Recognize that a counselor, therapist, or psychologist must be amply educated in the gifted field so not to misdiagnose common characteristics of gifted individuals as pathology.
27. Realize counseling provides empathy and partnership in times of need.
28. Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
29. Participants will develop an understanding of developmental characteristics as well as the unique strengths and vulnerabilities of the gifted learner.
30. Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.
31. Help students develop social skills and inspire leadership.
32. Support gifted children's experience of global interconnectedness and personal responsibility to take action.
33. Realize that a primary need in life is to belong.
34. Help gifted children to understand that their profound sensitivity and empathy can be channeled to help humankind.
35. Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.
36. Acquire and refine the knowledge and skills needed to advocate for gifted learners.
37. Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
38. Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
39. Support the necessity of self-advocacy by gifted students.
40. Understand that gifted children naturally have unique needs that parents are challenged to address daily.
41. Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands.
42. Realize that parents of gifted children may experience isolation from other parents due to others' lack of understanding; societal expectations and myths;

jealousy; competition; and lack of acceptance that gifted children have special needs.

43. Understand the significance of quote from Mr. Rogers: "The best thing parents can do for children is to listen to them."
44. Understand distinguishing characteristics of emotional giftedness.
45. Become aware of characteristics of spiritual giftedness displayed in children.
46. Realize a person can be emotionally or spiritually gifted and not intellectually gifted, or intellectually gifted and not emotionally or spiritually gifted.

COMPONENT NUMBER: 1-106-014

COMPONENT TITLE: GIFTED: NATURE AND NEEDS

GENERAL OBJECTIVE:

Participants will explore the nature and needs of gifted students and investigate cognitive, social, and emotional needs

SPECIFIC OBJECTIVES: Participants will:

1. Describe the importance, implications, and benefits of gifted education for students and society through the identification of key philosophies, theories, and research.
2. Demonstrate understanding of major historical and contemporary trends that influence gifted education.
3. Demonstrate knowledge of the historical, national, and state definitions of giftedness.
4. Demonstrate knowledge of the current criteria for gifted eligibility and placement in Florida
5. Identify cognitive and affective characteristics of learners who are gifted, including those from diverse backgrounds.
6. Identify the needs and challenges associated with common gifted characteristics.
7. Compare and contrast the cognitive, social, emotional, and physical development of typical learners and those who are gifted.
8. Understand the role of societal, cultural, emotional, experiential, and economic factors in supporting or inhibiting the development of giftedness.
9. Identify issues related to the identification of students who may be gifted.
10. Examine district screening practices and identification procedures.
11. Recognize contents, uses, limitations, and interpretation of multiple assessments for the screening and identification of learners who are gifted, including students from diverse backgrounds.
12. Examine how gifted services differ from general education services with regard to curriculum, instruction, grouping, and learning environment.
13. Analyze the relationship among gifted programming, differentiation, and identification criteria.
14. Prioritize the educational needs of individual students who are gifted based on cognitive and affective characteristics and present levels of educational performance.

15. Compare and contrast different service delivery models for students who are gifted and the relationship of the level of need for differentiation to placement on a continuum of services.
16. Describe the characteristics and competencies of effective teachers of students who are gifted.
17. Identify laws, regulations, and official documents that directly impact students who are gifted and services in Florida, including relationship between exceptional student education and gifted programs.
18. Identify and interpret implications of current research that impacts gifted education.
19. Demonstrate an understanding of the teacher's responsibility for record keeping, including developing a suitable educational plan (EP) for an individual learner who is gifted.
20. Examine the importance and role of the parent, teacher, and student in advocating for the gifted.

COMPONENT NUMBER: 1-106-015

COMPONENT TITLE: GIFTED: THEORY AND DEVELOPMENT OF CREATIVITY

GENERAL OBJECTIVE:

Participants will explore creativity as it pertains to giftedness and the disciplines that have contributed to the understandings of this area of study.

SPECIFIC OBJECTIVES: Participants will:

1. Identify the role that creativity plays in personal development.
2. Describe the impact of creativity on personal growth and self-actualization. 2. Topic 2 Knowledge and Characteristics (II): Clarifying Creativity.
3. Identify the elements of creativity.
4. State several definitions of creativity and compare and contrast these definitions.
5. Identify contemporary and historical examples of people who have demonstrated creativity in various domains and cultural settings.
6. Identify myths and misunderstandings associated with creativity.
7. Topic 3 Knowledge and Characteristics (III): Understanding the Elements of Creativity.
8. State several definitions of creativity and compare and contrast these definitions.
9. Identify specific personal, socio-cultural and education- al experiences and opportunities that facilitate/inhibit the development of creativity.
10. Examine and analyze the dynamics of individual creativity and collaborative creativity.
11. Demonstrate an understanding of the elements of creative thinking (e.g., fluency, flexibility, originality, and elaboration).
12. Identify critical points in the development of human creativity from early childhood through adulthood.
13. Topic 4 Knowledge and Characteristics (III): Cultural Conceptions of Creativity.

14. Identify controversies concerning the nature of creativity to understand why a universally accepted definition of creativity has not been attained.
15. Identify cognitive and personal characteristics associated with creativity across cultures and throughout time.
16. Recognize how culture, economics, environment, and time impact the expression of creativity.
17. Topic 5 Knowledge and Characteristics (IV): Assessing Creativity.
18. Understand the role of assessment in determining creativity and the use of tests and inventories.
19. Describe, compare, and evaluate different instruments for measuring creativity.
20. Topic 6 Implementing Creativity (I): Fostering a Creative Learning Environment.
21. Identify ways to establish a classroom environment that fosters the development and expression of creativity.
22. Consider role of emotion, physical aspects, exploration/ discovery, experimentation, unpredictability, and ambiguity in creativity.
23. Analyze the creative learning environment from 3 perspectives: personal, socio-cultural, educational.
24. Describe the importance, implications, and benefits of creative thinking for students in today's schools and society.
25. Topic 7 Implementing Creativity (II): Nurturing and Developing Creativity.
26. Examine organizational and managerial structures and practices that facilitate/inhibit the development and expression of creativity.
27. Discuss the nature of innovation and the process of change relative to creative outcomes.
28. Identify examples of how creative thinking can be used to address problems in society.
29. Identify tools for generating ideas and focusing thought with overview of relevant programs.
30. Topic 8 Implementing Creativity (III): Identifying Goals.
31. Identify programs or curricula that can serve as initiatives for fostering creativity (Odyssey of the Mind, Future Problem Solving, Invent America, Artifacts Box, mentoring, SCAMPER).
32. Demonstrate an understanding of the process of invention and identify the steps of moving from an idea through the patent process.
33. Using the identified characteristics of the creative individual, plan appropriate teaching strategies and groupings that support the development and expression of abilities.
34. Explore and analyze the ethical issues surrounding creativity.
35. Topic 9 Implementing Creativity (IV): Evaluation Procedures.
36. Discuss the value of creativity in an era of educational accountability.
37. Examine the role of self-assessment, including portfolio development, in the evaluation of creative processes and products.
38. Describe characteristics and appropriate criteria used to assess creative outcomes and products.
39. Topic 10 Personalization, Actualization, and Commitment of Additional Resources.

40. Develop plans to integrate creativity within and across the content areas focusing on process and product.
41. Design and implement a personal plan for establishing a classroom environment to nurture and develop creativity.
42. Create pathways/ opportunities for developing individual student creativity (mentorship, community resources, contests, clubs, special lessons/ classes, dual enrollment, distance).

COMPONENT NUMBER: 1-106-016

COMPONENT TITLE: GIFTED: INSTRUCTION AND STRATEGIES

GENERAL OBJECTIVE:

Participants will develop a bigger vision and picture of how to serve best the complex academic social and emotional needs of the gifted learner.

SPECIFIC OBJECTIVES: Participants will:

1. Promote critical thinking and reasoning abilities.
2. Develop and expand thinking skills.
3. Utilize differentiated strategies for learning
4. Build or extend cognitive language skills.
5. Facilitate opportunities for learning.

COMPONENT NUMBER: 2-013-001

COMPONENT TITLE: FLORIDAY LITERACY COACH ENDORSEMENT

GENERAL OBJECTIVE:

Literacy coaches serve as a stable resource for professional development and ongoing support for teachers and school leaders throughout a school to generate improvement in literacy instruction and student achievement. Coaches provide initial and ongoing professional development to teachers in: Each of the major reading components based on an analysis of student performance data; administration and analysis of instructional assessments to inform instruction based on student needs; and Providing differentiated instruction and intensive intervention.

SPECIFIC OBJECTIVES: Participants will:

1. Work with school principals and the literacy leadership team to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes as defined in 20 U.S.C. §7801(21)(A)(i);
2. Model effective instructional strategies for teachers and facilitate study groups;
3. Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
4. Coach and mentor teachers daily;
5. Work with teachers to ensure that evidence-based reading programs are implemented with fidelity;
6. Help to increase instructional density to meet the needs of all students;

7. Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies;
8. Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms;
9. Work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms

COMPONENT NUMBER: 1-211-002

COMPONENT TITLE: LANGUAGE ARTS INSTRUCTIONAL METHODOLOGIES TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants will increase their knowledge of and skill in technical competencies relating to teaching career and technical education.

SPECIFIC OBJECTIVES: Participants will:

1. Learn knowledge and skills that reflect current technological advances in business and industry.
2. Review and evaluate instructional materials such as textbooks, software, and other supplemental instructional materials and curriculum
3. Review current safety practices for CTE labs and classrooms
4. Obtain information on recent legislative changes in CTE
5. Discuss Career and Technical Student Organization (CTSO) development and role of the Advisor
6. Attend training for Industry Certification in their field of study.
7. Learn organizational skills for managing a CAPE Career Academy

COMPONENT NUMBER: 1-301-001

COMPONENT TITLE: ADULT BASIC EDUCATION

GENERAL OBJECTIVE:

Participants will develop competencies necessary for effective teaching in the adult basic education program.

SPECIFIC OBJECTIVES: Participants will:

1. Identify the characteristics of the typical adult basic education student.
2. Identify sources of community assistance.
3. Identify criteria to be used in judging and selecting texture and instructional materials.
4. Identify and demonstrate varying methods of teaching communication skills to adult.
5. Identify and demonstrate varying methods of teaching reading skills to adults.
6. Identify and demonstrate varying methods of teaching math skills to adults.

COMPONENT NUMBER: 1-410-001

**COMPONENT TITLE: LAWS, RULES, POLICIES, AND PROCEDURES:
SCHOOL PSYCHOLOGISTS**

GENERAL OBJECTIVE:

Participants will acquire knowledge and skill in the laws, rules, policies, and procedures that govern the field of school psychology.

SPECIFIC OBJECTIVES: Participants will:

1. Describe case law as it applies to the laws, rules, policies, and procedures in school psychology
2. Describe how current legislation (state and federal) delineates the school psychologist's role and responsibilities
3. Summarize the laws, rules, policies, and procedures that govern the practice of school psychology in the Charlotte County Public Schools.

COMPONENT NUMBER: 1-416-001

**COMPONENT TITLE: PROFESSIONAL STANDARDS AND ETHICS:
SCHOOL PSYCHOLOGISTS**

GENERAL OBJECTIVE:

Participants will acquire knowledge in professional standards and ethics as applied to school psychologists.

SPECIFIC OBJECTIVES: Participants will:

1. Describe case law as it applies to professional standards and ethics in the practice of school psychology.
2. Summarize the principles for professional ethics and the guidelines for the adjudication of ethical complaints.
3. Summarize the standards for the provision of school psychological services.

COMPONENT NUMBER: 1-417-001

COMPONENT TITLE: GUIDANCE AND COUNSELING

GENERAL OBJECTIVE:

Participants will increase professionalism, while increasing counseling knowledge and skills. Guidance counselors, social workers, and school psychologists are targeted participants.

SPECIFIC OBJECTIVES: Participants will:

1. Develop an understanding of the attitudes, knowledge, and skills that students should acquire as a result of participating in a school counseling program.
2. Understand the relationship between a comprehensive guidance program and how it facilitates student achievement

3. Develop an understanding of the advantages and strategies for publicizing a school counseling program
4. Develop the necessary skills to respond to crises in the school environment.
5. Learn the steps to conduct a debriefing session after a crisis.
6. Develop instructional prevention units, which are outcome based and correlated to the Next Generation Sunshine State Standards.
7. Create and develop a focus of social personal counseling for each grade level.
8. Learn techniques that will help students deal with academic stress, study skills, and test anxiety.
9. Develop guidance programs which help increase student attendance

COMPONENT NUMBER: 1-420-001

COMPONENT TITLE: GUIDANCE SERVICES

GENERAL OBJECTIVE:

Participants will improve and/or acquire knowledge, skills, and techniques used in providing effective guidance services.

SPECIFIC OBJECTIVES: Participants will:

1. Develop strategies to establish working relationships with student(s) to explore personal, social, emotional, and academic concerns.
2. Demonstrate group process skills to assist students in self-understanding, interpersonal relationships, behavior changes, value clarification, etc.
3. Develop strategies for group guidance and career education activities with teachers modeling classroom guidance techniques.
4. Develop processes to coordinate with support services personnel, i.e., school psychologists, social workers, school nurses, ESE teachers, PREP specialists.
5. Identify steps in screening and testing programs.
6. Identify ways to effectively coordinate the administration of state, county, and other significant standardized tests.
7. Interpret the results of state, county, and other significant standardized tests and be able to relate this information to students, parents, and school staff.
8. Identify academic and career information that will assist students in recognizing and developing their educational/career interests.
9. Identify individual career programs for use with students.
10. Identify procedures for appropriate placement services for all students, graduates, and early school leavers.
11. Plan an orientation program that will assist students in adjusting to their school setting.
12. Identify services available for students and families within the school system and the community.
13. Demonstrate knowledge of the sequential social, emotional, physical, and intellectual development of students.
14. Identify strategies for the placement of students in appropriate educational programs.
15. Identify appropriate student documentation as required by school and district.

16. Provide evidence of the acquisition of an expanded knowledge base in guidance.
17. Identify trends and issues in areas related to guidance.
18. Develop the knowledge and the operational skills necessary to access and retrieve student services information on computers.

COMPONENT NUMBER: 1-420-002

COMPONENT TITLE: SCHOOL SOCIAL SERVICES

GENERAL OBJECTIVE:

Participants will be able to develop or update knowledge, skills, and input data that will enable them to improve school social services. School social workers, guidance counselors, and school psychologists are targeted participants

SPECIFIC OBJECTIVES: Participants will:

1. Develop systematic procedures for social work functions.
2. Develop and implement a management system for casework.
3. Use student data and other related data for diagnostic purposes.
4. Use positive communication skills with clients.
5. Develop counseling skills.
6. Utilize a variety of resources in problem solving.

COMPONENT NUMBER: 1-700-001

COMPONENT TITLE: ESOL: AN OVERVIEW

GENERAL OBJECTIVE:

Participants will improve and enhance their knowledge and application of methods and strategies to meet the special needs of limited English proficient students.

SPECIFIC OBJECTIVES: Participants will:

1. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
2. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
3. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
4. Understand and apply knowledge about home/school connections to build partnerships with ELLS' families.
5. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
6. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

7. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
8. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
9. Plan for integrated standards-based ESOL and language sensitive content instruction.
10. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs cultural background knowledge, learning styles, and prior formal educational experiences.
11. Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.
12. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
13. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.

COMPONENT NUMBER: 1-700-002

COMPONENT TITLE: ESOL: APPLIED LINGUISTICS

GENERAL OBJECTIVE:

Participants will have acquired a greater understanding of the structure of English from a modern-day linguistic perspective and analyzed the structure of English in contrast with the language(s) of the target population in a given class.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate an understanding of the nature of language as a system of 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 grammatical/structural systems (morphological and syntactic) that interfere with understanding, speaking, reading, and writing English.
6. Identify the significant features of the phonological systems that cause problems in 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, words, 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 diverse backgrounds.
12. Show familiarity with morphological features of English that represent interferences for LEP students of diverse backgrounds.
13. Show familiarity with lexical features of English that represent interferences for LEP students of diverse backgrounds such as misleading cognates and words with various social cultural and contextual meaning.
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 versus 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 diverse 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 NUMBER: 1-700-003

COMPONENT TITLE: ESOL CROSS CULTURE COMMUNICATION AND UNDERSTANDING

GENERAL OBJECTIVE:

Participants will be able to identify the major cultures represented by the LEP students in Florida public schools, K-12, and Adult Education in order to develop better cross-

cultural understanding among all groups and to meet appropriately their special needs within the school and community setting.

SPECIFIC OBJECTIVES: Participants will:

1. Identify the major significant cultures represented by the LEP population in Florida.
2. Describe significant (cultural) characteristics of the major culture groups.
3. Identify specific characteristics of United States "American" cultures.
4. Identify culture specific non-verbal communications such as gestures, facial expressions, and eye contact that may lead to misinterpretation in cross-cultural interactions.
5. Compare/contrast different sociolinguistic language functions, such as formal and informal, age and regional language expressions common in the United States among teenagers and occupational/professional groups, farmers, western cowboys, southern cotton or sugar cane growers, etc.
6. Distinguish true cultural characteristics from stereotypes.
7. Compare and contrast major features of United States culture with those of other cultures.
8. Identify major differences in educational systems represented by target groups with a view to ascertain appropriate grade placement of students.
9. Identify possible 'problem' differences to be observed in academic/content areas because of differences in educational/academic background of literate students and their parents, e.g. division procedures in math and early introduction of cursive writing among Hispanic groups, differences in alphabets, eye-orientation in reading and writing, etc., among other Eastern European and Asian groups.
10. Identify major attitudes of target group parents/community toward school, teachers, discipline and education in general that may lead to misinterpretation by United States school personnel; e.g., failure to participate actively in PTSA activities.
11. Identify specific culturally different "school behaviors" of target groups that may lead to disciplinary action, ridicule, or other conflicts within United States school systems (e.g. Cuban girl's refusal to shower in open showers after physical education class; some deep-seated religious observances among various groups.)
12. Demonstrate the ability to identify cultural variations in the classroom and their influence on student behavior and attitudes
13. Give evidence of a working grasp of the culture of the population with which the teacher is to work.
14. Demonstrate the ability to maximize student potential by using recent findings of educational/psychological research affecting student learning, such as differences in cognitive/learning styles and brain hemisphere dominance, which may also be culturally related.
15. Identify teacher behaviors which indicate sensitivity to cultural and linguistic differences.
16. Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques.
17. Identify strategies for facilitating articulation with the administration, content area teachers, parents, and the community.

18. Demonstrate awareness of culturally determined behavior of target groups that is intimately related to diversity in family structure and relations, life cycles, role models, decorum, discipline, religion, health, food, dress, tradition.
19. Demonstrate ability to identify cultural bias in content area materials and possible impact on the target group.
20. Demonstrate ability to identify cultural bias in assessment materials.
21. Demonstrate ability to bridge cultural bias in content material without affecting its integrity.
22. Demonstrate ability to bridge cultural bias in assessment materials without affective validity or reliability.
23. Demonstrate ability to plan cross-cultural activities that will sensitize students to a diversity of cultures.
24. Demonstrate ability to accept and resolve culturally defensive/aggressive behavior on the part of students.
25. Demonstrate ability to bridge cross-cultural gaps between students/parents and the school setting.
26. Demonstrate ability to enable students to acknowledge the existence of cultural differences and to make the necessary adjustments to function successfully in their new/second culture and within a multicultural setting.
27. Demonstrate knowledge of culturally relevant facts related to the major cultures represented by the target group, such as important historical events and geographic features, literary, artistic, and musical accomplishments of their people.
28. Demonstrate ability to use cross-cultural awareness in designing instructional activities
29. Demonstrate ability to use cross-cultural awareness in designing criterion-reference tests.
30. Identify culture specific non-verbal communications, such as gestures, facial expressions, and eye contact that may lead to misinterpretations in cross-cultural interactions.

COMPONENT NUMBER: 1-700-004

COMPONENT TITLE: ESOL - METHODS OF TEACHING

GENERAL OBJECTIVE:

Participants will learn about second language philosophy, methodology, and contrastive analysis between teaching English to native speakers and English to Speakers of Other Languages.

SPECIFIC OBJECTIVES: Participants 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. Math 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 trend in ESOL teaching
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 of 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 multi-sensory 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 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.
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.

COMPONENT NUMBER: 1-701-001

COMPONENT TITLE: ESOL TESTING AND EVALUATION

GENERAL OBJECTIVE:

Participants will demonstrate the ability to assess initial English language proficiency for placement and instruction, and identify and/or develop instruments to determine

the ability of students to function independently in regular classes for English speakers.

SPECIFIC OBJECTIVES: Participants 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 toward United State culture and behavior appropriate to it.
7. Adapt content area tests to ESOL levels appropriate to LEP student.
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. Identify criteria to select appropriate criterion-referenced tests.
20. Describe the use of test-item analysis.
21. Describe the use of test-item analysis.
22. Define the different kinds of validity in tests.
23. Design appropriate proficiency tests to measure progress of LEP students in ESOL classes.
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.

COMPONENT NUMBER: 1-702-001

COMPONENT TITLE: ESOL FOR ADMINISTRATORS

GENERAL OBJECTIVE:

Participants will increase their knowledge of the role and responsibilities of administrators in Florida regarding limited English proficient (LEP) students.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate knowledge of the background of the 1990 ESOL Agreement, including knowledge of related legislation and litigation (e.g., Bilingual Education Act, Lau V. Nichols).
2. Demonstrate knowledge of the requirements of the 1990 ESOL Agreement (placement, monitoring, programmatic issues, etc.) to ensure compliance.
3. Demonstrate knowledge of administrator's role and responsibility as the instructional leader of the school and participant in the LEP Committee.
4. Demonstrate knowledge of the role and responsibilities of Florida Department of Education, school districts, and schools regarding the 1990 ESOL Agreement.
5. Demonstrate ability to evaluate trained teachers who are using ESOL instructional strategies in Basic ESOL courses.
6. Demonstrate ability to evaluate trained teachers who are using ESOL or Home Language strategies in basic subject area courses.
7. Demonstrate ability to evaluate instructional personnel (other than basic subject area teachers) who are using ESOL or Home Language strategies.
8. Demonstrate knowledge and sensitivity to multicultural and diverse student populations; create a positive and supportive environment to accommodate the diverse cultural backgrounds of students.
9. Recognize major differences similarities among various cultural groups in the United States, in Florida, and in the local community; counsel students, parents, school personnel, and community members on these differences and similarities.
10. Demonstrate ability to work cooperatively with the community and express to the community that its participation is wanted and needed.
11. Develop cross-cultural awareness and understanding of the major cultural groups represented in the local school district, and at the individual schools, in order to meet the needs of LEP students within the context of a multicultural student population.
12. Demonstrate ability to explain to LEP students what behavior is expected of them in American culture, in the district, and in the school.
13. Demonstrate familiarity with alternative assessment instruments for LEP students.
14. Demonstrate cultural sensitivity to multicultural/diversity issues affecting school programs and curricula.
15. Become familiar with differing interpersonal and communication strategies to encourage positive relationships with LEP students and their families.
16. Demonstrate knowledge of the demographics of Florida's LEP population and demonstrate ability to improve the district's capacity to meet the educational needs of LEP students.

17. Recognize the need to provide services for LEP students and for relevant training, i.e., demographic reasons, legal reasons, and pedagogical reasons.
18. Identify some major differences in educational systems among the United States and other national origins of students represented in your district/school. Demonstrate knowledge of the political, historical, economic, social, and cultural backgrounds of students in your district/school.

COMPONENT NUMBER: 1-702-002

COMPONENT TITLE: ESOL FOR GUIDANCE COUNSELORS

GENERAL OBJECTIVE:

Participants will increase their knowledge of the role and responsibilities of guidance counselors in Florida regarding limited English proficient (LEP) students.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate knowledge of the background of the 1990 ESOL Agreement, including knowledge of related legislation and litigation (e.g., Bilingual Education Act, Lau V. Nichols).
2. Demonstrate knowledge of the requirements of the 1990 ESOL Agreement (placement, monitoring, programmatic issues, etc.) to ensure compliance.
3. Demonstrate knowledge of guidance counselor's role and responsibility with LEP students.
4. Demonstrate knowledge of guidance counselor's role and responsibility with LEP students.
5. Demonstrate ability to work with trained teachers who are using ESOL instructional strategies in Basic ESOL courses.
6. Demonstrate ability to work with trained teachers who are using ESOL or Home Language strategies in basic subject area courses.
7. Demonstrate ability to work with instructional personnel (other than basic subject area teachers) who are using ESOL or Home Language strategies.
8. Demonstrate knowledge and sensitivity to multicultural and diverse student populations; create a positive and supportive environment to accommodate the diverse cultural backgrounds of students.
9. Recognize major differences and similarities among various cultural groups in the United States, in Florida, and in the local community; counsel students, parents, school personnel, and community members on these differences and similarities.
10. Demonstrate ability to work cooperatively with the community and express to the community that its participation is wanted and needed.
11. Develop cross-cultural awareness and understanding of the major cultural groups represented in the local school district, and at the individual schools, in order to meet the needs of LEP students within the context of a multicultural student population.
12. Demonstrate ability to explain to LEP students what behavior is expected of them in American culture, in the district, and in the school.
13. Demonstrate familiarity with alternative assessment instruments for LEP students.

14. Demonstrate cultural sensitivity to multicultural/diversity issues affecting school programs and curricula.
15. Become familiar with differing interpersonal and communication strategies to encourage positive relationships with LEP students and their families.
16. Demonstrate knowledge of the demographics of Florida's LEP population and demonstrate ability to improve the district's capacity to meet the educational needs of LEP students.
17. Recognize the need to provide services for LEP students and for relevant training, i.e., demographic reasons, legal reasons, and pedagogical reasons.
18. Identify some major differences in educational systems among the United States and other national origins of students represented in your district/school. Demonstrate knowledge of the political, historical, economic, social, and cultural backgrounds of students in your district/school.

COMPONENT NUMBER: 1-703-001

COMPONENT TITLE: ESOL CURRICULUM AND MATERIALS DEVELOPMENT

GENERAL OBJECTIVE:

Participants will have their knowledge improved and enhanced about ESOL curriculum and materials appropriate for use with LEP students

SPECIFIC OBJECTIVES: Participants 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 levels of proficiency in culture.
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 designated 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

COMPONENT NUMBER: 2-007-003

COMPONENT TITLE: COACHING TO IMPROVE TEACHING AND LEARNING

GENERAL OBJECTIVE:

Participants will learn the process of collaboration and communication that promotes quality outcomes in terms of student learning.

SPECIFIC OBJECTIVES: Participants will:

1. Understand the role of coaching in intentional best practice.
2. Understand the different purposes and uses of coaching.
3. Observe and analyze coaching episodes.
4. Self-analyze their own prior knowledge about coaching experience.
5. Identify specific and guiding questions they want to answer with respect to coaching.
6. Distinguish between what makes an effective and an ineffective coach.
7. Explain the importance of trust and identify behaviors that will enhance trust in a coaching relationship.
8. Establish clear expectations for coaching partnerships.
9. Understand the importance of active listening and essential questions in coaching experiences.
10. Separate competence from performance of a single teaching episode.
11. Explain what is meant by confidentiality in the coaching experience.
12. Understand the varied roles that are played by coaches.
13. Understand that student learning is the bottom line in effective instruction.
14. Separate style from lesson content.
15. Understand the different purpose of peer coaching, mentoring and evaluation.
16. Explain how coaching can add meaning and purpose to teacher evaluation.
17. Understand the role of enduring knowledge in effective instructional planning.
18. Distinguish between a learning and an activity.
19. Design/select essential questions to guide the planning process.
20. Practice lesson planning and essential questioning with a partner.
21. Practice using a variety of methods for data collection.
22. Practice a variety of observation strategies through video analysis and scripted lessons.
23. Practice with lesson planning and observation with colleagues.
24. Understand the role of self-reflection in the coaching process.
25. Analyze a variety of possible essential questions to spur reflective practice.

COMPONENT NUMBER: 2-007-004

COMPONENT TITLE: DIFFERENTIATED INSTRUCTION IN THE REGULAR CLASSROOM

GENERAL OBJECTIVE:

Participants will be introduced to instructional strategies and methodologies that will enable them to create powerful learning experiences to meet the wide range of different student needs in their classrooms.

SPECIFIC OBJECTIVES: Participants will:

1. Understand the principles of differentiated instruction.
2. Learn the components of learning style and their applications in the classroom.
3. Understand how enduring understanding, student engagement, student outcomes, and teacher behaviors that cause learning to happen are critical elements of differentiated instruction.
4. Practice designing multiple paths to reach a specific learning objective.
5. Create lessons that differentiate content, process, and product.
6. Learn how to differentiate instruction to meet diverse student learning styles, readiness levels, and interests.
7. Understand how brain-compatible learning corresponds with differentiated instruction methodologies.
8. Design learning activities that increase student engagement by enhancing semantic, episodic, procedural, automatic, and emotional memories.
9. Plan lessons that differentiate instruction across four continuums.
10. Practice using tiered instruction and anchor activities with flexible groups.
11. Design and use essential questions and effective questioning strategies.
12. Understand how scaffolding and coaching can assist struggling learners.
13. Explore practical ideas for increasing active student participation and using graphic organizers in a whole-class setting.
14. Understand how to use assessment as an integral part of instruction in a differentiated classroom.
15. Design performance tasks to use as assessment tools.
16. Plan and teach lessons based upon enduring understanding that differentiate content, process, and product to meet individual student needs.

COMPONENT NUMBER: 2-007-005

COMPONENT TITLE: CO-TEACHING/TEAM-TEACHING STRATEGIES

GENERAL OBJECTIVE:

Participants will participate in job-embedded professional learning activities to enhance teaching with a collaborative partner in the classroom.

SPECIFIC OBJECTIVES: Participants will:

1. Share their successes, identify current challenges, and develop ways to address problems related to collaboration and instruction.
2. Identify and define their varying roles and responsibilities for planning, assessing, and delivering instruction in a co-taught classroom.
3. Apply a variety of co-teaching structures to deliver instruction to students with mixed abilities in whole and small group settings
4. Acquire strategies and processes to link instruction to effective classroom management, such as flexible grouping and classroom design for effective whole-class management
5. Learn strategies to identify areas of conflict that can interfere with collaborative teaching, understand effective skills for communication, and apply methods of effective communication with teaching partners

COMPONENT NUMBER: 2-007-006

COMPONENT TITLE: INTRODUCTION TO ACTION RESEARCH

GENERAL OBJECTIVE:

In an effort to promote self-learning and success for CCPS students, teachers are engaging in action research. The scope of this research is wide. This professional development will serve to clearly define the action research process as it fits with one's individual learning plan and to help teachers have a conceptual understanding, prior to embarking into the actual research.

SPECIFIC OBJECTIVES:

Participants will demonstrate accomplishment in the following:

1. Participants will Understand the fundamentals of reflective practice.
2. Complete the brainstorming portion of an action research idea.
3. Complete a draft on one's individual learning plan. Work collegially with others to build a community of action researchers.

COMPONENT NUMBER: 2-007-007

COMPONENT TITLE: THINKING MAPS

GENERAL OBJECTIVE:

Participants will review well-accepted academic study and brain research and become familiar with the eight fundamental thinking processes which correspond with the eight Thinking Map tools: Circle, Bubble, Double Bubble, Tree, Flow, Multiple-Flow, Brace, and Bridge.

SPECIFIC OBJECTIVES: Participants will:

1. Successfully use Thinking Maps to instruct more efficiently and effectively
2. Learn to cover subject content in less time with greater retention through the use of Thinking Maps.
3. Promote integrated thinking and interdisciplinary learning through the use of Thinking Maps across the content areas.
4. Gain strategies to easily gauge student background knowledge to drive instruction
5. Track student performance accurately over time

COMPONENT NUMBER: 2-007-008

**COMPONENT TITLE: SUPPORTING CLASSROOM INSTRUCCION -
MASTERTeacher/PARAEDUCATOR COURSE
BUNDLE FOR SUPPORT AND CONFIDENTIAL
EMPLOYEES**

GENERAL OBJECTIVE:

Participants will enhance their skills in supporting classroom instruction across the content areas through the use of best instructional practices and knowledge of brain-based learning. This course bundle includes the following series of classes:

1. Supporting Instruction: Reading
2. Supporting Instruction: Writing
3. Supporting Instruction: Mathematics
4. Supporting Organizational Skill Development
5. Gifted Students: Characteristics
6. Gifted Students: Assessment and Instructional Practices
7. Supporting Reading Instruction in Social Studies, Science, and Mathematics (Part I)
8. Supporting Reading Instruction in Social Studies, Science, and Mathematics (Part II)
9. Assisting Struggling Readers with Their Textbook Assignments
10. Developmentally Appropriate Practices in Early Childhood
11. Community-Based Instruction
12. Brain-Based Learning (Part I)
13. Brain-Based Learning (Part II)
14. Encouraging Student Response and Engagement
15. Using Discrete Trial Teaching in the Classroom
16. Early Childhood Development: Early Literacy
17. Early Childhood Development: Early Math
18. Early Childhood Development: Early Science

SPECIFIC OBJECTIVES:

Participants will demonstrate accomplishment in the following:

1. Prompting students to use reading strategies to gain meaning from text,
2. Recognition of the stages of reading development.
3. Choice of appropriate accommodations and modifications to reading instruction and activities.
4. Use of differentiation in helping students with writing, mathematics.
5. Choosing accommodations and modifications to writing instruction and activities,
6. Use of strategies for working with students in mathematics and, in particular, problem solving,
7. Understand the role that educators play in building positive student attitudes toward mathematics.
8. Providing appropriate feedback to students on right versus wrong answers.
9. Knowledge of strategies to use when working with students on teacher-pleasing behavior, understanding and completing assignments, reading textbooks, taking tests, writing paragraphs, and understanding concepts.
10. Identification of the characteristics of students who are gifted.
11. Use of appropriate interventions for assessing and meeting the needs of gifted students in the general classroom setting.
12. Use of best practices for delivering gifted services.
13. Knowledge of various instructional strategies with which to support reading instruction for students in the areas of social studies, science, and mathematics before instruction in the content area occurs.
14. Recognition of when reading instruction support is needed and the role of the paraeducator in delivering such support.

15. Identification of the three main priorities of the brain that play a part in learning.
16. Knowledge of the twelve brain-based research facts.
17. Identification of the characteristics of a literacy-rich environment for young children.
18. Knowledge of instructional practices that can enhance early literacy skills.

COMPONENT NUMBER: 2-007-009

COMPONENT TITLE: LESSON STUDY/NGSSS/FLORIDA STATE STANDARDS PROFESSIONAL LEARNING COMMUNITY

GENERAL OBJECTIVE:

Participants will acquire knowledge of the Florida standards and participate in Lesson Study to improve the quality of instruction and student learning.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate knowledge and comprehension of Lesson Study as a professional development method defined in research, including specific components, concepts, and applications.
2. Demonstrate knowledge and understanding of the applicable Florida standards.
3. Understand standards instructional application to all students, including ELL and ESE students
4. Demonstrate knowledge and understanding of the Marzano framework.
5. Collaborate and produce lessons or build upon existing lessons which address the standards that are focused and coherent, include the rigorous content and application of knowledge through high-order skills which align to the Marzano framework
6. Utilize various Lesson Study observation tools to collect data on teacher actions, student responses and actions, and implementation of effective teaching of the applicable Florida standards
7. Examine student progress monitoring data to determine the effectiveness of the lessons produced by the PLC and enhancements/next instructional steps needed

COMPONENT NUMBER: 2-007-010

COMPONENT TITLE: SCHOOL OF EXCELLENCE

GENERAL OBJECTIVE:

Participants will earn inservice points for employment at a state-designated School of Excellence, pursuant to FS1003.631.

SPECIFIC OBJECTIVES: Participants will:

1. Substitute one year of employment for 20 inservice points at a state-designated School of Excellence and up to 60 inservice points total in a five-

year cycle, toward the renewal of a professional certificate, pursuant to FS1003.631

COMPONENT NUMBER: 2-008-002

**COMPONENT TITLE: LANGUAGE ARTS INSTRUCTIONAL
METHODOLOGIES TO IMPROVE INSTRUCTION**

GENERAL OBJECTIVE:

Participants will comprehend rationales for and identify techniques for the teaching of language arts and utilize appropriate methods and strategies for classroom instruction.

SPECIFIC OBJECTIVES: Participants will:

1. Identify techniques for developing students' listening skills.
2. Identify techniques for developing students' oral language skills.
3. Demonstrate and apply techniques for developing students' writing skills.
4. Use techniques for teaching and reinforcing students' use of Standard English in typical speaking and writing situations.
5. Use effective techniques for developing students' vocabulary.
6. Use effective skills for teaching spelling.
7. Identify effective techniques for teaching the study of literature.
8. Identify effective techniques for developing students' appreciation and understanding of a variety of communications media.
9. Identify and apply updated skills and knowledge in areas related to language arts.
10. Identify methods and procedures for coordination and articulation of curriculum and instructional practices with personnel from other programs or service areas.
11. Identify techniques for developing students' critical thinking skills.
12. Identify techniques for developing students' reading skills.
13. Identify techniques for developing students' study skills.
14. Identify techniques for developing test-taking skills.
15. Identify and apply appropriate strategies for the teaching of writing in a process approach: pre-writing, revising, editing, and proofreading.
16. Use effective techniques to teach methods of research and the development of a written project.
17. Develop techniques for management and organization of heterogeneously grouped classes.
18. Develop techniques for planning instruction for a variety of learning styles.
19. Use effective techniques to incorporate strategies for raising student grades.
20. Use effective techniques to incorporate strategies for raising student grades and improving comprehension of and ability to apply skills.
21. Develop techniques to improve management and leadership skills as they apply to language arts to prepare career and college ready students.
22. Identify strategies to identify and correct specific writing problems. Identify and implement strategies that correct specific writing problems.
23. Develop strategies for teaching students with specific learning problems.

24. Develop instructional strategies appropriate for high achieving students.
25. Identify, establish, and use criteria for evaluating students' achievement in the language arts classroom.
26. Develop instructional strategies and procedures for differentiation of skills and concepts.
27. Identify, establish, and use criteria data in varied forms for evaluating students' achievement in the language arts classroom.
28. Identify effective techniques for using various media literacies to enhance instruction.
29. Identify criteria for the evaluation and selection of appropriate language arts instructional materials.
30. Demonstrate knowledge of discussion techniques, the inquiry approach, and/or effective questioning strategies.
31. Identify methods of establishing effective home/school and school/community relationships that will enhance language arts instruction and learning.
32. Demonstrate knowledge of current issues and trends in English language arts instruction.
33. Demonstrate methods and strategies for classroom management of student conduct.
34. Identify and demonstrate methods and strategies for motivating the reluctant language arts student.
35. Identify strategies to help students prepare for and compete in contests, performances, and productions.
36. Identify and demonstrate methods and strategies for motivating the reluctant language arts student. All students to strive for success.
37. Identify strategies to help students prepare for and compete in contests, performances, and productions that further their understanding of the language arts.
38. Demonstrate knowledge of effective personal communication skills in various settings.
39. Demonstrate knowledge of methods and strategies for instruction of the mainstream student in the regular language arts program.

COMPONENT NUMBER: 2-009-001

COMPONENT TITLE: ALGEBRA INSTRUCTIONAL METHODOLOGIES TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants will acquire knowledge and develop attitudes and skills which will enable them to make algebra concepts accessible to all students.

SPECIFIC OBJECTIVES: Participants will:

1. Use algebraic expressions, equations, and inequalities to describe physical situations and relationships.
2. Construct physical models to facilitate algebraic solutions to real world problems.
3. Construct and solve real world problems involving algebraic concepts.
4. Describe, demonstrate and question solutions to problems.

5. Model problem situations and solutions to show that they work or do not work.
6. Use variables and logical arguments to justify conjectures about numerical patterns, games, puzzles, and geometric relationships.
7. Given a particular equation, explain what it means to solve it.
8. Demonstrate alternative methods of solution and the merits of each for linear and quadratic equations.
9. Use graphing procedures and intuitive terminology (axis, intercept, slope, etc.) to describe, interpret and analyze functions.
10. Make logical conjectures about functional relationships from looking at graphs.
11. Use a graphing calculator to explore and solve real world problems.
12. Use a spreadsheet program to represent and explore a real-world problem.
13. Develop strategies for explaining and using algebraic procedures and symbolism.
14. Develop number sense within the real number system.
15. Develop operation sense within the real number system.
16. Reflect on and clarify their thinking about algebraic concepts and situations.
17. Organize learning environments which connect conceptual and procedural knowledge.
18. Understand that solving real life problems should be the focus of the algebra curriculum.
19. Develop strategies to involve students in generating their own problems or in extending specific problems.
20. Understand that discussion, reading, writing and reasoning are all a vital part of learning and using algebra.
21. Use hands-on experience wherever appropriate to facilitate the learning of difficult algebraic concepts.
22. Effectively use cooperative learning techniques.
23. Develop lesson plans which involve developmental, hands-on components and nurture self-confidence.
24. Demonstrate knowledge of current trends and issues in mathematics education.
25. Use a variety of assessment methods.
26. Diagnose student strengths and weaknesses

COMPONENT NUMBER: 2-009-002

COMPONENT TITLE: BEST PRACTICES IN MATH INSTRUCTION

GENERAL OBJECTIVE:

Participants will acquire new knowledge and develop attitudes and skills which will enable them to make critical decisions about what and how to teach mathematics effectively.

SPECIFIC OBJECTIVES: Participants will:

1. Identify concepts and skills to be mastered by students in a developmentally sequenced mathematics program.
2. Identify prerequisite knowledge and skills for any concept.

3. Organize learning environments which connect conceptual and procedural knowledge.
4. Reflect on and clarify their thinking about mathematical ideas and situations.
5. Understand the role of and use of manipulatives to explore, investigate, and develop mathematical concepts.
6. Understand that the problem solving is the central focus of mathematics and develop real-life problem-solving situations and strategies for use in the classroom.
7. Effectively use cooperative learning techniques in their mathematics classes.
8. Understand the role of and use effectively estimation, mental math, paper and pencil, calculators, and computers in their mathematics program.
9. Understand that discussion, reading, and writing are all a vital part of learning and using mathematics.
10. Develop strategies for making connections between mathematics and other subject areas.
11. Develop strategies for involving students in reasoning activities as an ongoing part of mathematics learning.
12. Develop strategies to involve students in generating their own problems or in extending specific problems.
13. Develop lesson plans which involve many mathematics strands and effectively spiral the curriculum
14. Integrate the teaching of measurement and geometry throughout the curriculum.
15. Identify criteria to be used in judging and selecting instructional materials.
16. Use a variety of assessment methods.
17. Diagnose student strengths and weaknesses.
18. Develop appropriate learning plan based on diagnosed strengths and weaknesses.
19. Demonstrate knowledge of current trends and issues in mathematics education.
20. Develop strategies for coordination and articulation across the mathematics curriculum.

COMPONENT NUMBER: 2-009-003

**COMPONENT TITLE: HOW TO READ AND WRITE IN MATH:
IMPROVING PROBLEM SOLVING AND
COMMUNICATION IN MATHAMETICS**

GENERAL OBJECTIVE:

An in-depth exploration of teaching systematic approaches for solving math word problems and developing written communication skills to describe solution processes. Teachers will learn a wide range of strategies to develop students' skills in the math problem-solving tasks of:

- comprehending the problem and identifying relevant data

- analyzing the problem’s internal structure to determine what type of problem it is
- selecting a viable solution process and carrying it out
- explaining the solution process both orally and in writing

SPECIFIC OBJECTIVES: Participants will:

1. explore a wide range of instructional strategies for math problem solving and math communication
2. learn to create exciting math lessons that are challenging and achievable for all your students
3. find a focus on strategies that can be applied across all grade levels in mathematics
4. learn practical ideas and instructional strategies that they can immediately use with their students
5. look at teaching strategies that can help students accomplish the four main tasks of problem solving
6. understanding the problem and what it is asking
7. analyzing the problem to determine its structure
8. choosing a solution process and carrying it out correctly
9. explaining that process; both orally and n writing.

COMPONENT NUMBER: 2-010-001

COMPONENT TITLE: ACQUISITION OF MUSIC KNOWLEDGE

GENERAL OBJECTIVE:

Participants will acquire knowledge and develop skills for effective instruction in music education

SPECIFIC OBJECTIVES: Participants will:

1. Apply appropriate criteria to select and use music, methodology, and media to meet the program objectives.
2. Identify and demonstrate methods and procedures for the integration of music with other content area instruction.
3. Identify effective teaching skills for instruction in fundamental rhythm, melody, harmony, choral performance, and instrumental performance, including prerequisite skills for appropriate sequencing to more advanced levels.
4. Demonstrate effective teaching skills for instruction in basic and/or advanced rhythm, melody, harmony, choral performance, and instrumental performance.
5. Acquire knowledge of current trends and issues in music education and related areas.
6. Demonstrate skills, knowledge, or information acquired about current trends and issues in music education and related areas.
7. Identify and use assessment tools and procedures for diagnostic and evaluative purposes.
8. Develop strategies to apply acquired skills in artistic performance.

COMPONENT NUMBER: 2-011-001

**COMPONENT TITLE: PHYSICAL EDUCATION INSTRUCTIONAL
METHODOLOGY TO IMPROVE INSTRUCTION**

GENERAL OBJECTIVE:

Participants will demonstrate increased knowledge of physical education/fitness content and improvement in teaching methods, and strategies.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate an increased knowledge of the physical education/fitness concepts.
2. Utilize reading and writing strategies as an integral part of the physical education/fitness program.
3. Identify and demonstrate techniques for using digital media, including heart rate monitors.
4. Identify the aims, purposes, and goals of physical education/fitness as it is articulated.
5. Demonstrate an increased understanding of physical education/fitness standards.
6. Develop learning activities, performance tasks assessments, and rubrics designed to teach specific skills at the appropriate level in meeting the minimum performance standards and/or the standards of excellence at a specific grade level.
7. Demonstrate an increased knowledge of applications of physical education/fitness in career education.
8. Integrate real-world physical education/fitness concepts with technology and societal issues into methodology.

COMPONENT NUMBER: 2-012-001

COMPONENT TITLE: EARLY CHILDHOOD PROGRAMS

GENERAL OBJECTIVE:

Participants will acquire knowledge, skills, and attitudes that will enable them to effectively implement the Early Childhood Programs components according to federal and district policies and procedures.

SPECIFIC OBJECTIVES: Participants will:

1. Identify the historical, philosophical, and organizational structure of the Early Childhood Programs.
2. Demonstrate knowledge of the federal and state program performance standards and issuances and the district policies and procedures necessary to carry out these responsibilities.
3. Demonstrate knowledge about normal child development and problems which inhibit the normal development of the preschool child.
4. Develop an environment for children to learn through active exploration and interaction with adults, other children, and materials.
5. Develop sequential lesson plans for presenting the curriculum.

6. Administer, interpret, and use assessment instruments and record keeping documents.
7. Utilize developmentally appropriate teaching strategies for children's individual differences in ability and interest for each of the developmental areas – physical, social, emotional, and intellectual.
8. Use selected materials and meaningful activities to sequentially integrate content areas in the curriculum while encouraging children to be self-directed experimenters and problem solvers.
9. Identify and utilize effective strategies for communicating regularly with parents to enhance involvement and to develop a partnership built on mutual understanding.
10. Participate in coordination and articulation efforts with component personnel within the program or within the school and with personnel from other programs, service areas, and the community to facilitate student movement and continuous progress.

COMPONENT NUMBER: 2-012-003

COMPONENT TITLE: FLORIDA VPK ASSESSMENT INSTRUCTIONAL IMPLICATIONS

GENERAL OBJECTIVE:

To assist teachers with the interpretation of VPK Assessment data and provide a link between the interpretation of the VPK Assessment data and what quality instruction looks like in the VPK classroom.

SPECIFIC OBJECTIVES: Participants will:

1. Understand the VPK Assessment Online Reporting System score types (e.g., Exceeding Expectations, Meeting Expectations, Below Expectations)
2. Be able to distinguish between a screening assessment and a progress monitoring assessment.
3. Know the types of assessment reports that are available via the VPK Assessment Online Reporting System,
4. Understand the components of an assessment report
5. Be familiar with the benefits of and uses for the VPK Assessment Parent Letter.

COMPONENT NUMBER: 2-012-004

COMPONENT TITLE: HOW TO ADMINISTER THE FLORIDA VPK ASSESSMENT

GENERAL OBJECTIVE:

The purpose of this professional development is to prepare the participant to administer the Florida Voluntary Prekindergarten (VPK) Assessment and give an overview of the VPK Assessment Online Reporting System.

SPECIFIC OBJECTIVES: Participants will:

1. Understand the components of the four assessment measures: Print Knowledge, Phonemic Awareness, Mathematics, and Oral Language/Vocabulary
2. Understand how to administer, record, and score each assessment measure
3. Administer the VPK Assessment measures to children in the VPK classroom
4. Recognize the benefits of and uses for the VPK Assessment Online Reporting System

COMPONENT NUMBER: 2-013-001

COMPONENT TITLE: FLORIDA LITERACY COACH ENDORSEMENT

GENERAL OBJECTIVE:

Literacy coaches serve as a stable resource for professional development and ongoing support for teachers and school leaders throughout a school to generate improvement in literacy instruction and student achievement. Coaches provide initial and ongoing professional development to teachers in: Each of the major reading components based on an analysis of student performance data; administration and analysis of instructional assessments to inform instruction based on student needs; and Providing differentiated instruction and intensive intervention.

SPECIFIC OBJECTIVES: Participants will:

1. Work with school principals and the literacy leadership team to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes as defined in 20 U.S.C. §7801(21)(A)(i);
2. Model effective instructional strategies for teachers and facilitate study groups;
3. Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
4. Coach and mentor teachers daily;
5. Work with teachers to ensure that evidence-based reading programs are implemented with fidelity;
6. Help to increase instructional density to meet the needs of all students;
7. Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies;
8. Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms;
9. Work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms.

COMPONENT NUMBER: 2-015-001

COMPONENT TITLE: SCIENCE INSTRUCTIONAL METHODOLOGIES TO IMPROVE INSTRUCTION

GENERAL OBJECTIVE:

Participants will demonstrate increased knowledge of science content and improvement in teaching methods, strategies, and science best practices.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate an increased understanding of the processes of science.
2. Employ the science process skills and science best practices in their teaching.
3. Demonstrate an increased knowledge of the science concepts appropriate to level – elementary or middle or high – in these areas: Earth/space science, physical science, and life science.
4. Utilize reading and writing strategies as an integral part of the science program.
5. Show increased knowledge in management of lab equipment/materials and lab safety procedures in the classroom.
6. Identify various science lab equipment and demonstrate their use.
7. Demonstrate the construction and use of simple laboratory equipment from common materials.
8. Interface computers with lab equipment and demonstrate their applications in science experiments.
9. Identify and demonstrate techniques for using digital media.
10. Demonstrate increased knowledge in the integration of mathematics in science.
11. Identify the aims, purposes, and goals of science education as it is articulated.
12. Demonstrate an increased understanding of standards-based science instruction.
13. Develop learning activities, performance tasks assessments, and rubrics designed to teach specific skills at the appropriate level in meeting the minimum performance standards and/or the standards of excellence at a specific grade level.
14. Demonstrate an increased knowledge of applications of science in career education.
15. Integrate real-world science concepts with technology and society into methodology.

COMPONENT NUMBER: 2-016-001

**COMPONENT TITLE: SOCCIAL STUDIES INSTRUCTIONAL
METHODOLOGIES**

GENERAL OBJECTIVE:

Participants will develop new skills, knowledge, and methodologies in order to improve instruction in the area of Social Studies education.

SPECIFIC OBJECTIVES: Participants will:

1. Develop new knowledge in instructional methodologies in order to improve Social Studies education.
2. Demonstrate the skills, pedagogy, and methodologies considered basic to a program in a specific Social Studies discipline

3. Demonstrate knowledge of the latest trends, effective teaching methodologies, and approaches in the area of Social Studies.
4. Write behavioral Social Studies objectives, devise classroom activities to meet the objectives, and prepare methods of assessment to determine if the objectives have been reached.
5. Develop skills in discussion techniques, the inquiry approach, and/or effective questioning strategies.
6. Learn to revise and update curriculum to reflect the inclusion of new instructional methodologies.
7. Participate in articulation and/or coordination efforts between Social Studies teachers within a school or between schools to discuss pedagogy and instructional methodologies.
8. Formulate strategies which instruct students in locating, gathering, organizing, and evaluating information in the Social Studies.
9. Identify specific reading strategies particularly effective for Social Studies content.
10. Develop strategies and activities for exceptional students (students who are being mainstreamed, low ability students, and/or gifted students).
11. Demonstrate knowledge of the skills and methods for collaborative teaching strategies and/or the development of interdisciplinary and/or cross-curricular teaching units
12. Develop techniques and strategies to improve management and leadership skills as they relate to Social Studies teacher leaders to improve Social Studies education.

COMPONENT NUMBER: 2-017-002

COMPONENT TITLE: WRITE FROM THE BEGINNING - TRAIN THE TRAINER

GENERAL OBJECTIVE:

Participants will acquire knowledge and develop skills in the structure of the writing process and will incorporate these skills into the training of teachers in their own school or the district.

SPECIFIC OBJECTIVES: Participants will:

1. Train others within their own school or the district in the use of a consistent and effective writing process including Modes of Writing (Expository/Informative, Narrative and Response to Literature)
2. Lead domain-specific workshops for participants within their own school or the district
3. Conduct model teaching demonstrations
4. Facilitate the development of Florida State Standards and state curriculum applications
5. Lead schools in assessing student learning using analytic rubrics
6. Training models customized depending on the Mode of Writing

COMPONENT NUMBER: 2-017-003

COMPONENT TITLE: WRITE FROM THE BEGINNING

GENERAL OBJECTIVE:

Participants will acquire knowledge and develop skills in the structure of the writing process and will incorporate these skills into their classroom instruction.

SPECIFIC OBJECTIVES: Participants will:

1. Learn to use the Write From the Beginning writing process consistently and effectively, including the presented Modes of Writing (Expository/Informative, Narrative and Response to Literature)
2. Utilize the Write From the Beginning writing process instructionally to successfully address and meet the
3. Florida State Standards and NGSSS.
4. Learn to utilize the analytic rubrics to differentiate writing instruction in the classroom

COMPONENT NUMBER: 2-017-004

COMPONENT TITLE: RESPONSE TO LITERATURE - TRAIN THE TRAINER

GENERAL OBJECTIVE:

Participants will acquire the knowledge and develop the skills necessary to train teachers on the Response to Literature process in order to promote student writing success and achievement.

SPECIFIC OBJECTIVES: Participants will:

1. Make direct correlations to the reading and writing Florida State Standards.
2. Develop the skills to guide teachers through the process of how to ask developmentally appropriate questions which prepare students to respond to formal reading and writing performance tasks associated with the Florida State Standards
3. Acquire the knowledge to help teachers create lesson plans that build the foundation and structure needed when responding to all types of literature.

COMPONENT NUMBER: 2-017-005

COMPONENT TITLE: RESPONSE TO LITERATURE

GENERAL OBJECTIVE:

Participants will acquire the knowledge and develop the skills necessary to implement the Response to Literature process in the classroom in order to promote student writing success and achievement.

SPECIFIC OBJECTIVES: Participants will:

1. Make direct correlations to the reading and writing Florida State Standards.
2. Develop the skills necessary to ask developmentally appropriate questions which prepare students to respond to formal reading and writing performance tasks associated with the Florida State Standards.

3. Learn to create lesson plans that build the foundation and structure needed when responding to all types of literature.

COMPONENT NUMBER: 2-100-001

**COMPONENT TITLE: INSTRUCTIONAL STRATEGIES AND
METHODOLOGY FOR STUDENTS WITH
DISABILITIES**

GENERAL OBJECTIVE:

Participants will identify, implement, and evaluate instructional strategies and methodologies appropriate to the exceptional students being served.

SPECIFIC OBJECTIVES: Participants will:

1. Identify appropriate instructional strategies, accommodations, and methodologies for students with disabilities.
2. Acquire skills for the appropriate implementation of instructional strategies, accommodations and methodologies for students with disabilities.
3. Develop competency in evaluation and progress monitoring techniques to determine the effectiveness of instructional strategies, accommodations, and methodologies for students with disabilities.

COMPONENT NUMBER: 2-100-007

**COMPONENT TITLE: PROVIDING GENERAL SUPPORT TO REGULAR
EDUCATION AND EXCEPTIONAL STUDENT
EDUCATION TEACHERS REGARDING STUDENTS
WITH DISABILITIES**

GENERAL OBJECTIVE:

Participants will identify strategies to address the needs of students with disabilities in the classroom. Using the identified strategies, participants will create an atmosphere of student success

SPECIFIC OBJECTIVES: Participants will:

1. Identify barriers to student success of students with disabilities.
2. Develop strategies that will provide appropriate learning environments for students with disabilities and their academic progress.
3. Demonstrate understanding of barriers to academic success for students with disabilities.

COMPONENT NUMBER: 2-100-008

COMPONENT TITLE: INTRODUCTION TO EXCEPTIONALITIES

GENERAL OBJECTIVE:

Participants will be able to provide general characteristics and educational implications relevant to student needs as related to corresponding ESE exceptionality(s).

SPECIFIC OBJECTIVES: Participants will:

1. Gain an understanding of the history behind legislation dealing with services to students with exceptionalities, including Public Law 94-142 (Education of All Handicapped Children Act), now referred to as Individuals with Disabilities Education Act (IDEA).
2. 2. Learn about the various exceptionalities, including:
 - Cognitive Exceptionalities
 - Behavioral Exceptionalities
 - Physical Exceptionalities
 - Multiple Domain Exceptionalities

COMPONENT NUMBER: 2-100-009

COMPONENT TITLE: 21ST CENTURY STRATEGIES FOR TEACHING STUDENTS WITH BEHAVIOR CHALLENGES, GRADES K-12

GENERAL OBJECTIVE:

Participants will become familiar with strategies and technologies that assist in teaching exceptional children and young adults.

SPECIFIC OBJECTIVES: Participants will:

1. Develop utility with strategies, tools, and technologies through planning and use in teaching exceptional children and young adults.
2. Integrate new strategies and resources into lessons and unit plans to begin implementation of a 21st century curriculum geared to teaching students challenges with behavioral issues
3. Demonstrate understanding of barriers to academic success for students with disabilities

COMPONENT NUMBER: 2-100-010

COMPONENT TITLE: EVIDENCE-BASED TEACHING PRACTICES FOR EXCEPTIONAL LEARNERS, GRADES K-12

GENERAL OBJECTIVE:

Participants will develop their ability to analyze and plan with data to differentiate for multiple learner types and with varying degrees of support to teach to the needs of exceptional learners

SPECIFIC OBJECTIVES: Participants will:

1. Learn and practice with strategies that lead to effective and diverse learning in inclusive learning environments.
2. Plan flexibly using tools, resources, and new strategies to address the needs of exceptional learners in their classrooms.
3. Understand the relevance of a properly structured learning environment coupled with the tools and resources for success in meeting the diverse needs of students.

COMPONENT NUMBER: 2-100-011

**COMPONENT TITLE: ESE (EXCEPTIONAL STUDENT EDUCATION)
INSTRUCTIONAL STRATEGIES FOR ALL
EDUCATORS**

GENERAL OBJECTIVE:

Participants will explore the characteristics and learning needs of students with disabilities, identify appropriate instructional strategies and accommodations, and review the legal requirements for providing services and supports.

SPECIFIC OBJECTIVES: Participants will:

1. Recognize the classifications and characteristics found in high-incidence and low incidence disabilities.
2. Demonstrate an understanding of the history of special education.
3. Demonstrate an understanding of the multi-tiered system of support/response to intervention as it applies to students with disabilities.
4. Identify legal requirements of an individual education plan (IEP).
5. Identify responsibilities of general education and special education teachers for providing appropriate instruction to students with disabilities.
6. Demonstrate an understanding of least restrictive environment (LRE).
7. Define and identify common characteristics of inclusion.
8. Recognize an appropriate continuum of services for students with disabilities.
9. Identify characteristics of specially designed instruction including systematic, explicit instruction and universal design for learning.
10. Identify appropriate accommodations and modifications for students with disabilities.
11. Demonstrate an understanding of alternate assessment.
12. Demonstrate an understanding of the role students with disabilities have in accountability systems.

COMPONENT NUMBER: 2-100-013

**COMPONENT TITLE: UNDERSTANDING STUDENTS WITH AUTISM
SPECTRUM DISORDER AND APPROPRIATE
INSTRUCTIONAL STRATEGIES**

GENERAL OBJECTIVE:

Participants will learn about how this Autism Spectrum Disorder impacts children, learn strategies to help meet their special needs, and potentially avoid triggering reactions which can disrupt school functions and lead to injury and trauma.

SPECIFIC OBJECTIVES: Participants will:

- Autism Spectrum Disorders (ASD); the ASD Continuum and overlay with other disorders
- Atypicalities in social understanding and expression
- Impairments in communication and language
- Restricted repertoire of interests and activities; repetitive or stereotyped behaviors

- Atypicalities in developmental rate or sequence
- Theory of mind; information processing; Executive Function
- Anxiety and the pattern of explosive behaviors
- Sensory integration and the need for sensory adjustments
- Creating and using social stories to overcome problem situations
- Behavioral methods that help

COMPONENT NUMBER: 2-100-015

COMPONENT TITLE: TEACHING STUDENTS WITH DISABILITIES FOR MUSIC EDUCATORS

GENERAL OBJECTIVE:

Through participation in this course developed by the Florida Music Educators Association, the Florida Department of Education, the Florida Center for Interactive Media (FCIM) and the Florida Division of Cultural Affairs, teachers will acquire the instructional skills and competencies needed to support exceptional students in the Music classroom.

SPECIFIC OBJECTIVES: Participants will:

- understand a historical overview of state and federal legislation and its impact on the education of students with disabilities
- distinguish between categories of disabilities and specify resources to promote understanding for student success
- differentiate instruction using Universal Design for Learning (UDL)
- develop delivery methods that increase explicit instruction and intervention
- develop appropriate instructional strategies for teaching students with disabilities
- recognize the classifications and characteristics found in high-incidence and low-incidence disabilities
- gather resources for type of grading and assessment that takes disabilities into account for fair evaluation

COMPONENT NUMBER: 2-100-016

COMPONENT TITLE: INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH VISUAL AND HEARING IMPAIRMENTS

GENERAL OBJECTIVE:

Participants will learn instructional strategies to utilize in the general education classroom in order to meet the learning needs of students who are hearing and visually impaired.

SPECIFIC OBJECTIVES: Participants will:

1. Engage in hands-on activities to gain an understanding of what a sensory impaired child experiences in the classroom
2. Understand equipment, goals, and classroom modifications necessary for sensory impaired students in terms of daily classroom participation and assessment at the same level as nondisabled peers
3. Modify an existing lesson(s) to include instructional strategies for a blind or low vision student
4. Modify an existing lesson(s) to include instructional strategies for a deaf or hard of hearing student

COMPONENT NUMBER: 2-100-017

COMPONENT TITLE: EMPLOYING DIFFERENTIATED VOCABULARY INSTRUCTIONAL STRATEGIES AND ACTIVITIES IN THE CLASSROOM TO MEET THE NEEDS OF ALL LEARNERS, INCLUDING THOSE WITH EXCEPTIONAL NEEDS

GENERAL OBJECTIVE:

Participants will acquire the specific vocabulary instructional skills and competencies needed to support all students, including those with exceptional needs in the classroom

SPECIFIC OBJECTIVES: Participants will identify and understand:

1. The learning needs and characteristics of students with different learning needs and paths, specifically identified students with disabilities.
2. The instructional competencies and skills needed to address the learning needs of students with disabilities.
3. The importance of direct vocabulary instruction addressing Tier 1, 2, and 3 words.
4. How to develop and implement instructional strategies to meet students where they are developmentally by evaluating their needs and creating activities to meet those needs

COMPONENT NUMBER: 2-100-018

COMPONENT TITLE: READING DIFFICULTIES, DISABILITIES, AND DYSLEXIA – IDENTIFICATION AND INSTRUCTIONAL INTERVENTIONS IN THE CLASSROOM

GENERAL OBJECTIVE:

Participants will learn explicit, systematic, and sequential approaches to reading instruction, including the implementation of multisensory intervention strategies

SPECIFIC OBJECTIVES: Participants will:

1. Clarify the difference between various types of reading challenges and disabilities, including dyslexia.

2. Gather information on assessment, data-based decision making, and ways teachers can use data to select appropriate instructional strategies and interventions that match student needs.
3. Explore and reflect on specific resources that help to develop student phonemic awareness.
4. Learn multisensory and structured literacy approaches to instruction that may be implemented to ensure that all students have access to standards-based curricular content.

COMPONENT NUMBER: 2-100-019

COMPONENT TITLE: AUTISM: NATURE, NEEDS AND ASSESSMENT

GENERAL OBJECTIVE:

Participants will develop the knowledge and strategies necessary to support academic and social learning for students with autism.

SPECIFIC OBJECTIVES: Participants will:

1. Learn the history of Autism Spectrum Disorder as a disability area
2. Understand the impact of ASD on learning and acquiring new skills
3. Acquire the skills to develop appropriate Individual Educational Plans and goals
4. Learn to develop a classroom environmental design for optimal learning
5. Identify visual supports for academics and skill development
6. Develop visual strategies to support behavior and communication, social learning and generalization of skills
7. Learn accommodations for the General Education Setting
8. Understand how to prioritize supports, schedule and staff to maximize learning

COMPONENT NUMBER: 2-100-020

COMPONENT TITLE: AUTISM: COMMUNICATION NEEDS OF STUDENTS WITH AUTISM

GENERAL OBJECTIVE:

Participants will evaluate and plan for the language and communication needs of students with Autism Spectrum Disorder using augmentative and alternative communication systems as determined by individual student need.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate understanding of communication characteristics and deficits of students with ASD, such as:
 - a. limited communication
 - b. limited joint attention
 - c. communication forms and functions

- d. unconventional forms of communication
 - e. echolalia
2. Recognize the effects of communication differences:
 - a. identify communication development as normal or atypical using a developmental checklist (field experience)
 - b. behavior as communication: explain how communication skills affect a student's self-management and behavior
 - c. Explain the link between the difficulty with identifying and effectively using visual cues in the student's environment, the ability of the student with ASD to get the intended meaning, and appropriate social behavior
 - d. Understand the deficits in adaptive and life skills that accompany ASD
 - e. Understand the rationale for using AAC for students with ASD 3. Discuss alternative methods of communication and learning:
 - f. picture systems such as picture exchange communication system and communication boards, symbol representation hierarchy, and literacy related supports
 3. Explore additional alternative methods of communication and learning:
 - a. examine different alternative augmentative communication systems used in working with students with ASD
 4. Utilize more alternative methods of communication and learning
 - a. explore a variety of visual and object-based systems used to promote communication and language development
 - b. understand the difference between choice systems and communication systems.
 - c. identify appropriate instructional technology that can be used to assist students with ASD of differing abilities.
 - d. design supports and interventions for activities of daily living and organization appropriate to students age and developmental level.
 - e. demonstrate understanding of the range of no tech and low-tech assistive technology (AT) support and the application of those supports in the classroom.

COMPONENT NUMBER: 2-100-021

COMPONENT TITLE: TEACHING STUDENTS WITH DISABILITIES FOR PHYSICAL EDUCATION EDUCATORS

GENERAL OBJECTIVE:

Teaching Students with Disabilities for Physical Education provides physical educators information about the foundations of exceptional student education; the provision of services for students with disabilities; and instructional practices that can be used not only for students with disabilities, but with all students.

SPECIFIC OBJECTIVES: Participants will:

1. Compare adaptive tools and other technology.
2. Compare characteristics of pre-assessment, formative assessment, and summative assessment
3. Describe the eligibility criteria for each of Florida's disability categories
4. Describe the five major federal laws that have impacted the education of students with disabilities
5. Describe the steps that must be included in the exceptional student education process.
6. Describe the three levels of support in a multi-tiered system of supports.
7. Identify six instructional delivery components that can be used to make instruction more intensive.
8. Identify six instructional design components that can be used to make instruction more explicit.
9. Identify the guidelines of differentiated instruction used to maximize achievement for all students.
10. Identify the principles and guidelines of Universal Design for Learning in order to eliminate barriers to learning.
11. Identify things to consider when creating your grading practices.
12. Identify tools and strategies that can be used to help students organize, learn, and retain information.
13. List the range of placement options when providing services for students with disabilities.
14. Provide examples of informal assessments.
15. Understand the typical development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children/

COMPONENT NUMBER: 2-100-022

COMPONENT TITLE: TEACHING STUDENTS WITH DISABILITIES FOR FINE ARTS EDUCATORS

GENERAL OBJECTIVE:

Developed by the Personnel Development Support Project at the Florida Center for Interactive Media, in partnership with the Florida Department of Education Bureau of Exceptional Education and Student Services, the Florida Music Educators' Association, Florida State University and the Florida Division of Cultural Affairs as an online learning experience. This course provides educators of music, visual arts, dance and theatre information about the foundations of exceptional student education, the provision of services for students with disabilities and instructional practices that can be used not only for students with disabilities, but with all students. The course provides participants with a historical overview of state and federal legislation and the impact of the legislation on the education of students with disabilities. It includes information on a multi-tiered system of supports and the problem-solving process. It also provides a brief overview of Florida's exceptional student education policies and procedures and models of support.

SPECIFIC OBJECTIVES: Participants will:

1. Describe the five major federal laws that have impacted the education of students with disabilities.
2. Describe the three levels of support in a multi-tiered system of supports
3. Describe the steps that must be included in the exceptional student education process
4. List the range of placement options when providing services for students with disabilities.

COMPONENT NUMBER: 2-100-023

COMPONENT TITLE: INTEGRATED CO-TEACHING FOR STUDENTS WITH DISABILITIES

GENERAL OBJECTIVE:

Participants will participate in job-embedded professional learning activities to enhance teaching in a collaborative classroom between a general education teacher and an Exceptional Student Education teacher.

SPECIFIC OBJECTIVES: Participants will:

1. Share their successes, identify current challenges, and develop ways to address problems related to collaboration and instruction.
2. Identify and define their varying roles and responsibilities for planning, assessing, and delivering instruction in a co-taught classroom.
3. Apply a variety of co-teaching structures to deliver instruction to students with mixed abilities in whole and small group settings.
4. Acquire strategies and processes to link instruction to effective classroom management, such as flexible grouping and classroom design for effective whole-class management.
5. Learn strategies to identify areas of conflict that can interfere with collaborative teaching, understand effective skills for communication, and apply methods of effective communication.
6. Demonstrate an understanding of the multi-tiered system of support/response to intervention as it applies to students with disabilities
7. Identify legal requirements of an individual education plan (IEP).
8. Identify characteristics of specially designed instruction including systematic, explicit instruction and universal design for learning.

COMPONENT NUMBER: 2-101-001

COMPONENT TITLE: CLASSROOM STRATEGIES AND INTERVENTIONS FOR STUDENTS WITH SELF-REGULATORY DISORDERS AND SPECIAL EDUCATION NEEDS

GENERAL OBJECTIVE:

Participants will develop more advanced knowledge and understanding of techniques and strategies to deal effectively with dysregulated children when teaching,

supervising, or interacting with them in a variety of different school settings or functions.

SPECIFIC OBJECTIVES: Participants will:

1. Learn the central aspects and common effects of many self-regulatory disorders which lead to ESE.
2. Understand the connection of how such disabilities impact learning and development.
3. Learn proven programs, techniques and strategies to improve self-regulation and learning in all children.
4. Anticipate some basic sensory difficulties and learn adjustments to try.
5. Understand social-emotional impacts and strategies/interventions that help improve social skills.
6. Gain practices and techniques to diversify, accommodate, and improve learning for all students.

COMPONENT NUMBER: 2-211-002

COMPONENT TITLE: INSTRUCTIONAL STRATEGIES IN CAREER AND TECHNICAL EDUCATION

GENERAL OBJECTIVE:

Participants will develop teaching strategies for career and technical education programs.

SPECIFIC OBJECTIVES: Participants will:

1. Identify learning theory and learning modalities appropriate to individualized instruction.
2. Identify students who may need special services.
3. Demonstrate knowledge of instructional methods, management and learning strategies, and materials appropriate for exceptional students in the career and technical classroom.
4. Identify concepts and indicators of teacher effectiveness.
5. Identify age appropriate materials that match learner needs.
6. Identify components of instruction that use critical thinking skills.
7. Establish methods for integrating core academic courses with career and technical courses.
8. Contrast techniques needed for classroom and laboratory management.
9. Identify processes for on-going evaluation and re-evaluation of student progress.

COMPONENT NUMBER: 2-400-001

COMPONENT TITLE: ACADEMIC INTERVENTIONS: SCHOOL PSYCHOLOGISTS

GENERAL OBJECTIVE:

Participants will acquire knowledge and skill in the application of academic interventions for students experiencing learning difficulties.

SPECIFIC OBJECTIVES: Participants will:

1. Describe on-going educational research as it applies to academic interventions for students experiencing learning difficulties.
2. Summarize and apply information relative to the specific intervention technique(s).
3. Integrate information obtained from the new intervention with previously mastered techniques.

COMPONENT NUMBER: 2-400-002

COMPONENT TITLE: EFFECTIVE CLASSROOM MANAGEMENT AND INSTRUCTIONAL STRATEGIES IN THE BLOCK SCHEDULE

GENERAL OBJECTIVE:

Participants will learn effective classroom management and instructional strategies for teaching in a block schedule, in order to meet the needs of all students and promote student success.

SPECIFIC OBJECTIVES: Participants will:

1. Identify the barriers for both educators and students which may be addressed and significantly reduced or eliminated in instructional block scheduling.
2. Develop and implement classroom management policies, procedures, and strategies appropriate for increased student contact time in a block schedule
3. Acquire knowledge and skill in the use of differentiated instructional strategies effective in the instructional block, including appropriate small group instruction techniques.
4. Identify strategies to monitor the success of the newly learned strategies and processes and methods to adjust as necessary.
5. Increase knowledge of the Florida Core Standards and effective instructional strategies to increase the critical thinking skills of students necessary to successfully master the standards.

COMPONENT NUMBER: 2-400-003

COMPONENT TITLE: INTRODUCTION TO TEACHING ENGLISH LANGUAGE LEARNERS (ELL)

GENERAL OBJECTIVE:

Participants will explore and implement innovative ways of teaching vocabulary and grammar, listening and speaking, reading and writing, and designing fair and accurate assessments.

SPECIFIC OBJECTIVES: Participants will:

1. Use a number of general language-teaching principles to guide the choice of classroom activities. ii.
2. Discover different ways to select and teach words and phrases that are especially useful for ELL students, and get to know the lexical approach.
3. Examine listening, speaking, and reading skills while exploring what can be done to help learners communicate more effectively in English and improve their comprehension and reading speed
4. Select appropriate tasks and topics to help ELL students compose texts more effectively with a better sense of why writing is the most challenging ability for language learners.

COMPONENT NUMBER: 2-404-001

COMPONENT TITLE: NEW EDUCATOR TRAINING (NET) PROGRAM

GENERAL OBJECTIVE:

Participants will acquire knowledge and develop skills to demonstrate mastery of the Florida Essential Teaching Competencies and the Florida Educator Accomplished Practices.

SPECIFIC OBJECTIVES: Participants will:

1. Explain the requirements of the NET Program.
2. Participate in the formulation of a NET Professional Development Plan.
3. Explain the correlation of the Florida Teaching Competencies to the Florida Educator Accomplished Practices.
4. Participate in NET support team meetings
5. Document mastery of the Florida Teaching Competencies/Florida Educator Accomplished Practices through specified materials placed in the NET Portfolio.
6. Meet regularly with peer teacher.
7. Participate in individualized and group professional development activities.
8. Complete a NET Program evaluation.

COMPONENT NUMBER: 2-404-002

COMPONENT TITLE: PRE-KINDERGARTEN LEARNING ENVIRONMENT

GENERAL OBJECTIVE:

Educators will develop evidence-based practices to build relationships and create supportive learning environments.

SPECIFIC OBJECTIVES: Participants will:

1. Learn about the importance of working together to ensure positive experiences for preschool children.
2. Identify practices that highlight working as a team

COMPONENT NUMBER: 2-405-001

**COMPONENT TITLE: SUPPLEMENTAL ACADEMIC INSTRUCTION
(DROPOUT PREVENTION)**

GENERAL OBJECTIVE:

Participants will learn knowledge, skills, and attitudes for activities that will prevent students from dropping out of school.

SPECIFIC OBJECTIVES: Participants will:

1. Identify the need for dropout prevention activities in the classroom, school, local school district, and community.
2. Learn to identify characteristics of potential dropouts, and diagnose the needs of at-risk students.
3. Identify possible program and classroom strategies for dropout prevention.
4. Identify and assess potential resources for dropout prevention activities.
5. Develop a plan for dropout prevention activities.
6. Learn and apply teaching strategies for students who have a low motivation to learn.
7. Learn and apply teaching strategies for students with poor work habits, study skills, organizational skills, and test taking skills.
8. Learn and apply intervention strategies which are most likely to support each individual student's success.
9. Develop specific strategies in dealing with disruptive students.

COMPONENT NUMBER: 2-406-010

**COMPONENT TITLE: ENGLISH LANGUAGE LEARNERS IN THE
REGULAR CLASSROOM**

GENERAL OBJECTIVE:

Participants will gain sound instructional practices for English Language Learners, including cooperative learning, specific reading strategies, and incorporating the arts to create a learning environment that will motivate all students to reach their full potential.

SPECIFIC OBJECTIVES: Participants will:

1. Understand the needs of English Language Learners (ELL) to work with them accordingly.
2. Become more familiar with the situation of immigrants in the United States
3. Become more culturally aware to create a multicultural classroom environment
4. Learn how to sensitize English Only students to be able to help their ELL peers.
5. Understand how immigration affects education.
6. Understand the principles of bilingual education to apply them in the classroom.
7. Understand the process of language acquisition.

8. Learn techniques and methods for teaching a second language.
9. Assess ELL students in terms of BICS and CALP and first language literacy.
10. Learn how to individualize instruction for ELLs.
11. Integrate lessons with creative arts in the regular curriculum.
12. Prepare lessons keeping in mind the schema and particular needs of ELLs.
13. Be able to accommodate lessons for ELLs with different forms of scaffolding
14. Encourage ELLs to read extensively in English.
15. Learn about the specific problems ELLs face in reading in English and helping them overcome them.
16. Learn different techniques to incorporate in content area lessons.
17. Learn how to involve the family and the community in the multicultural learning environment

COMPONENT NUMBER: 2-408-001

COMPONENT TITLE: CLINICAL EDUCATION FOR INSTRUCTIONAL PERSONNEL

GENERAL OBJECTIVE:

Participants will have the knowledge base, strategies, and skills necessary to be an effective clinical educator.

SPECIFIC OBJECTIVES: Participants 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 needed
 - e. summarizing the data analyzed
 - f. organizing the data or 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 development plans, including:
 - a. determining the developing teacher’s readiness level
 - b. formulating data-based goals and objectives
 - c. constructing a professional development plan
 - d. identifying monitoring functions for implementing the professional development plan

- e. describing the decision-making process used in implementing the professional development plan.
6. Explain the role of reflection upon the clinical education process as a decision-making component

COMPONENT NUMBER: 2-408-002

COMPONENT TITLE: COOPERATIVE LEARNING STRATEGIES AND STRUCTURES

GENERAL OBJECTIVE:

Participants will acquire knowledge and techniques to use cooperative learning strategies and structures in the classroom.

SPECIFIC OBJECTIVES: Participants will:

1. Identify and give examples of the benefits of cooperative learning
2. Describe the basic elements of cooperative learning.
3. Plan a cooperative learning lesson that can be used in a classroom, including specific strategies and structures (such as those promoted by Spencer Kagan).
4. Implement cooperative learning strategies and structures with students that achieve both academic and social objectives
5. Engage in Lesson Study with colleagues in the effective implementation of cooperative strategies and structures
6. Evaluate the effectiveness of implementation, and utilize student and teacher observation data to improve the facilitation and use of cooperative learning strategies and structures.

COMPONENT NUMBER: 2-408-036

COMPONENT TITLE: READING IN THE CONTENT AREA

GENERAL OBJECTIVE:

Participants will help students learn more effectively throughout the curriculum

SPECIFIC OBJECTIVES: Participants will:

1. Explain a basic knowledge of the philosophy base behind reading/literacy in the content area and key principles based on cognitive and social learning research.
2. Discuss the various ways learning takes place.
3. Identify reading/literacy strategies that are used as the core for integrating curriculum.
4. Explain how to use reading/literacy strategies to help students become more proficient in taking tests, improve extracting information from tests, become better evaluators of their own work, and become more self-reflective about their own learning.
5. Identify reading/literacy strategies that help students improve their reading and writing skills.

6. Model reading/literacy strategies to support students in becoming independent learners through their ownership and use of reading/literacy strategies.
7. Explain how to involve parents in the reading/literacy process.
8. Explain how to support successful adoption of reading/literacy strategies in the classroom/school/district.

COMPONENT NUMBER: 2-408-037

COMPONENT TITLE: RIGOR & RELEVANCE FRAMEWORK

GENERAL OBJECTIVE:

By utilizing the Rigor & Relevance Framework from Bill Daggett and the International Center for Leadership in Education, participants will be able to design more effective learning opportunities that emphasize higher order thinking skills in real-world applications.

SPECIFIC OBJECTIVES: Participants will:

1. Explain a basic knowledge of the Rigor & Relevance Framework including concepts, components, background research, and sample applications.
2. Discuss the effect and impact of using the Rigor & Relevance Framework.
3. Identify specific instructional strategies associated with each quadrant of the Framework.
4. Explain how to use the Framework to help prepare students for post-graduate education and work.
5. Apply the Framework in specific subjects and integrated thematic units.
6. Model the use of the Framework in developing learning activities for students
7. Explain how to support successful adoption of the Framework in departments, teams, whole school, and district.
8. Create a collection of learning activities for each quadrant of the Framework.

COMPONENT NUMBER: 2-408-038

COMPONENT TITLE: CLASSROOM INSTRUCTION THAT WORKS: HIGH YIELD STRATEGIES

GENERAL OBJECTIVE:

Based on the research of Robert Marzano in the book, "Classroom Instruction That Works", participants will demonstrate knowledge and skill in the nine "high yield strategies" categories.

SPECIFIC OBJECTIVES: Participants will:

1. Explain a basic knowledge of the nine high yield strategies categories including concepts, components, background research, and sample applications.
2. Discuss the effect and impact of using high yield strategies in instruction.
3. Identify specific techniques utilized with each instructional strategy category.

4. Explain how to use the high yield strategies in instructional design and delivery, adapted to the specific assignment(s) of the teacher.
5. Apply the high yield strategies in specific subjects and integrated thematic units.
6. Model the use of the high yield strategies in developing learning activities for students.
7. Explain how to support successful adoption of the high yield strategies in departments, teams, whole school, and district.
8. Create a collection of learning activities for each high yield strategy category.

COMPONENT NUMBER: 2-408-039

COMPONENT TITLE: PROBLEM SOLVING/RESPONSE TO INTERVENTION (RtI) AND MULTI-TIERED SYSTEMS OF SUPPORT

GENERAL OBJECTIVE:

Participants will use evidence-based practices and apply the principles of problem-solving to ensure that all students receive appropriate instruction.

SPECIFIC OBJECTIVES: Participants will:

1. Implement the RtI model as a multi-tiered approach to providing high quality instruction and intervention matched to student needs.
2. Use learning rate over time and level of performance data to inform instructional decisions.
3. Use assessment data systematically to most efficiently allocate resources to improve learning for all students.
4. Learn and use a team approach to a problem-solving method (define, analyze, implement, and evaluate) designed to inform the development of interventions based on a continuum of student needs
5. Implement an integrated data collection/assessment system to inform decisions at each tier of service delivery.
6. Structure standards, instruction, and assessments to ensure that learning builds progressively from grade-to-grade in a developmentally-appropriate way and to make connections among content programs and RtI components.
7. Use data on each child's progress to adjust/differentiate instruction appropriately;
8. Use reliable, valid, and instructionally relevant formative and summative assessments.
9. Gather information from multiple sources to determine why students are not benefiting from instruction and to identify specific areas of need.
10. Provide increasing levels of support based on increasing levels of student needs.
11. Guide instructional decisions using data to align curriculum and instruction to assessment data, to allocate resources, to drive professional development decisions, and to create student growth trajectories to target and develop interventions.

12. Provide professional development and follow up modeling and coaching to ensure effective instruction at all levels.
13. Build staff support, internal capacity, and sustainability over time using strong leadership and all available resources.
14. Allocate resources in a three-tier model with increasingly more intense instruction and interventions based on data collected at each tier –Tier 1 (core), Tier 2 (supplemental), and Tier 3 (intensive) instructional and behavioral methodologies.
15. Provide school-based and district support using human and material resources for process management in a continuous improvement model school-wide and district-wide.

COMPONENT NUMBER: 2-408-040

COMPONENT TITLE: ART AND SCIENCE OF TEACHING: A COMPREHENSIVE FRAMEWORK FOR EFFECTIVE INSTRUCTION (MARZANO)

GENERAL OBJECTIVE:

Participants will demonstrate knowledge and understanding of the ten Design Questions in Robert Marzano’s book “The Art and Science of Teaching” and will reflect upon and revise their own current beliefs and classroom practices.

SPECIFIC OBJECTIVES: Participants will

Reflect upon Marzano’s ten Design Questions:

1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organized into a cohesive unit?
11. Stimulate and review their background knowledge of Marzano’s “High Yield Strategies” and self-assess their understanding and effective use of:
12. Establishing and communicating learning goals.
13. Designing and using formative assessments.
14. Identifying critical-input experiences and using previewing strategies.
15. Using cooperative learning, curriculum chunking, and descriptions, discussions, and predictions.
16. Helping students elaborate on new content, summarize and represent their learning, and reflect on their learning.

17. Examining similarities and differences and identifying errors in thinking.
18. Helping students practice skills, strategies, and processes.
19. Using homework and academic notebooks to deepen student understanding.
20. Teaching students to support claims and assertions with evidence.
21. Hypothesis testing and higher-order thinking.
22. Engaging students in task design, cooperative learning, and self-evaluation.
23. Using games and inconsequential competition to promote student engagement.
24. Rules of engagement: questioning, physical movement, and pacing.
25. Additional cognitive, affective, and social interaction strategies for promoting student engagement.
26. Effective classroom organization.
27. Establishing and maintaining classroom rules and procedures.
28. Acknowledging students' adherence to classroom rules and procedures.
29. Acknowledging students' lack of adherence to classroom rules and procedures
30. Communicating appropriate levels of concern and cooperation.
31. Communicating appropriate levels of guidance and control.
32. Identifying high-expectancy and low-expectancy students.
33. Changing behavior toward low-expectancy students.
34. Identifying the focus of a unit.
35. Developing effective lessons.

COMPONENT NUMBER: 2-408-050

COMPONENT TITLE: CONTENT-BASED INSTRUCTIONAL STRATEGIES FOR ELL

GENERAL OBJECTIVE:

Participants will learn how to balance a dual focus on language and subject matter using a helpful framework for designing content-based classes and lessons and acquire useful activities to use with students at different English language proficiency levels.

SPECIFIC OBJECTIVES: Participants will:

1. Apply a useful framework called the Six T's to develop their own content-based lessons.
2. Integrate the four skills and language components in content-based instruction and develop an integrated-skills content-based.
3. Work with students at various proficiency levels, using techniques related to using content-based instruction with (literate) beginners, false beginners, intermediate, and advanced English language learners.
4. Incorporate numerous technological resources that can be used in content-based instruction.
5. Assess issues in content-based instruction and assess learners' language skills and content knowledge with the main purposes of English language testing and criteria used to evaluate language measures.

COMPONENT NUMBER: 2-408-051

COMPONENT TITLE: DEVELOPING LISTENING COMPREHENSION IN ENGLISH LANGUAGE LEARNERS

GENERAL OBJECTIVE:

Participants will explore and understand factors that affect the success or failure of listening comprehension, examine an adaptable lesson template that can be used to develop the listening comprehension of students, review specific listening activities targeted at novice-level, intermediate-level, and advanced-level students, and review effective assessment methods.

SPECIFIC OBJECTIVES: Participants will:

1. Create pre-listening, while-listening, and after-listening (or post-listening) activities to build comprehension of spoken English, to help their students go through the steps that first language and second language listeners go through when they try to comprehend incoming information.
2. Use the five language-teaching approaches (grammar-translation; direct method; audiolingual, communicative language teaching, and task-based approach) and identify how the teaching of listening is (or is not) incorporated into these approaches.
3. Create bottom-up, top-down, and interactive listening goals, and translate them into classroom activities and lessons appropriate for beginning, intermediate and advanced level learners. Participants will be able to use intensive, responsive, and selective kinds of listening activities for the word level, sentence level, and for mini-talks and conversations.
4. Create discrete-response tests of phonemic discrimination, paraphrase recognition, and response evaluation, with a cognitive understanding of the critical issues in testing and the purpose of the listening test to define the kind of test that will be created and used.

COMPONENT NUMBER: 2-408-052

COMPONENT TITLE: ELL READING: TEACHING STRATEGIES FOR K-12

GENERAL OBJECTIVE:

Participants will learn practical techniques and methods for teaching reading in any English Language Learner (ELL) environment and explore key issues related to the successful teaching of reading.

SPECIFIC OBJECTIVES: Participants will:

1. Assess students' level of motivation, and use strategies for motivating, engaging, and inspiring students in the reading classroom, and discover how students' first-language (L1) reading skills impact their second language (L2) proficiency, especially in regard to reading.
2. Integrate intensive and extensive reading in their curriculum, working with students to develop their reading rate and become more confident, fluent, and engaged readers.

3. Integrate vocabulary teaching into reading curriculum using very valuable high-frequency word lists.
4. Design a strong curriculum using the components of effective lesson planning, including how to integrate other language skills along with reading, come up with teaching objectives, sequence your activities, and measure your effectiveness.
5. Assess students' learning through formative and summative testing, and support the students as they prepare for standardized test.

COMPONENT NUMBER: 2-408-053

COMPONENT TITLE: 90-DAY HIGHLY FORMAL CAST (COACHING, ASSISTING, AND SUPPORTING TEACHERS) PROGRAM

GENERAL OBJECTIVE:

Participants will learn research-based strategies to improve instructional practice in the classroom

SPECIFIC OBJECTIVES: Participants will:

1. Delve deeply into the Marzano Framework, including the major domains and specific elements to help drive sound instructional practice.
2. Review the Marzano Protocol for each element, including the design question, teacher evidence, student evidence, evaluation scale scores, and reflection questions.
3. Reflect upon their own instructional practice and PACE evaluation data to determine a Marzano element that will drive the Deliberate Practice Plan.
4. Learn research-based classroom management strategies and behavior interventions to improve the classroom learning environment.
5. Acquire the skills to utilize district technology tools to help make data-based instructional strategies.

COMPONENT NUMBER: 2-408-054

COMPONENT TITLE: OUT OF DISTRICT TRANSFER OF INSTRUCTIONAL STRATEGIES FOR IN-SERVICE POINTS

GENERAL OBJECTIVE:

Transfer previously earned in-service points, outside of Charlotte County Public Schools, for instructional strategies.

COMPONENT NUMBER: 2-411-002

COMPONENT TITLE: LEARNING STYLE CHARACTERISTICS

GENERAL OBJECTIVE:

GENERAL OBJECTIVE:

Participants will learn a range of learning style characteristics and a variety of teaching techniques to differentiate instruction aligned to the various learning styles of students.

SPECIFIC OBJECTIVES: Participants will:

1. Distinguish perceptual modality (visual, auditory, tactile-kinesthetic), cognitive processing, and environmental preference styles.
2. Identify personal modality, processing, and environmental styles utilizing learning inventories or other instruments.
3. Identify three (3) techniques for identifying specific learning styles of students.
4. Design lessons and learning materials for classroom use to differentiate instruction for students, in one or more types of learning styles.
5. Develop strategies for incorporating student learning style information into the instructional planning process.
6. Deliver differentiated instruction to students based on data of student learning styles.
7. Examine the impact of utilizing differentiated instruction through Lesson Study, informed by student and teacher observation data.
8. Evaluate the effectiveness of differentiated instruction based on student learning styles, and identify strategies to improve utilization in future instruction.

COMPONENT NUMBER: 2-421-002

COMPONENT TITLE: MAXIMIZING ENGAGEMENT OF ALL LEARNERS

GENERAL OBJECTIVE:

Participants will learn a framework which operationally defines engagement and promotes the value of maximizing engagement for all learners, examine research-based principles which can anchor teaching practices, and discover the characteristics of engagement-minded practices.

SPECIFIC OBJECTIVES: Participants will:

1. Summarize the current need for personalization within a standards-based system.
2. Be able to define the difference between the "achievement gap" and the "engagement gap."
3. Articulate why what teachers do ("teaching") and what students do ("learning") are not equivalent.
4. Understand the need for developing a gauge for engagement.
5. Recognize why maximizing engagement for all learners requires extensive interactions with learn.

6. Apply a number of potential pitfalls related to engagement (gaps, traps, wraps, and naps).
7. Demonstrate understanding of the need to formulate an engagement hypothesis.
8. Review current research on the role of emotions in learning.
9. Develop awareness of elements of a brain-friendly learning environment.
10. Distinguishing between “good stress” and “bad stress” levels that impact learning.
11. Comprehend the role of fear for learners and strategies to help mitigate fear.
12. Understand the elements of and a rationale for a student engagement self-reflection tool.

COMPONENT NUMBER: 2-507-001

COMPONENT TITLE: LESSON STUDY

GENERAL OBJECTIVE:

Participants will acquire knowledge and skills to effectively implement Lesson Study to improve the quality of instruction and student learning as evidenced through improved student achievement.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate knowledge and comprehension of Lesson Study as a professional development method defined in research, including specific components, concepts, and applications.
2. Demonstrate knowledge and comprehension of the causal links between Lesson Study and increased student achievement including higher levels of student comprehension and engagement
3. Demonstrate knowledge and comprehension of the causal links between Lesson Study and improved instructional design and delivery, including improved critical thinking, self-reflection, utilization of collaborative inquiry, and other processes germane to Lesson Study.
4. Apply the components of Florida’s Lesson Study model in planning, implementation, monitoring, and evaluation of Lesson Study practice.
5. Utilize various protocols in the implementation of Lesson Study meetings.
6. Utilize various observation tools to collect data on teacher actions, student responses and actions, and implementation of effective teaching strategies including differentiation, integration of technology, and others.
7. Utilize student performance data, observation data, and self-reflection data in collaborative inquiry to improve instructional design and practice.
8. Evaluate effectiveness of Lesson Study implementation utilizing student performance data, and teacher observation data.

COMPONENT NUMBER: 3-003-001

COMPONENT TITLE: TECHNOLOGY

GENERAL OBJECTIVE:

Participants will acquire knowledge and develop skills which allow them to use the computer for word processing, research, telecommunications, administrative tasks, and a multiplicity of instructional strategies.

SPECIFIC OBJECTIVES: Participants will:

1. Describe computer components and related hardware devices.
2. Identify and process information through the computer elements of input, central processing, and output.
3. Explore software which is available and prescribe appropriate software for a specific lesson, curriculum, or content areas.
4. Review the capabilities of computers which are available. Select and justify the one best suited for a particular need.
5. Operate and utilize various technology tools and equipment for classroom instruction.
6. Utilize a form of telecommunications and access information through this process.
7. Utilize a computer to produce an interactive video component for classroom instruction.
8. Create materials or projects via a computer and a process, i.e. PowerPoint or Excel.
9. Utilize the computer for classroom grade management, record keeping, or other administrative tasks.
10. Utilize an online resource to obtain current information.

COMPONENT NUMBER: 3-003-006

COMPONENT TITLE: EFFECTIVE DIGITAL CLASSROOM OBSERVATION FOR SCHOOL LEADERS

GENERAL OBJECTIVE:

Participants will acquire the knowledge and skills to observe and encourage quality digital learning processes in the classroom.

SPECIFIC OBJECTIVES: Participants will:

1. Recognize and critique the effective use of mobile devices available at the school site.
2. Acquire the skills to identify and monitor the use of software programs that support digital classroom instruction.
3. Explore the utilization of tablets for electronic exams.
4. Identify digital content tied to the Florida Standards.
5. Gain knowledge of collaborative documents which enhance and forward instruction.
6. Critique instructional lesson plans which enhance student digital learning practice.

7. Gain the skills to recognize and encourage quality digital learning processes in the classroom.
8. Promote digital learning at the school site.
9. Learn feedback processes which support educator and student growth related to digital learning.

COMPONENT NUMBER: 3-003-007

COMPONENT TITLE: BEST PRACTICES IN VIRTUAL TEACHING AND LEARNING

GENERAL OBJECTIVE:

Acquire virtual best practices and skills necessary to use as effective tools for teaching and learning in all content areas.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire virtual best practices and skills necessary to use as effective tools for purposefully integrating teaching and learning in all content areas.
2. Learn the Ins and Outs of on-line learning.
3. Focus on student learning outcomes when judging the effectiveness of virtual teaching

COMPONENT NUMBER: 3-007-001

COMPONENT TITLE: UTILIZING THE CANVAS LEARNING MANAGEMENT SYSTEM (LMS)

GENERAL OBJECTIVE:

Canvas provides an easy to use and comprehensive learning ecosystem which can give students digital access and provides teachers with tools to teach, communicate, and grade all in one place.

SPECIFIC OBJECTIVES: Participants will:

1. Canvas provides a platform for delivering digital communication, content, and learning activities to their students.
2. Canvas provides several different ways to ensure an inclusive learning environment.
3. Utilize announcements to keep students and parents on the same page.
4. Organize course materials in Modules for easy student access.
5. Provide feedback to students on their submissions using the Canvas SpeedGrader.
6. Pull in resources easily from your school, district and peers.
7. Gradebook pass back to FOCUS.
8. Use the built-in-media recorder, Canvas Studio, and conferencing tools to ensure delivery of asynchronous and synchronous learning activities to students

COMPONENT NUMBER: 3-008-001

COMPONENT TITLE: USING TECHNOLOGY IN THE LANGUAGE ARTS CLASSROOM

GENERAL OBJECTIVE:

Participants will acquire knowledge and develop skills with respect to incorporating technology into their language arts classroom.

SPECIFIC OBJECTIVES: Participants will:

1. Use appropriate software for their grade level.
2. Use reference materials on CD.
3. Use multiple presentation devices to display images to large groups.
4. Integrate technology into language arts presentations.
5. Use available district software to create projects.
6. Use the Internet to download material appropriate for language arts.
7. Use the Internet to download lesson plans.
8. Use the Internet to perform research.
9. Use the Internet to publish student work.

COMPONENT NUMBER: 3-009-002

COMPONENT TITLE: USING TECHNOLOGY IN THE MATHEMATICS CLASSROOM

GENERAL OBJECTIVE:

Participants will acquire the knowledge and skills necessary to use current technologies as effective tools for the teaching and learning of mathematics.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire the knowledge and skills necessary to purposefully integrate current technologies as tools for teaching and learning mathematics,
2. Learn how to balance the use of "high tech" with "low tech"
3. Recognize and plan for the eventual pitfalls of relying too heavily on technology reliability
4. Focus on student learning outcomes when judging the effectiveness of technology use.

COMPONENT NUMBER: 3-016-001

COMPONENT TITLE: USING TECHNOLOGY IN THE SOCIAL STUDIES CLASSROOM

GENERAL OBJECTIVE:

Participants will acquire knowledge and develop skills with respect to incorporating technology into their Social Studies classroom.

SPECIFIC OBJECTIVES: Participants will:

1. Integrate technology into Social Studies teaching, learning, and projects.
2. Use appropriate software for their grade level.
3. Use electronic maps.
4. Use multiple presentation devices to display images to large groups.
5. Use the Microsoft Office Suite to create lesson plans, activities and projects.
6. Use the Internet to download material appropriate for Social Studies.
7. Use the Internet to download lesson plans.
8. Use the Internet to perform research.
9. Use the Internet to communicate with others from around the world.
10. Use new educational technologies as they become accessible to teachers, students and classrooms.

COMPONENT NUMBER: 3-100-001

COMPONENT TITLE: TECHNOLOGY FOR EXCEPTIONAL STUDENTS

GENERAL OBJECTIVE:

Participants will identify, implement, and evaluate technology, including technology for the special education classroom and technology needed to meet the specific needs of individual exceptional students.

SPECIFIC OBJECTIVES: Participants will:

1. Define classroom technology vs. assistive technology.
2. Identify appropriate uses of classroom and/or assistive technology as instructional tools used to maintain, increase, or improve capabilities of exceptional students.
3. Develop skills in operating and maintaining classroom and assistive technology.
4. Develop competency in evaluation techniques to determine the effectiveness of classroom and assistive technology.

COMPONENT NUMBER: 3-104-001

COMPONENT TITLE: TECHNOLOGY/ASSISTIVE TECHNOLOGY FOR ES STUDENTS (for Paraeducators)

GENERAL OBJECTIVE:

1. Participants will improve and enhance their knowledge of technology and assistive technology to increase and enhance the learning opportunities of ESE students. This course bundle includes the following series of classes:
2. Assistive Technology
3. Using Computers and Other Technology to Increase Learning
4. Assistive Technology: An Introduction to Devices and Software
5. Positioning a Student for Microswitch Use
6. Adapting Microswitches and Battery-Operated Devices
 - Constructing a Simple Microswitch

- Microswitches and Environmental Controls
- Microswitch Use in the Classroom
- Setting Up a Classroom for Assistive Technology Use
- Frequency Modulated (FM) Systems

SPECIFIC OBJECTIVES: Participants will:

- Be able to define key assistive technology terms
- Identify the three main purposes of assistive technology for students with disabilities
- Understand how federal law impacted the use of assistive technology for students with disabilities
- Describe the continuum of assistive technology
- Explain the paraeducator's role in facilitating assistive technology
- Learn about computer hardware components and their care in the school setting
- Identify basic software programs and their uses in the classroom
- Learn how the Internet can be used in the classroom
- Understand the concepts of copyright and plagiarism in order to assist students in correctly using Internet information
- Identify the three basic categories of assistive technology
- Become familiar with computer-related assistive technologies
- Become familiar with augmentative and alternative communication devices
- Define and identify examples of environmental controls used as assistive devices
- Explore the paraeducator's role as it relates to assistive technology
- Become familiar with the function and terminology of microswitches
- Examine the characteristics of touch-activated microswitches
- Identify factors which must be taken into account when positioning a student for successful activation and use of a microswitch
- Learn the paraeducator's role as it relates to positioning a student for successful microswitch use
- Understand the rationale for using microswitches and battery-operated devices with students who have disabilities
- Identify the tools needed to adapt microswitches and battery-operated devices
- Discover ways to adapt a microswitch to meet the needs of a specific student
- Become familiar with the use of a battery interrupter as a temporary adaptation
- Learn about battery-operated devices that are easy to adapt for use with a microswitch
- Understand the paraeducator's role in adapting microswitches for students
- Understand the importance of constructing a microswitch for a specific student
- Identify the tools needed to construct a simple microswitch
- Recognize the attributes of a variety of simple microswitches
- Identify materials to use for constructing specific simple microswitches

- Follow the steps to construct a simple microswitch that matches the needs of a specific student with a disability as prescribed by the IEP team
- Learn the role of a paraeducator in the construction of microswitches with students
- Define the terms microswitch and environmental controls
- Become familiar with what features to consider when choosing assistive technology for students with different needs
- List assistive technology attributes to consider when building a classroom collection
- Identify commonly used microswitches and environmental controls
- Explore the hierarchy of microswitches and environmental controls
- Understand the paraeducator's role in implementing and evaluating the use of assistive technologies
- Examine the purpose of using microswitches in the classroom for students with disabilities
- Identify skills that microswitches promote and enhance
- Become familiar with the characteristics that should be considered when selecting microswitches
- Identify appropriate times and activities that a microswitch would be used with a student having a disability
- Learn the paraeducator's role as it relates to helping students with disabilities access their educational experiences through the use of microswitch activation and attached devices
- Identify the five aspects to consider when setting up a classroom environment for a student with a disability using assistive technology
- Review best practices for ensuring successful integration of assistive technology into the student's educational environment
- Review best practices for developing meaningful and functional activities using assistive technology in the student's learning environment
- Explain the concepts of a classroom setup when implementing assistive technology support
- Describe an Assistive Technology Integration Plan
- Identify the paraeducator's role in implementing assistive technology use in the classroom
- Identify acoustic barriers that affect students with hearing loss in the classroom
- Discover the importance of classroom acoustics
- Describe the effects of classroom acoustics on students with hearing loss
- Understand the purpose of FM systems and the benefits of having a personal FM system
- Learn appropriate use and general troubleshooting techniques for personal FM systems

COMPONENT NUMBER: 3-400-001

COMPONENT TITLE: IMPROVING ENGLISH LANGUAGE LEARNER INSTRUCTION THROUGH THE USE OF TECHNOLOGY

GENERAL OBJECTIVE:

Participants will explore technologies that support language development as well as academic achievement for K-12 English language learners (ELL) and learn how technologies that were developed for other purposes, such as word processing, can be used in targeted ways to promote English language development.

SPECIFIC OBJECTIVES: Participants will:

1. Provide a rationale for using language learning technologies to support ELLs' English language development and academic achievement in English.
2. Explain the role of input, interaction, and output in learning second languages.
3. Describe the principles of content-based instruction for language development.
4. Identify the major phases in the field of language learning technology, or CALL.
5. Identify the major CALL organizations and their resources and evaluate software for functionality and content.
6. Describe various technologies that support content-based instruction, including native language resources and resources that provide suitable input, interaction, and output for learning and demonstrating mastery of content, depending on the learner's level of English proficiency.
7. Describe various distance learning technologies and how they might be applied to teaching ELL, including course management systems and integrated online courseware.
8. Identify quality indicators for distance learning programs, pedagogical principles for engaging distance learning courses and various distance learning resources.

COMPONENT NUMBER: 3-408-004

COMPONENT TITLE: INTEGRATING INTERACTIVE TECHNOLOGY IN INSTRUCTION

GENERAL OBJECTIVE:

Participants will integrate interactive technology into the instructional process.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate the use of interactive technology in the classroom to establish an atmosphere of active learning with existing and emerging technologies.
2. Provide students with opportunities to use technology in the learning process.
3. Utilize interactive technology to facilitate access to electronic resources for whole class, cooperative group, and independent learning.
4. Develop lesson plans and units that incorporate interactive technology.
5. Evaluate the impact of interactive technology and technology delivered instructional resources on student learning.

COMPONENT NUMBER: 4-007-001

COMPONENT TITLE: ACTION RESEARCH

GENERAL OBJECTIVE:

Participants will engage in researched-based study and reflective practice that informs instructional practice and strengthens their ability to ensure student success.

SPECIFIC OBJECTIVES: Participants will:

1. Engage in meaningful investigation of current trends, practices, and problems in education for an individual or groups of individuals.
2. Conduct quantitative and/or qualitative research with an educational focus on classroom needs and/or personal interests that lead to student success.
3. Post data collection – Comprehend how to analyze data,
4. Identify implications for students and learning, and implications for teachers.
5. Write a summary reflection with focus Florida Educator Accomplished Practices (FEAPs).
6. Present findings to a district committee that will continue to support the individual’s learning plan and professional growth.

COMPONENT NUMBER: 4-007-002

COMPONENT TITLE: PROFESSIONAL LEARNING COMMUNITY FOR THE CREATION OF END OF COURSE ASSESSMENT

GENERAL OBJECTIVE:

Participants in this PLC will create standards-based EOCA(s). These may include a variety of formats, including project-based assessments, adjudicated performances, and practical application assignments.

SPECIFIC OBJECTIVES: Participants will:

- Teachers will closely examine the standards described in the course description and create assessment item(s) that address each standard, culminating in an End of Course Assessment to gauge student mastery of the course content standards.
- Participants will then vet their assessments through their department/grade level teams, and then through school-based leadership. For high school core courses, the actual exam must be provided to the Division of Learning and then approved by the School Board.

COMPONENT NUMBER: 4-102-001

COMPONENT TITLE: ASSESSMENT OF EXCEPTIONAL STUDENTS

GENERAL OBJECTIVE:

Participants will identify, administer, and evaluate assessments necessary for the identification, placement, and documentation of the progress of exceptional students.

SPECIFIC OBJECTIVES: Participants will:

1. Identify appropriate assessment instruments and subsequent strategies for use with exceptional students.
2. Develop skills in the administration of appropriate assessment instruments for exceptional students, including allowable accommodations.
3. Develop skills in scoring and interpreting the results of appropriate assessment instruments for exceptional students.
4. Identify areas of strengths and weaknesses and develop an action plan appropriate to each student's needs.
5. Establish an evaluation schedule and plan including systematic reporting.

COMPONENT NUMBER: 4-102-002

COMPONENT TITLE: ALIGNED INSTRUCTION FOR EXCEPTIONAL STUDENTS BASED UPON STUDENT EVALUATION/ASSESSMENT

GENERAL OBJECTIVE:

Participants will learn how to evaluate the needs of their students to align best instructional strategies to those needs.

SPECIFIC OBJECTIVES: Participants will:

1. Practice with several research-based assessments in order to determine student needs, learning readiness, and needed instructional support.
2. Use proven research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the special needs and exceptional learners in their classrooms.

COMPONENT NUMBER: 4-102-003

COMPONENT TITLE: DIAGNOSTIC TOOLS AND TECHNIQUES FOR EXCEPTIONAL LEARNERS, GRADES K-12

GENERAL OBJECTIVE:

Participants will learn how to evaluate the needs of their students to align best instructional strategy to those needs.

SPECIFIC OBJECTIVES: Participants will:

1. Learn to identify and align proper, effective diagnostic tools and techniques for exceptional learners in their classrooms.
2. Practice with multiple research-based assessments to analyze student needs, learning readiness, and needed instructional support.
3. Use proven research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the special needs of exceptional learners in their classrooms.

COMPONENT NUMBER: 4-102-004

COMPONENT TITLE: DIAGNOSING LEARNING DIFFICULTIES, GRADES K-12

GENERAL OBJECTIVE:

Participants will learn how to diagnose student needs in order to plan carefully and strategically.

SPECIFIC OBJECTIVES: Participants will:

1. Learn to identify and align proper, effective diagnostic tools and techniques for exceptional learners in their classrooms.
2. Practice with multiple research-based assessments to analyze student needs, learning readiness, and needed instructional support
3. Use proven research-based strategy to plan for instruction and instructional intervention, or modify existing instructional plans, for the special needs of exceptional learners in their classrooms

COMPONENT NUMBER: 4-102-005

COMPONENT TITLE: AUTISM: DIAGNOSIS AND ASSESSMENT OF STUDENTS WITH AUTISM

GENERAL OBJECTIVE:

Participants will gain an understanding of assessment and diagnosis of students with ASD and how to apply this information when teaching, monitoring, and maintaining new skills.

SPECIFIC OBJECTIVES: Participants will:

- Understand communication development differences for students with ASD utilizing a developmental checklist.
- Describe formal and informal strategies for assessment of the following domains: speech language communication, social-emotional, psychomotor and cognitive areas of development.
- Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.
- Demonstrate the ability to design a behavior program that includes ecological, antecedent, and curricular components based on a functional assessment.
- Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
 - a. characteristics for determining eligibility;
 - b. autism-specific instruments, such as the Autism Spectrum Ratings Scale (ASRS), Autism Diagnostic Observational Schedule (ADOS), Autism Diagnostic Interview Revised (ADI-R); and
 - c. recommendations for educational programming/IEP or IEP development.

- Describe strategies for conducting ongoing classroom-based assessments as well as databased decision making and program development
 - a. CBM and CBA;
 - b. data interpretation;
 - c. using assessment to determine present levels of performance and
 - d. integrating and evaluating Assistive Technology as an instructional support
- Identify diagnostic criteria for Autism Spectrum Disorders per the most recent version of the Diagnostic and Statistical Manual.
- Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by the Florida Department of Education.
- Compare and contrast the state's eligibility criteria for ASD with the most recent version of the Diagnostic and Statistical Manual.
- Assess and identify the learning styles and uneven profiles observed in individuals with ASD.
- List behaviors that could indicate the presence of a mental health or disability disorder.
- Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with ASD and emotional comorbidity.
- Differentiate between standardized and non-standardized assessments.
- Identify current evaluation instruments used in the diagnosis of autism; for example,
 - a. Gilliam Autism Rating Scale (GARS),
 - b. Autism Diagnostic Observation Schedule (ADOS),
 - c. Autism Diagnostic Interview-Revised (CSBS), AND
 - d. Childhood Autism Rating Scale (CARS).
- Analyze the pros and cons of three evaluation instruments used in the diagnosis of ASD.
- List and describe several assessment instruments currently used by district school psychologists in determining an intelligence quotient (IQ) for students.
- Understand the pros and cons of utilizing IQs as a measurement of a student with ASD potential.
- Describe the use of formal and informal tests utilized by psychologists and teachers to determine academic levels of functioning and inform instructional planning.
- Demonstrate how to assess a student's strengths and weaknesses using formal and informal assessment data, and develop an individualized program using evidence-based methodologies and promising practices.
- Demonstrate knowledge of the impact of common medical issues for persons with ASD, such as:
 - a. seizure disorders,

- b. chronic otitis media,
- c. chronic constipation or diarrhea,
- d. eating and sleeping issues,
- e. use of psychotropic medications, etc.
- Consider and plan for transitional needs of students
 - a. prekindergarten to elementary,
 - b. elementary to middle,
 - c. middle to high,
 - d. high to post-secondary activities, such as employment, adult living, recreation, community living, and
 - e. post-secondary
- Identify the criteria utilized by the Individualized Educational Plan (IEP) team to determine appropriate state assessment participation.
- Use data and ongoing assessments to modify program content, presentation and interventions.

COMPONENT NUMBER: 4-400-003

**COMPONENT TITLE: SUCCESSFUL STUDENT TRANSITION FROM
ELEMENTARY SCHOOL TO MIDDLE SCHOOL PLC**

GENERAL OBJECTIVE:

Participants will identify, address, and help overcome barriers and address the needs of all learners to aid in a successful transition from elementary to middle school.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire knowledge and skill in the identification of barriers to successful transition from elementary school to middle school through the examination of data including.
2. Office Discipline Referrals (ODRs).
3. iReady student achievement data.
4. Identify the target barriers that may be addressed and significantly reduced or eliminated.
5. Develop and implement strategies and processes to significantly reduce or eliminate the targeted barriers.
6. Monitor the effect of the strategies and processes, report monthly, and adjust as necessary.
7. Conduct a final PLC evaluation based on student data, with recommendations for future actions, revisions, and enhancements.

COMPONENT NUMBER: 4-400-004

COMPONENT TITLE: TARGETED ACADEMIC INTERVENTION PROGRAMS

GENERAL OBJECTIVE:

Demonstrate knowledge and understanding of district adopted academic intervention programs in order to address the needs of all learners (including struggling students, ELL students, and ESE students) and to support the district’s current reading and math programs. Participants will learn to effectively use district adopted intervention programs in the classroom, including effective implementation models, data analysis of program reports and remedial strategies and resources offered in these programs

SPECIFIC OBJECTIVES: Participants will:

1. Acquire knowledge and skills to progress monitor using district adopted intervention programs.
2. Become proficient in the use of online data reporting tools which allows the monitoring of the performance of the individual students, a class of students and the district as a whole.
3. Understand the district adopted intervention programs application to Response to Intervention (Rti) and Multi-Tiered System of Support (MTSS) based on different achievement levels.

COMPONENT NUMBER: 4-401-001

COMPONENT TITLE: ASSESSMENT: SCHOOL PSYCHOLOGISTS

GENERAL OBJECTIVE:

Participants will demonstrate increased knowledge and skill in implementing assessment instruments, interpreting data, and utilizing data in evaluation reports, improvement plans, placement determinations, and consultation with parents and school staff.

SPECIFIC OBJECTIVES: Participants will:

1. Identify appropriate instruments for specific situations and needs.
2. Identify and utilize appropriate methodology of assessment administration, including appropriate accommodations.
3. Access and/or develop appropriate data reports and displays including aggregate and disaggregate versions as needed.
4. Interpret and evaluate assessment results and data reports in oral and/or written formats.
5. Utilize assessment results and evaluative information in appropriate settings including improvement plans, placement determinations, and consultations.

COMPONENT NUMBER: 4-401-004

COMPONENT TITLE: EFFECTIVE SCHOOL SOCIAL WORK ASSESSMENT PRACTICES

GENERAL OBJECTIVE:

Participants will improve the knowledge, understanding, skills, and techniques used by school social workers in assessing students.

SPECIFIC OBJECTIVES: Participants will:

1. Name and describe major factors influencing a student's poor academic performance or behavioral difficulties.
2. Name and describe the ways in which school social workers can elicit critical information from students, school staff, and parents.
3. Demonstrate, in role plays or simulation, selected factors in school social work assessment.

COMPONENT NUMBER: 4-401-005

COMPONENT TITLE: EVALUATION INSTRUMENTS**GENERAL OBJECTIVE:**

Participants will acquire knowledge and skill in administering and interpreting standardized and diagnostic assessment instruments. School social workers, guidance counselors, and school psychologists are targeted participants.

SPECIFIC OBJECTIVES: Participants will:

1. Summarize research findings and information contained in the test manual.
2. Interpret the test results.
3. Integrate information obtained from the new assessment instrument with other test data.
4. Correctly administer, score, and interpret the assessment instruments.

COMPONENT NUMBER: 4-401-006

COMPONENT TITLE: TESTING: STUDENT PREPARATION AND ADMINISTRATION**GENERAL OBJECTIVE:**

Participants will acquire knowledge and develop skills for developing and maintaining an environment in which students can validly demonstrate their knowledge and receive adequate information about the quality of their test performance.

SPECIFIC OBJECTIVES: Participants will:

1. Give examples of the following teacher behaviors that prepare students for tests:
 - a. Orients students to test
 - b. Specifies test content
 - c. Instructs students in test taking
2. Discuss the following concepts in view of the effective teaching research:
 - a. Test anxiety
 - a. Expectancy
 - b. Test "wiseness"

- c. Cheating
 - d. Distractions
 - e. Feedback on test results
- 3. Define and give examples of teacher behavior that provides favorable environmental conditions for test-taking:
 - a. Arranging physical setting
 - b. Making positive statements
 - c. Monitoring the test
- 4. Give examples of providing feedback to students about their test performance:
 - a. Review of test data (to identify and correct errors in understanding)
 - b. Making positive comments on results
- 5. Discuss instructional strategy modifications that can be implemented by the teacher to assist students in improving their test performance.

COMPONENT NUMBER: 4-401-007

COMPONENT TITLE: STANDARDS BASED PROGRESS MONITORING

GENERAL OBJECTIVE:

Standards based progress monitoring to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to instruction.

COMPONENT NUMBER: 4-401-017

COMPONENT TITLE: FAIR: FLORIDA ASSESSMENT IN READING

GENERAL OBJECTIVE:

Participants will increase knowledge of the research that supports the Florida Assessment in Reading (FAIR), and increase skill in the utilization of the assessment to inform instruction in the classroom, small group, and one-on-one settings. The participant will gain specific knowledge and skills to implement the screening/progress monitoring tool, diagnostic inventory, and targeted diagnostic inventory. The assessment is electronically administered to grades K-12 in varied degrees. Participants will learn the what, why, when, and how of this assessment.

SPECIFIC OBJECTIVES: Participants will demonstrate accomplishment in the following:

1. Understand the structure, process, and benefits of the assessment for grades 3-12.
2. Understand the district and state timeline and process of administration.

3. Comprehend the relationship between the elements of reading and the Next Generation Sunshine State Standards.
4. Demonstrate comprehension of the information/data provided by the assessment and use it to support instructional decision-making.
5. Diagnose learning needs, set instructional goals, and monitor instructional progress based on the results of the assessment.
6. Recognize how the administration of this.

COMPONENT NUMBER: 4-401-018

COMPONENT TITLE: ELL LANGUAGE ASSESSMENT AND RELATED ISSUES IN THE K-12 CLASSROOM: AN INTRODUCTION.

GENERAL OBJECTIVE:

Participants will explore the legal history and politics surrounding language assessment and the different test structures and methods used to assess English language learners and learn how to specifically assess listening, speaking, reading, and writing, both individually and in an integrated fashion.

SPECIFIC OBJECTIVES: Participants will:

1. Understand technical concepts about testing: accountability and standardized achievement tests; normed and criterion-referenced tests; validity and reliability; language proficiency; and authentic/performance-based assessment evaluation.
2. Distinguish among traditional vs other test formats, and have cognitive knowledge of the key strengths and weaknesses of traditional formats, and key test-taking strategies for ELLs.
3. Identify common characteristics of informal assessments, use a model for organizing classroom assessment, and be familiar with some common types of informal/classroom assessment
4. Understand the process of creating and evaluating portfolios to assess English Language Learners, and apply rubrics to reading, writing, listening, and speaking tasks.
5. Understand the concept of integration of language skills, and be able to describe common methods of assessing reading, writing, listening and speaking, and a variety of ways of eliciting speech for assessment.

COMPONENT NUMBER: 4-401-019

COMPONENT TITLE: DATA DAYS PLC

GENERAL OBJECTIVE:

Participants will examine school and classroom/team-specific student data and develop the necessary action plan to achieve academic success for students and educators

SPECIFIC OBJECTIVES: Participants will:

1. Examine student achievement data to identify weaknesses/needs, as well as strengths.
2. Summarize the trends in ELA and Math.
3. Identify and prioritize instructional barriers/challenges to student success that the school can influence in ELA and Math.
4. Create an action plan to reduce the identified barriers.

COMPONENT NUMBER: 4-406-001

COMPONENT TITLE: REPORTING STUDENT PROGRESS

GENERAL OBJECTIVE:

Participants will acquire knowledge base and skills to enhance communication of student progress to parents and other persons.

SPECIFIC OBJECTIVES: Participants will:

1. Explain the need to improve the reporting of student progress.
2. Identify some communication strategies that teachers/administrators are using to effectively report student progress to parents.
3. Learn the characteristics of comprehensive reporting.
4. Identify concerns and issues that educators must address when redesigning reporting strategies.
5. Plan to adapt or implement a comprehensive reporting strategy in their own classrooms/school system.

COMPONENT NUMBER: 4-408-001

COMPONENT TITLE: IMPROVING STUDENT ACHIEVEMENT THROUGH RESEARCH-BASED INSTRUCTIONAL PRACTICES

GENERAL OBJECTIVE:

Participants will acquire knowledge base in effective research-based instructional practices for improving teaching and learning.

SPECIFIC OBJECTIVES: Participants will:

1. Review research-based practices, which are related to the improvement of student achievement, especially in delivery of differentiated instruction.
2. Analyze current classroom practice and identify areas for improvement – through collaborative Lesson Study, and/or through collegial coaching.
3. Apply identified research-based strategies to instruction as identified through both student and teacher observation data – for individual students, student groups, and/or whole class instruction as appropriate.
4. Secure feedback on delivery of research-based practices and utilize resulting data in improvement of implementation.
5. Evaluate the effectiveness of implementation utilizing student achievement data.

6. Include research-based practices in school improvement objectives, developed through Lesson Study, collaborative formative assessment, collaborative review of student work, and collaborative review of student achievement data.

COMPONENT NUMBER: 4-409-001

COMPONENT TITLE: DISTRICT DATA DELIVERY SYSTEMS

GENERAL OBJECTIVE:

Participants will develop skills in utilizing district data delivery systems for the purpose of improving student achievement, teacher instructional practice, school improvement, and attainment of district strategic goals.

SPECIFIC OBJECTIVES: Participants will:

1. Develop proficiency in accessing data through appropriate data systems.
2. Apply accessed data to problem solving and collaborative decision-making.
3. Utilize data systems in ongoing processes including RtI, school improvement, Lesson Study, and instructional improvement.
4. Develop and utilize graphic displays of data for analysis processes.
5. Apply specific district and/or school protocols in the input and retrieval of data.
6. Authenticate available data and information in terms of accuracy, appropriateness, timeliness, and usefulness to the decision-making setting.
7. Identify the lines of communication within the district's organization and identify persons responsible for the maintenance of data contained in the district data systems.

COMPONENT NUMBER: 4-512-001

COMPONENT TITLE: SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (SACS) ACCREDITATION PLC

GENERAL OBJECTIVE:

Participants will examine and assess the school as a whole institution—the programs, the cultural context, the community of stakeholders—to determine how well the parts work together to meet the needs of students and address the ability of students to successfully develop learning, thinking, and life skills as critical elements of student achievement

SPECIFIC OBJECTIVES: Participants will:

1. Define the Core Requirements of SACS accreditation.
2. Identify expected outcomes for the school's educational programs, as well as the administrative and educational support services available.
3. Assess whether or not the school achieves the identified expected outcomes through an internal self-assessment against a set of research-based quality standards.
4. Provide evidence and documentation of school improvement based on the analysis of those results.

COMPONENT NUMBER: 4-512-002

COMPONENT TITLE: COUNCIL OF OCCUPATIONAL EDUCATION (COE) ACCREDITATION

GENERAL OBJECTIVE:

Engage in professional development over a sustained period of time via a professional learning community which:

- fosters excellence in the field of career and technical education by establishing standards and guidelines for evaluating institutional effectiveness
- encourages institutions to view self-assessment and evaluation as a continuous quality improvement process
- provides counsel and assistance to established and developing institutions, disseminating information between and among institutions that will stimulate improvement of educational programs and related activities
- ensures that the standards, policies, and procedures developed are enforced and demonstrate recognition of and respect the stated mission of the institutions including religious missions, and ensure that the courses or programs of instruction, training or study offered by the institution, are of sufficient quality to achieve their stated objective
- ensures that the standards, policies, and procedures developed advance quality, creativity, cooperation and performance
- understands and prepares for an integral part of the accrediting process, an intuitional self-assessment that is analytical and evaluative and an on-site review by a visiting team of peers
- ensures that the processes of evaluation, policy-making, decision-making, and public participation accommodate the interest of the constituencies affected by the accrediting agency

SPECIFIC OBJECTIVES: Participants will:

1. Be assigned to a minimum of one (1) of the ten (10) standards-based committees that will analyze and collect data in preparation for the site visit. Chairs of each Standards based committee will keep documentation of all meeting dates and times for the purpose of establishing in-service points to be awarded to each participating member.
2. Work with the assigned Chair/Co-Chair to complete the Standards-based checklist, identify appropriate documentation and assist with the completion of the self-study narrative.
3. . Participate in the site-visit.
4. Create a Self-Study as a final product of the site project, with the intended result of reaffirmation of Accreditation for Charlotte Technical College as evidenced by the visiting team report.

COMPONENT NUMBER: 5-101-001

COMPONENT TITLE: CLASSROOM MANAGEMENT AND BEHAVIORAL INTERVENTIONS FOR EXCEPTIONAL STUDENTS

GENERAL OBJECTIVE:

Participants will identify, implement, and evaluate appropriate classroom management techniques and positive behavioral interventions for exceptional students.

SPECIFIC OBJECTIVES: Participants will:

1. Learn to distinguish differences between classroom management techniques and positive behavioral interventions.
2. Acquire knowledge of federal, state, and district policies and procedures regarding discipline and behavior issues.
3. Identify techniques to be utilized to foster a preventive classroom environment.
4. Develop skills to design and implement an individual behavior program.
5. Develop competency in evaluation techniques to determine the effectiveness of classroom management techniques and positive behavioral interventions.

COMPONENT NUMBER: 5-101-002

COMPONENT TITLE: BEST CLASSROOM MANAGEMENT PRACTICES FOR INCLUSIVE CLASSROOMS

GENERAL OBJECTIVE:

Participants will learn how to create balanced classrooms and evaluate their utility in various settings and scenarios to include co-teaching and collaboration

SPECIFIC OBJECTIVES: Participants will:

1. Be introduced to research-based strategies for classroom management practices in inclusive classroom settings.
2. Learn what balanced classrooms look like, and plan similarly using various teaching methods and models.
3. Align management strategy with content goals based on industry best practices for inclusive and grade level appropriate settings.

COMPONENT NUMBER: 5-211-001

COMPONENT TITLE: INTEGRATING ACADEMIC AND CAREER EDUCATION LEADERSHIP INSTITUTE

GENERAL OBJECTIVE:

Participants will pair with an "opposite" teacher (academic or career) and complete a half-day or full-day in workplaces in one or more of the following career clusters:

- Agriculture - Environment - Water
- Communications - Information - Fine Arts
- Marketing - Sales - Small Business

- Government - Real Estate and Development - Finance
- Health Care
- Service Industry – Customer Relations

SPECIFIC OBJECTIVES: Participants will:

1. Update knowledge concerning type of work conducted in specific career fields.
2. Observe workers, products, and services in local workplaces
3. Identify job openings and job tasks for high school and postsecondary graduates.
4. Identify related communication, science, and math knowledge and skills needed in specific occupations.

COMPONENT NUMBER: 5-403-001

COMPONENT TITLE: BEHAVIORAL/CRISIS INTERVENTIONS: SCHOOL PSYCHOLOGISTS

GENERAL OBJECTIVE:

Participants will acquire knowledge and skill in behavioral principles and/or crisis intervention techniques and procedures

SPECIFIC OBJECTIVES: Participants will:

1. Describe research in applied behavior modification and crisis response/intervention.
2. Summarize the underlying principles of crisis response and apply appropriate intervention techniques.
3. Describe the principles of applied behavior analysis and develop a behavioral intervention plan.

COMPONENT NUMBER: 5-403-002

COMPONENT TITLE: STUDENT SAFETY, HEALTH, AND WELL-BEING

GENERAL OBJECTIVE:

Participants will improve and enhance their knowledge of policies and procedures which enhance the safety, health, and well-being of students. This course bundle includes the following series of classes:

1. The First Day on the Job
2. Confidentiality
3. Introduction to Emergency Action Principles
4. Providing Care in an Emergency
5. Managing a Student in Crisis
6. Confidentiality II: FERPA and HIPAA
7. A Look at the Impact of Poverty
8. Signs of Abuse and Neglect: What Paraeducators Need to Know
9. Bullying Awareness, Prevention, and Intervention
10. Understanding Common Concerns of Families of Individuals with Disabilities

SPECIFIC OBJECTIVES: Participants will:

- Understand how and where to locate school policies and procedures
- Learn who has access to students' confidential information
- Identify the duties of a paraeducator in different environments
- Understand the importance of supporting what is happening in the classroom
- Be able to define confidentiality
- State the legal basis for confidentiality
- Differentiate between people who can access student information and those who cannot
- Describe strategies for practicing and maintaining appropriate confidentiality
- Describe special situations involving confidentiality issues
- Learn how to prevent and prepare for emergencies
- Study how to prevent disease and parasite transmission
- Gain an understanding of the content and importance of an emergency action plan
- Learn the initial steps in emergency response
- Study how to check the scene for safety
- Gain an understanding of when to call and how to interact with the emergency medical services (EMS)
- Learn how to respond and provide care in the event of an emergency or sudden illness
- Review information contained in Course 154
- Learn about common emergency situations
- Gain an understanding of how to evaluate and treat wounds
- Study how to control bleeding
- Learn how to help burn victims
- Study how to evaluate and treat musculoskeletal injuries
- Gain an understanding of how to help victims of sudden illnesses
- Learn how to handle heat- and cold-related illnesses
- Understand the definition of a student in crisis
- Identify the four stages of the Crisis Development Model
- Begin developing personal strategies for dealing with a student in crisis
- Learn basic guidelines concerning physical intervention
- Become familiar with how to respond after the crisis is over
- Become knowledgeable about basic confidentiality requirements for working with students with disabilities
- Learn the basic requirements of FERPA for serving students with disabilities in the school setting
- Understand the intent of HIPAA and its effect on schools
- Highlight the paraeducator's role in maintaining confidentiality

- Identify a working definition of poverty
- Learn about the survival skills and hidden rules you need to know at different standards of living
- Debunk the myths associated with the poor
- Gain basic information related to factors that impact students living in poverty
- Define how poverty can affect student achievement
- Address the importance of building relationships with students who live in poverty
- Identify consequences of abuse or neglect for the victims
- Define the problems of abuse and neglect
- Discover how often abuse and neglect occur
- Learn the different types of child abuse and neglect
- Understand the signs and symptoms of child abuse and neglect
- Discuss the reporting guidelines and the process for reporting abuse or neglect
- Gain a practical understanding of the issue of bullying
- Identify the different players in a bullying situation
- Develop strategies for preventing bullying from occurring in the school setting
- Learn how to intervene and address bullying when it does occur
- Develop an understanding of the common concerns faced by families of individuals with disabilities
- Become aware that parents want educators to have high expectations for their children with disabilities
- Learn what actions school staff can take to address safety concerns of parents
- Understand an educator's role in helping positively shape the attitudes of others toward individuals with disabilities
- Identify ways to ease transitions for students with disabilities and their families

COMPONENT NUMBER: 5-404-001

COMPONENT TITLE: RESEARCH-BASED CLASSROOM MANAGEMENT

GENERAL OBJECTIVE:

Participants will apply knowledge and skills in research-based classroom management strategies and techniques, adapted to their specific classroom settings

SPECIFIC OBJECTIVES: Participants will:

1. Identify essential components of research-based classroom management approaches.
2. Distinguish between classroom management and student discipline
3. Design classroom management plan including rules and procedures.

4. Apply classroom management plan including introduction, practice, and reinforcement.
5. Differentiate classroom management plan as needed according to specific student needs, including specific interventions for ESE students.
6. Modify classroom management plan based on student achievement and teacher observation data.
7. Evaluate effectiveness of implementation of classroom management plan utilizing student achievement data.

COMPONENT NUMBER: 5-404-003

COMPONENT TITLE: RESEARCH-BASED STUDENT DISCIPLINE

GENERAL OBJECTIVE:

Participants will learn research-based knowledge and skills to reduce the probability of disruptions, stop misconduct, and decrease chronic misconduct.

SPECIFIC OBJECTIVES: Participants will:

1. Distinguish between the use of discipline for learning appropriate social and academic behavior, and punishment for misbehavior.
2. Apply specific teacher behaviors that reduce the probability of disruptions and misconduct.
3. Apply positive behavior reinforcement strategies.
4. Develop a discipline plan that includes both positive reinforcement, and interventions for disruptions and misconduct.
5. Identify the causal link between the quality of instruction and instructional design, and student disruptions and misbehavior.
6. Identify the causal link between the quality of teacher-student relationships and student misconduct.
7. Apply discipline interventions in ways that minimize the interruption of instruction, and maintain self-esteem of the students.
8. Collaborate with teachers to develop a school-wide discipline plan.

COMPONENT NUMBER: 5-404-007

**COMPONENT TITLE: CLASSROOM MANAGEMENT/STUDENT BEHAVIOR
– FOR SUPPORT AND CONFIDENTIAL EMPLOYEES**

GENERAL OBJECTIVE:

Participants will improve and enhance their knowledge of classroom and behavior management including implementing behavior intervention plans in order to support school safety and wellness. This course bundle includes the following series of classes:

- Classroom and Behavior Management
- Classroom Instructional Arrangements
- Implementing and Monitoring Behavior Intervention Plans
- Providing Positive Behavioral Supports for Individual Students
- Supporting Students with Attentional Concerns

- Supporting Students Who Are Noncompliant
- Strategies to Defuse a Defiant Student
- Student Behavior: Noncompliance and Being Out of Seat
- Student Behavior: Inappropriate Language and Inappropriate Touching
- Student Behavior: Property Destruction and Self Injury

SPECIFIC OBJECTIVES: Participants will:

- Address the concerns he or she has about dealing with discipline problems
- Understand who is responsible for classroom management and student discipline
- Learn how to be effective when handling discipline issues
- Review the importance of established classroom rules
- Learn why inappropriate behaviors occur
- Define how to set limits effectively
- Discover proactive approaches to managing student behavior
- Identify the role of the paraeducator during classroom instruction
- Learn the various options for paraeducators related to instructional arrangements for supporting students
- Develop strategies for utilizing instructional arrangement options within the classroom
- Determine the skills a paraeducator may offer to the variety of instructional arrangements available for supporting students
- Understand the purpose of a Behavior Intervention Plan
- Identify the components of a Behavior Intervention Plan
- Learn the effective techniques for implementing a Behavior Intervention Plan
- Discover the purpose and methods for monitoring a Behavior Intervention Plan
- Understand the underlying philosophy of using positive behavioral supports
- Identify positive and proactive supports that can be used within the classroom or school environment
- Learn effective techniques to apply positive behavioral supports to teaching methods
- Learn effective ways to apply positive behavioral supports to interpersonal actions
- Become familiar with the range of attentional concerns as well as associated characteristics and behaviors
- Learn various personal behaviors for interacting with students
- Gain strategies for supporting and preventing attentional issues in the classroom
- Discover strategies for supporting and preventing attentional issues in unstructured settings
- Learn what noncompliant behavior is
- Recognize reasons for noncompliance
- Learn techniques to prevent or minimize noncompliance
- Identify strategies to use with a student who demonstrates noncompliance with verbal requests and directions

- Become familiar with strategies to use with a student who is noncompliant with school and classroom rules
- Become familiar with the challenges of working with defiant students
- Identify the five stages of defiant behavior and the appropriate intervention at each stage
- Review how to communicate appropriately through body language and voice tone
- Learn how to counteract unreasonable expectations
- Understand how to set limits effectively
- Understand the importance of objective behavior definitions in observing and managing behaviors in the classroom
- Examine the three functions of behavior and how they are exhibited
- Learn basic positive behavioral supports that address the occurrence of noncompliance and out-of-seat behaviors in the classroom
- Know strategies that address the seeking of positive reinforcement
- Understand strategies that address the seeking of negative reinforcement
- Examine strategies that address the seeking of sensory regulation
- Identify intervention strategies to use for targeted behaviors
- Understand the importance of objective behavior definitions in observing and managing behaviors in the classroom
- Examine the three functions of behavior and how they are exhibited
- Learn positive behavioral supports that address the occurrence of inappropriate language and inappropriate touching
- Identify strategies that address the seeking of positive reinforcement
- Understand strategies that address the seeking of negative reinforcement
- Know strategies that address the seeking of sensory regulation
- Identify intervention strategies to use for targeted behaviors
- Understand the importance of objective behavior definitions in observing and managing behaviors in the classroom
- Examine the three functions of behavior and how they are exhibited
- Learn basic positive behavioral supports that address the occurrence of property destruction and self-injury in the classroom
- Know strategies that address the seeking of positive reinforcement
- Learn strategies that address the seeking of negative reinforcement
- Discover strategies that address the seeking of sensory regulation
- Identify intervention strategies to use for targeted behaviors

COMPONENT NUMBER: 6-007-001

COMPONENT TITLE: UNDERSTANDING POVERTY AND ITS EFFECTS ON STUDENTS

GENERAL OBJECTIVE:

Participants will become familiar with the concept of poverty and the effects it has on students. They will learn effective strategies for providing support, assistance, and keeping high expectations for students of poverty.

SPECIFIC OBJECTIVES: Participants will:

1. Increase their knowledge of the concept of poverty, including situational poverty and generational poverty.
2. Identify the hidden rules of the middle class, which can influence classroom interactions.
3. Acquire knowledge about the cognitive structure of students of poverty.
4. Identify strong relationships as key motivators for learning in students of poverty and learn strategies for fostering those relationships.
5. Increase knowledge of effective instructional strategies to increase the critical thinking skills of students of poverty.

COMPONENT NUMBER: 6-012-001

COMPONENT TITLE: IMPLEMENTING EARLY CHILDHOOD PROGRAMS

GENERAL OBJECTIVE:

Participants will develop the knowledge and skills necessary for assisting in an early childhood program for pre-kindergarten children.

SPECIFIC OBJECTIVES: Participants will:

1. Develop an understanding of the state statutes, rules and local policies which govern child care.
2. Demonstrate an ability to plan, establish, and maintain a health, safe, and clean environment.
3. Demonstrate knowledge of the nutrition, extent, causes, and effects of child abuse and neglect.
4. Exhibit knowledge of the definition, extent, causes, and effects of child abuse and neglect.
5. Demonstrate an understanding of the role and responsibility of child care workers for reporting and preventing child abuse and neglect.
6. Demonstrate an awareness of materials available as a resource for developing strategies to be used for the prevention of child sexual abuse.
7. Exhibit knowledge of the principles of child growth and development for pre-kindergarten children.
8. Demonstrate knowledge and use of learning activities which are appropriate for prekindergarten children.

COMPONENT NUMBER: 6-100-001

COMPONENT TITLE: CHECK & CONNECT GRANT PREPARATION AND IMPLEMENTATION TRAINING

GENERAL OBJECTIVE:

Participants will receive background information as well as a thorough overview of the grant-funded Check & Connect program in order to prepare for successful implementation at the school site.

SPECIFIC OBJECTIVES: Participants will learn and understand:

1. The core components and elements of Check & Connect.
2. The context for Check & Connect, including the process of disengagement and the risk factors associated with dropping out of school.
3. How Check & Connect was developed, including its theoretical underpinnings, particularly student engagement.
4. The role of the Check & Connect mentor.
5. Steps for preparing for and implementing Check & Connect at the school site, including:
 - Aligning Check & Connect with current initiatives
 - Identifying the indicators of disengagement at the school site
 - Designating a coordinator and hiring mentors
 - Systematically monitoring student data and identifying appropriate interventions for reengaging students
 - Strengthening the family-school relationship
 - Monitoring the person-environment fit
 - Evaluating the implementation and effectiveness of Check & Connect at the school site

COMPONENT NUMBER: 6-100-002

COMPONENT TITLE: CHECK & CONNECT GRANT MENTOR TRAINING

GENERAL OBJECTIVE:

Participants will acquire the information, competencies, and skills needed to be an effective school-based mentor as defined by the grant-funded Check & Connect program.

SPECIFIC OBJECTIVES: Participants will learn and understand:

1. The core components and elements of Check & Connect.
2. The role and expectations of a Check & Connect mentor.
3. The competencies and skills needed to be an effective mentor.
4. How to implement the "Check" and "Connect" procedures with fidelity.
5. The population of students they are mentoring and how to best meet their needs.
6. How to build relationships with students, families, and school personnel.

COMPONENT NUMBER: 6-101-001

COMPONENT TITLE: SCHOOL SAFETY/SAFE LEARNING ENVIRONMENT FOR EXCEPTIONAL STUDENTS

GENERAL OBJECTIVE:

Participants will identify, implement, and evaluate procedures supporting school safety and a safe learning environment for students.

SPECIFIC OBJECTIVES: Participants will:

1. Identify and access resources available to assist with school safety issues.
2. Identify alternative placements and safety techniques to foster a safe environment for students and staff.
3. Acquire knowledge of specific programs, their requirements, and procedures that foster the safety of students and staff in the learning environment.
4. Learn to implement specific programs that foster safe schools and safe learning environments for students (i.e., TEAM, Project Achieve, etc.).

COMPONENT NUMBER: 6-101-002

COMPONENT TITLE: STUDENTS WITH DISABILITIES –FOR SUPPORT AND CONFIDENTIAL EMPLOYEES

GENERAL OBJECTIVE:

Participants will improve and enhance their knowledge of IDEA and student disabilities to increase and enhance the learning opportunities of ESE students. This course bundle includes the following series of classes:

- An Introduction to IDEA’s 13 Areas of Disability (Part I)
- An Introduction to IDEA’s 13 Areas of Disability (Part II)
- Understanding Students with Severe and/or Multiple Disabilities
- Transition: Building Skills for a Successful Adulthood
- Characteristics of Adolescents with Disabilities
- Understanding Early Childhood Disabilities
- Understanding Mental Health Disorders
- Teaching Students About the Hidden Curriculum
- Understanding ADHD and the Role of the Paraeducator
- Assisting Students on the School Bus
- Supporting Career Exploration for Students with Disabilities

SPECIFIC OBJECTIVES: Participants will:

- Identify the disabilities included under the IDEA legislation
- Learn characteristics and intervention suggestions for students with learning disabilities
- Learn characteristics and intervention suggestions for students with emotional disturbance

- Learn characteristics and intervention suggestions for students with mental retardation • Learn characteristics and intervention suggestions for students with orthopedic impairment.
- Learn characteristics and intervention suggestions for students with other health impairments
- Identify the disabilities included under the IDEA legislation
- Learn characteristics and intervention suggestions for students with speech and language impairment
- Learn characteristics and intervention suggestions for students with visual impairment
- Learn characteristics and intervention suggestions for students who are deaf or hard of hearing
- Learn characteristics and intervention suggestions for students with traumatic brain injury
- Learn characteristics and intervention suggestions for students with autism
- Learn characteristics and intervention suggestions for students with developmental delay
- Learn characteristics and intervention suggestions for students with ADD or AD/HD
- Learn the definitions of severe and/or multiple disabilities
- Gain information related to the causes, prevalence, medical, and social implications of severe and/or multiple disabilities
- Become familiar with learning characteristics of students with severe and/or multiple disabilities
- Learn language characteristics associated with severe and/or multiple disabilities
- Develop competency in evaluation techniques to determine the effectiveness of alternative placements and programs in creating safe schools and safe learning environments for students.
- Identify behavioral characteristics of students with severe and/or multiple disabilities
- Recognize physical characteristics associated with severe and/or multiple disabilities
- Be able to define transition services in terms of the three most important components of these services
- Gain an understanding of the goals of transition services for students with disabilities
- Learn ways of assisting students to become independent workers and to develop self-advocacy skills
- Learn ways to help students build their self-esteem, self-identity, and dreams for adulthood • Learn the distinguishing features of adolescence
- Identify five developmental characteristics of middle school and junior high school students
- Learn about characteristics and behaviors specific to adolescents with disabilities
- Identify ways to handle adolescent behaviors and characteristics in the best manner for students with disabilities

- Learn how paraeducators can demonstrate and promote respect for individuals with disabilities
- Obtain an overview of the historical and current status of early intervention and early childhood disability services
- Discover the importance and goals of early intervention services
- Gain information related to the steps that lead to providing early childhood disability services
- Learn about the types of early childhood disability services available to young children
- Review best practices in preschool early intervention
- Examine the diagnostic criteria for and symptoms of bipolar disorder
- Become familiar with diagnostic criteria for and symptoms of obsessive-compulsive disorder
- Learn how conduct disorder is diagnosed
- Identify the characteristics of and diagnostic criteria for oppositional defiant disorder.
- Receive an overview of reactive attachment disorder
- Understand the significance of mental health disorders in determining special education services
- Demonstrate an understanding of what the hidden curriculum is
- Learn why the hidden curriculum must be taught to students with challenges in social skills, such as autism spectrum disorders
- Identify the components of the hidden curriculum
- Gain an awareness of social situations and settings in which students may have difficulties with the hidden curriculum
- Discover information related to strategies and resources that are available to assist with teaching the hidden curriculum
- Learn the definition and characteristics of ADHD
- Identify the symptoms of ADHD
- Discover the prevalence of ADHD
- Investigate the various treatment approaches for ADHD
- Learn the best ways to provide paraeducator support to students with ADHD
- Identify the best accommodation ideas for supporting students with ADHD
- Identify instructional techniques that are appropriate for paraeducators to use in assisting students with ADHD
- Develop an understanding of what responsibilities he or she has for students with disabilities while on the school bus.
- Become aware of the types of disabilities that a student may have and how they might affect his or her behavior on the bus
- Learn the types of specialized equipment a student with a disability may require during transportation and the correct operational processes for that equipment
- Understand the loading and unloading process
- Identify types of emergencies that can occur on the school bus and the process for handling an emergency
- Develop an understanding of the tools used in career exploration
- Discuss the steps for creating community-based career training programs

- Understand the role of the job coach or paraeducator when working with students at community job sites
- Discover how to document the progress of students in career training programs
- Understand how to maintain positive relationships at community job sites
- Learn the best way to deliver feedback to parents regarding their child's performance in career training programs

COMPONENT NUMBER: 6-101-003

COMPONENT TITLE: UNDERSTANDING SPECIFIC STUDENT DISABILITIES - FOR SUPPORT AND CONFIDENTIAL EMPLOYEES

GENERAL OBJECTIVE:

Participants will improve and enhance their knowledge of specific student disabilities and the best practices to address specific student needs in order to enhance learning opportunities of ESE students. This course bundle includes the following series of classes:

1. Providing Personal and Physical Support for Students with Physical Disabilities
2. Autism: Diagnosis and Characteristics
3. Autism: Social Interactions and Skill Development
4. Autism: Communication
5. Autism: Challenging Behaviors
6. Asperger's Syndrome: Understanding the Diagnosis, Prevalence, and Characteristics
7. Asperger's Syndrome: Best Practices for Supporting Students
8. Feeding Students with Severe and Multiple Disabilities
9. Working with Students with Low Vision
10. Working with Students Who are Blind
11. Working with Students Who are Deaf or Hard of Hearing
12. Supporting Students with Severe Emotional Disturbance
13. Supporting Students with Specific Learning Disabilities
14. Supporting Students with Speech or Language Impairments
15. Supporting Students with Traumatic Brain Injuries
16. Autism: Prompting Strategies
17. Further Strategies for Supporting Students with Speech or Language Impairments
18. Supporting Adolescents Who Have Learning Disabilities in Writing
19. Implementing Visual Supports for Students with Developmental Disabilities
20. Understanding Down Syndrome, Tourette Syndrome, and Fetal Alcohol Syndrome

SPECIFIC OBJECTIVES: Participants will:

- Understand the necessity for and importance of positioning and mobility equipment

- Be able to identify common types of positioning equipment and mobility equipment used by students with severe physical disabilities at school
- Be able to identify common transfer methods required throughout the school day for a physically disabled student
- Be familiar with the important physical healthcare issues requiring a paraeducator's direct involvement when working with physically disabled students
- Become aware of duties and responsibilities of paraeducators working with physical disabilities
- Understand the need for students' modesty, self-esteem and privacy to be respected and maintained
- Learn the definition of autism
- Gain an overview of the causes and diagnosis of autism
- Become familiar with characteristics and issues associated with autism
- Discover the prevalence of autism and the prognosis for students with the disorder
- Review the definition of autism
- Understand the definition and characteristics of social interaction
- Gain information on how learning issues impact social interactions
- Learn about different instructional approaches for social skills training
- Gain tips to make social skills instruction more effective
- Review the definition of autism
- Understand the definition and function of communication
- Examine the communication characteristics associated with autism
- Gain information on how learning issues impact communication
- Learn about the different modes of communication that children with autism may use
- Develop ways to make communication with children with autism more effective
- Review the definition of autism
- Become familiar with the behavioral characteristics associated with autism
- Understand the needs and functions of behavior
- Discover how positive behavioral supports can help prevent challenging behaviors
- Learn techniques for replacing challenging behaviors with positive behaviors
- Examine common tools of support and effective management techniques
- Gain an understanding of the diagnosis and prevalence of Asperger's syndrome
- Understand the social interaction impairments of children with Asperger's syndrome
- Learn about typical characteristics and abnormalities of students with Asperger's syndrome
- Understand the characteristics of Asperger's syndrome which have an effect on a student's success in school
- Identify eight areas of functioning in which children with Asperger's syndrome may have deficits
- Identify four conditions that interfere with normal feeding and how to respond to each condition

- Learn techniques to help a student overcome eating difficulties
- Become familiar with considerations in preparing both the eating area and the student for • mealtimes
- Know how to position a student for maximum benefit in feeding
- Discover ways to prepare food to help a student with eating difficulties
- Effectively engage and feed a student who needs feeding assistance
- Understand what to do after the meal is finished
- Learn about common causes of visual impairment in children in the United States
- Learn terminology and abbreviations associated with visual impairments
- Identify optical and non-optical devices that aid a student with low vision in the classroom
- Identify typical supporting roles for those who assist a student with low vision in the classroom
- Distinguish facts from myths about blindness
- Learn terminology associated with blindness
- Learn ways in which core curriculum is expanded for students with blindness
- Gain a basic understanding of orientation and mobility
- Identify the paraeducator's role in supporting a student with blindness
- Gain a basic understanding of the deaf culture
- Be able to define the terms deaf and hard of hearing
- Become familiar with different sign languages and systems
- Learn effective communication strategies for working with a student who is deaf or hard of hearing
- Identify difficulties that a student who is deaf or hard of hearing may encounter
- Understand the role of the paraeducator in educating students who are deaf or hard of hearing
- Learn the definition of emotional disturbance
- Identify characteristics and behaviors associated with emotional disturbance
- Understand ways to support students identified with severe emotional disturbance in the educational setting
- Learn personal skills to demonstrate and discipline traps to avoid when supporting students who have an emotional disturbance.
- Define learning disability.
- Understand why paraeducators need to know about the characteristics of students with learning disabilities.
- Identify the three academic areas primarily affected by learning disabilities
- Understand the various speech and language issues associated with learning disabilities
- Comprehend what a nonverbal learning disability is
- Become familiar with accommodations and strategies to help students with learning disabilities
- Discover ways to help and encourage students with learning disabilities
- Define speech or language impairment as it relates to four strands of communication
- Learn about stuttering and strategies for working with students who stutter

- Explore the concept of articulation and strategies for addressing articulation problems
- Become familiar with three aspects of language impairment including content form and function.
- Examine the signs, causes, and strategies for dealing with voice impairments
- Learn the definition of traumatic brain injury (TBI)
- Learn how a TBI differs from a learning disability
- Examine the supports that are effective in transitioning a student with a TBI back to school
- Understand the variety of supports often needed for a student with a TBI
- Gain an awareness of behavioral issues and positive supports for a student with a TBI
- Be introduced to the concept of prompting for students with autism
- Examine the rationale for using prompting strategies in instruction and learning
- Discover the varying levels of prompting
- Understand how the prompt hierarchy can be used to promote student independence
- Discuss the advantages associated with prompting
- Review the disadvantages associated with prompting
- Learn tips and strategies for applying prompting procedures appropriately
- Look at some examples of prompting to promote student success
- Understand the definitions of different language impairments
- Identify ways to treat a student's communication disorder
- Learn the sequence of successful learning for a student with language delays
- Discover ways to improve listening skills to increase language skills in the classroom
- Understand how learning disabilities affect writing skills
- Learn about the emotional impact that adolescent learners with learning disabilities in writing may experience
- Identify positive, daily interventions for adolescents with learning disabilities in writing
- Learn the need for visual supports
- Be able to define visual supports
- Understand the benefits of using visual supports in the classroom
- Identify types of visual supports for scheduling
- Discover a variety of visual supports for basic communication needs
- Become familiar with types of visual supports for student organization
- Identify visual supports to assist with student behaviors
- Be introduced to several syndromes and discover how they affect the education of students who have them
- Develop an understanding of Down Syndrome and the specific effects the syndrome may have on the education of students who have it
- Learn about Tourette Syndrome and the educational impact it may have for students with this syndrome
- Gain information about Fetal Alcohol Syndrome and how the student may be impacted educationally

- Understand the educator’s role in assisting students who have the various syndromes so they progress educationally

COMPONENT NUMBER: 6-400-001

COMPONENT TITLE: BEREAVEMENT TRAINING

GENERAL OBJECTIVE:

Participants will learn practical skills to help students deal with grief.

SPECIFIC OBJECTIVES: Participants will:

1. Recognize student grief as a critical educational issue.
2. Understand the role that school personnel can play in helping students deal with grief.
3. Comprehend the impact of grief on students and their achievement.
4. Recognize the various ways that students understand death.
5. Learn strategies and skills to address the subjects of death and grieving in the classroom.
6. Acquire skills to help students cope with death and grieving.
7. Learn the importance of self-care.
8. Identify student behaviors that warrant referral to outside services.
9. Recognize the steps in the grief process.
10. Identify potential emotional triggers for grieving students.
11. Acquire strategies to discuss important national events with bereaved students.
12. Learn appropriate procedures for dealing with school-wide grief.
13. Gain knowledge of appropriate procedures for memorials, commemorations, and interventions after a suicide.

COMPONENT NUMBER: 6-403-001

COMPONENT TITLE: CHILD ABUSE AND NEGLECT/SUICIDE PREVENTION

GENERAL OBJECTIVE:

Participants will acquire specific, current knowledge in the area of child abuse, neglect/suicide prevention, and early intervention as it relates to assisting students in the education setting.

SPECIFIC OBJECTIVES: Participants will:

1. Define the categories of child abuse and neglect and identify signs and symptoms of each.
2. Identify the role and responsibility of school-based personnel in appropriate intervention.
3. Develop an understanding of appropriate reporting procedures for potential child abuse and neglect cases.
4. Identify indicators of suicidal risk in children and adolescents.
5. Identify an appropriate school response to a suicidal threat verbalized by a student.

COMPONENT NUMBER: 6-403-002

COMPONENT TITLE: BULLYING AWARENESS AND PREVENTION

GENERAL OBJECTIVE:

Participants will learn about the research of the American Federation of Teachers (AFT), the Bureau of Justice Assistance, and the National Crime Prevention Council, and will demonstrate knowledge and understanding of the different types of bullying, how to identify bullying in the classroom and at the school site, as well as techniques to prevent and stop bullying.

SPECIFIC OBJECTIVES:

Participants will demonstrate knowledge and understanding:

1. the different types of bullying
2. what bullying looks like
3. how bullying affects everyone
4. how to identify a bully
5. how to identify the victim(s)
6. different characteristics, attitudes and behaviors of bullies and victims
7. the negative impact of bullying
8. physical and emotional behaviors, as well as social and academic signs
9. prevention strategies
10. how children who witness bullying are impacted
11. implementation of prevention strategies
12. how parents can help prevent bullying
13. how to set rules and implement de-escalation techniques and bully-free strategies

COMPONENT NUMBER: 6-403-003

COMPONENT TITLE: IDENTIFYING AND REPORTING CHILD ABUSE AND NEGLECT

GENERAL OBJECTIVE:

Participants will acquire specific, current knowledge in the area of child abuse and neglect as it relates to assisting students in the educational setting.

SPECIFIC OBJECTIVES:

Participants will demonstrate knowledge and understanding of:

- the categories of child abuse and neglect and signs and symptoms of each
- the role and responsibility of school-based personnel in appropriate intervention
- appropriate reporting procedures for potential child abuse and neglect cases

COMPONENT NUMBER: 6-403-004

COMPONENT TITLE: CREATING COMPASSIONATE SCHOOLS (SOCIAL EMOTIONAL LEARNING.TRAUMA INFORMED CARE)

GENERAL OBJECTIVE:

Participants will receive an overview of the scientific research base emerging from a number of disciplines (e.g., social services, education research, neurobiology, public health approaches) in support of compassionate schooling, including the rationale for embracing pedagogical strategies rooted in compassion

SPECIFIC OBJECTIVES: Participants will:

- 1 Distinguish between "empathy" and "compassion" within the school setting
- 2 Understand the role compassionate schooling plays within the broad context of school reform
- 3 Consider legislative efforts reflecting increased awareness of need for social emotional learning standards (SEL) nationwide
- 4 Understand the concerns some professionals may have regarding creating compassionate schools
- 5 Locate information on rationale for compassionate schools that supports a balanced reform approach
- 6 Understand the philosophical framework that supports the compassionate schooling approach
- 7 Locate and access best practice government resources relevant to social emotional learning and concepts associated with compassionate schooling
- 8 Utilize a self-reflection tool to determine the current level of implementation of social emotional learning for the course participant's context.
- 9 Learn a working definition of a "compassionate school"
- 10 Understand how different movements (e.g., Differentiation Instruction, PBIS, SEL) fit with a compassionate schooling approach
- 11 Identify characteristics of positive behavior intervention supports (PBIS) that may already exist in teaching context
- 12 Understand and assess for level of evidence of social and emotional learning (SEL) within current teaching context
- 13 Review one state's model for supporting school districts to implement compassionate schools.
- 14 Identify barriers to creating compassionate schools
- 15 Understand the significance of the concept of a "standard of care" within educational settings
- 16 Articulate the ways in which creating a compassionate school demonstrates a professional "standard of care"
- 17 Understand the basis for a shift from reliance on educational labels toward understanding learner complexity
- 18 Consider how professional responses to student needs can alleviate or increase student needs
- 19 Identify one state-level attempt to implement social emotional learning (SEL) standards

- 20 Understand and apply terminology of "compassion satisfaction" and "compassion fatigue" to their own work context
- 21 Apply a specific reflection strategy that demonstrates understanding of the challenges associated with serving students with complex needs
- 22 Understand the significance of students feeling connected to their school experience.
- 23 Recognize the degree to which adverse childhood experiences create disconnects for learners as they experience school
- 24 Review importance of complying with mandatory reporting requirements
- 25 Understand the ways in which students who have experienced adverse childhood experiences are in "triple jeopardy"
- 26 Discern the difference between behavioral forms and behavioral functions
- 27 Validate the need for professions to listen for a student's "voice" through their behaviors
- 28 Understand how an increased awareness of the impact of maltreatment reinforces the need for brain-compatible learning approaches
- 29 Understand the educational significance of the current scientific research on the impacts of adverse childhood experiences (ACE's)
- 30 Understand how ACE's can potentially increase complexities for students, parents, and professionals, and communities
- 31 Develop awareness of a tool for assessing individual and collective (eg, classroom, school) levels of student maltreatment and ACE's.
- 32 Conduct a survey of colleagues on the concept of ACE's and report observations demonstrating understanding of concepts
- 33 Demonstrate ability to reflect on your own level of ACE's and how this may influence your interactions with students
- 34 Distinguish characteristics of "good stress" and "bad stress" and how these impact capacity to learn
- 35 Locate resources that could be useful in identifying characteristics of students experiencing childhood traumatic stress
- 36 Learn basic components of effective engagement with students who are currently experiencing varying levels of stress
- 37 Demonstrate understanding of course concepts by completing a functional based assessment on a particular student
- 38 Interpret information about the negative impacts of early adversity and "toxic stress levels" and apply this information to current teaching context
- 39 Articulate different types of trauma and how they might impact educational routines
- 40 Implement a "compassionate schooling action plan" at the individual, classroom, or school level and provide evidence of impact.
- 41 Demonstrate understanding of core compassionate school concepts through submission of personal teaching philosophy statement reflecting course concepts

COMPONENT NUMBER: 6-404-001

COMPONENT TITLE: STUDENT LEARNING AND BEHAVIOR PROBLEMS

GENERAL OBJECTIVE:

Participants will acquire knowledge base of intervention strategies for the most common student learning and behavior problems.

SPECIFIC OBJECTIVES: Participants will:

1. Learn and apply intervention strategies which are most likely to support each individual student's success.
2. Identify the most common student learning and behavior problems.
3. Identify natural/logical consequences for appropriate as well as inappropriate student behavior.
4. Identify intervention strategies which can be used to provide a general approach to a behavioral/learning problem reduction.
5. Identify intervention strategies which can be used to provide a specific approach to a behavioral/learning situation.
6. Review intervention strategies which offer educators various ways to work specifically with
7. "at risk" students.
8. Plan to implement intervention strategies in their classroom/school system.

COMPONENT NUMBER: 6-404-002

COMPONENT TITLE: BUILDING CONNECTED AND INCLUSIVE CLASSROOMS FOR ALL STUDENTS

GENERAL OBJECTIVE:

Participants will learn relationship-building strategies that foster strong classroom communities by helping each child understand and appreciate the diversity in others.

SPECIFIC OBJECTIVES: Participants will acquire and develop strategies that help students:

1. Learn relationship skills that promote self-confidence and respect
2. Work cooperatively and collaboratively with others.
3. Develop an increased sense of connection with their peers
4. Learn to appreciate similarities and differences.
5. Develop positive conflict resolution strategies that will last a lifetime.
6. Reduce stereotyping, teasing, harassment and bullying.

COMPONENT NUMBER: 6-414-001

COMPONENT TITLE: SUBSTANCE ABUSE

GENERAL OBJECTIVE:

Participants will acquire knowledge, methods and/or teaching skills relating to substance abuse.

SPECIFIC OBJECTIVES: Participants will:

1. Describe the basic components of the substance abuse problem, including risk factors, symptoms, consequences of use, prevention techniques, coping skills, and treatment.
2. Describe basic pharmacology relating to substance abuse.
3. Describe current effective substance abuse prevention content and methods that can be utilized in classroom instruction.
4. Identify appropriate sources of local substance abuse information and assistance.
5. Summarize relevant research findings relating to substance abuse.
6. Exhibit a lesson plan which incorporates strategies identified in each workshop.

COMPONENT NUMBER: 6-414-002

COMPONENT TITLE: SCHOOL HEALTH ISSUES FOR NURSES

GENERAL OBJECTIVE:

Participants will update skills and knowledge in the assessment and management of the health needs and problems of students. School nurses, guidance counselors, social workers, and school psychologists are targeted participants.

SPECIFIC OBJECTIVES: Participants will:

1. Recognize and describe signs and symptoms of medical problems of students which may interfere with learning.
2. Describe the appropriate nursing intervention techniques, i.e., health counseling with students and/or family, referral to health care provider.
3. Demonstrate knowledge and skills necessary to deal with injuries and illness occurring in the school setting.
4. Identify community agencies and methods of referral to agencies which provide health care for students.
5. State the nutrient areas frequently lacking in the diets of students, and identify culturally acceptable methods of improving diets.
6. Determine criteria for planning and operating parent meetings on health matters.
7. Demonstrate skills in interviewing and counseling techniques to foster more effective communication with students and parents concerning health needs and problems.
8. Identify the normal changes associated with adolescent growth, development, and needs students may have for assistance in adjusting to these changes.

COMPONENT NUMBER: 6-414-003

COMPONENT TITLE: SCHOOL NURSING

GENERAL OBJECTIVE:

Participants will update skills and knowledge in the assessment and management of the health needs and problems of students.

SPECIFIC OBJECTIVES: Participants will:

1. Recognize and describe signs and symptoms of medical problems of students which may interfere with learning.
2. Describe the appropriate nursing intervention techniques, i.e., health counseling with students and/or family, referral to health care provider.
3. Demonstrate knowledge and skills necessary to deal with injuries and illness occurring in the school setting.
4. Identify community agencies and methods of referral to agencies which provide health care for students.
5. State the nutrient areas frequently lacking in the diets of students, and identify culturally acceptable methods of improving diets.
6. Determine criteria for planning and operating parent meetings on health matters.
7. Demonstrate skills in interviewing and counseling techniques to foster more effective communication with students and parents concerning health needs and problems.
8. Identify the normal changes associated with adolescent growth, development, and needs students may have for assistance in adjusting to these changes.

COMPONENT NUMBER: 6-414-004

COMPONENT TITLE: YOUTH MENTAL HEALTH AND FIRST AID

GENERAL OBJECTIVE:

To help CCPS staff help students ages 12-18 who are experiencing a mental health challenge, a mental health disorder, of a mental health crisis.

SPECIFIC OBJECTIVES: Participants will:

1. Learn the potential risk factors and warning signs for a range of mental health problems, including: depression, anxiety/trauma, psychosis, eating disorders, substance abuse disorders, and self-injury.
2. Understand the prevalence of various mental health disorders in the U.S. and the need for reduced stigma in their communities.
3. Learn a 5-step action plan encompassing the skills, resources, and knowledge to assess the situation, to select and implement appropriate interventions, and to help the individual in crisis connect with appropriate professional care.
4. Learn and utilize the evidence-based professional, peer, social, and self-help resources available to help someone with mental health problems.

COMPONENT NUMBER: 6-415-001

COMPONENT TITLE: SUBSTANCE ABUSE – DISTRICT TEAM LEADERS

GENERAL OBJECTIVE:

Participants will acquire knowledge and awareness of instructional methods and supervisory skills relating to substance abuse.

SPECIFIC OBJECTIVES: Participants will:

1. Describe the basic components of the substance abuse problem, including risk factors, symptoms, consequences of use, prevention techniques, coping skills and treatment.
2. Describe the basic components of the substance abuse problem, including risk factors, symptoms, consequences of use, prevention techniques, coping skills and treatment.
3. Describe, orally or in writing, basic pharmacology relating to substance abuse.
4. Describe, orally or in writing, current effective substance abuse prevention content and methods that can be utilized in classroom instruction.
5. Identify appropriate sources of local substance abuse information and assistance.
6. Summarize relevant research findings relating to substance abuse.

COMPONENT NUMBER: 6-511-001

COMPONENT TITLE: CRISIS RESPONSE AND SCHOOL SAFETY

GENERAL OBJECTIVE:

Participants will acquire knowledge base and skills to support effective crisis response and school safety.

SPECIFIC OBJECTIVES: Participants will:

1. Identify essential characteristics of school safety planning
2. Demonstrate an increased knowledge of school safety issues.
3. Explain a planning process for school safety.
4. Identify staff training in the areas of crisis response and school safety.
5. Identify major threats to school safety.
6. Describe how a crisis response team functions in a school.
7. Serve on a crisis response/school safety committee.
8. Demonstrate appropriate response during a Code Red Drill

COMPONENT NUMBER: 6-511-002

COMPONENT TITLE: SCHOOL SAFETY: GANG RECOGNITION

GENERAL OBJECTIVE:

Participants will gain a basic understanding of gangs, how to recognize gang signs, and who to contact if they feel they see gang-related activity.

SPECIFIC OBJECTIVES: Participants will:

1. Recognize signs of gang activity.
2. Acquire and understanding of reporting procedures and contacts to whom to report evidence of gang activity, including school leadership, school resource officers, and law enforcement.
3. Develop an understanding of the following concepts:

- Different types of gangs
- Florida Laws
- Folk Nation
- People Nation
- Crips
- Bloods
- Mexican Mafia
- Nuestra Familia
- Gang Hand Signs
- Basic Code Deciphering

COMPONENT NUMBER: 6-511-003

COMPONENT TITLE: BASIC SCHOOL SAFETY PREPAREDNESS AND RESPONSE – FOR SUPPORT EMPLOYEES

**GENERAL OBJECTIVE:
GENERAL OBJECTIVE:**

Participants will gain the knowledge and skills to apply crisis preparation and response techniques effectively.

SPECIFIC OBJECTIVES: Participants will:

1. Identify target hardening techniques.
2. Learn how to apply safe school strategies.
3. Identify appropriate personnel for crisis response.
4. Understand appropriate procedures and resources needed to effectively response to various crisis situations.

COMPONENT NUMBER: 6-511-004

COMPONENT TITLE: BUILDING A SAFE AND INCLUSIVE LEARNING ENVIRONMENT FOR ALL STUDENTS

GENERAL OBJECTIVE:

Participants will deal thoughtfully and responsively to gender identification and sexual orientation stereotyping and prejudice to ensure that all students feel welcomed and well-treated in the classroom.

SPECIFIC OBJECTIVES: Participants will:

1. Understand that all cases of stereotyping and prejudice impact students.
2. Examine the impact of culture and ethnicity on gender expectations.
3. Demonstrate knowledge of how gender identification and sexual orientation issues can affect the achievement and aspirations of students.
4. Learn strategies to address bias and build a positive school climate for all

COMPONENT NUMBER: 7-103-001

COMPONENT TITLE: PROCEDURES AND LEGAL REQUIREMENTS FOR EXCEPTIONAL STUDENT EDUCATION

GENERAL OBJECTIVE:

Participants will identify and implement legal requirements for exceptional students, including gifted. Participants will also develop, implement, and evaluate procedures to ensure compliance with Individuals with Disabilities Education Act and Florida Statutes.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific knowledge of federal and state law and district procedures for exceptional students, including gifted.
2. Develop skills in writing Individual Educational Plans for students with disabilities and educational plans for gifted.
3. Develop skills in implementing Individual Educational Plans and Educational Plans.
4. Learn what constitutes a Free and Appropriate Public Education.
5. Evaluate procedures to ensure compliance with federal, state, and district requirements.

COMPONENT NUMBER: 7-211-001

COMPONENT TITLE: JROTC

GENERAL OBJECTIVE:

Participants will improve and update management skills and instructional techniques to conform to current United States doctrine and governing regulations.

SPECIFIC OBJECTIVES: Participants will:

1. Identify changes in regulations governing JROTC program management.
2. Review in place management procedures for conformance with current regulations.
3. Establish methods of incorporating identified changes into existing management procedures.
4. Identify problem areas in day-to-day management and develop/share solutions.
5. Identify and establish intermediate management objectives as they apply to the annual program goal.
6. Identify lesson plan objectives and insure conformance with the program of instruction.
7. Update lesson plans so that they employ the most current reference material available.
8. Identify techniques that will improve and standardize platform instruction.
9. Acquire new techniques and ideas for motivating and stimulating students in military related subjects.
10. Demonstrate the ability to formulate a viable and comprehensive grading procedure to encompass all the unique aspects of military type training.

COMPONENT NUMBER: 7-211-004

COMPONENT TITLE: AP VERTICAL ARTICULATION & TEAMING

GENERAL OBJECTIVE:

Participants will work with other grade level and subject area professionals to identify and implement the scope and sequence for Advanced Placement (AP) learning objectives and activities throughout the secondary curriculum of those students in AP courses and those designated as preparatory.

SPECIFIC OBJECTIVES: Participants will:

1. Update knowledge concerning student competencies and performance standards in high school AP courses and middle school preparatory courses.
2. Decide in what courses student competencies and performance standards will be introduced, reinforced, and mastered (final evaluation).
3. Consult with AP experts for verification of scope and sequence, and implementation strategies.
4. Develop articulation processes to maintain continuity of the AP program including preparatory courses.

COMPONENT NUMBER: 7-408-001

**COMPONENT TITLE: HIGH PROBABILITY STRATEGIES
(MARZANO/PACE)**

GENERAL OBJECTIVE:

Participants will develop skills and knowledge to successfully implement the high probability instructional strategies identified in the research of Robert Marzano, and as observed.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate understanding of the research-based strategies and effective, appropriate implementation in instructional design and delivery.
2. Identify strategies demonstrated in educational scenarios (live and/or video).
3. Critique the use of strategies in educational scenarios, including quality of implementation as defined in the Professional Assessment of Charlotte Educators (PACE) rubrics.
4. Demonstrate decision-making to choose and utilize appropriate strategies in the instructional process, matched to the curriculum and differentiated needs of students.
5. Examine the effectiveness of high probability strategies, the quality of implementation, and the effect on student learning in Lesson Study, coaching/mentoring, or other professional learning community settings.
6. Self-evaluate the effectiveness of implementation and resulting impact on student learning utilizing the PACE rubrics.
7. Evaluate the effectiveness of implementation and resulting impact on student learning in Individual Professional Development Plan goals, school

improvement goals, Response to Intervention processes, Multi-Tiered Systems of Support, and other applications.

8. Utilize student achievement, teacher observation, and reflection data to improve and innovate implementation and integration of high probability instructional strategies in teaching and learning activities.

COMPONENT NUMBER: 7-410-001

COMPONENT TITLE: LAWS, STATUTES, RULES, POLICIES, AND PROCEDURES

GENERAL OBJECTIVE:

Participants will acquire knowledge base and skills to assure compliance federal laws, state laws, statutes and rules, and district policies and procedures as appropriate to the role of district leadership, school leadership, classroom instruction, student access to instructional programs, involvement of parents, and adherence to compliance criteria.

SPECIFIC OBJECTIVES: Participants will:

1. Identify existing new and/or revised federal, state, and local laws, statutes, rules, policies, and procedures.
2. Describe procedures for implementation of new and/or revised district, state, and federal laws, rules, policies, and procedures.
3. Identify benefits to students, student learning, and employee effectiveness.
4. Analyze new laws, statutes, rules, policies, and procedures through the district vision, mission, core principles, and strategic goals.
5. Implement needed organizational structure, data infrastructure, operational activities, and communication strategies to effectively realize needed changes for compliance.
6. Evaluate effectiveness of implementation, and utilize data to develop continued improvements.

COMPONENT NUMBER: 7-410-002

COMPONENT TITLE: SCHOOL LAW FRAMEWORK

GENERAL OBJECTIVE:

Participants will be able to effectively manage legally-based situations at the work site to maximize efficient school/district operations and eliminate culpability.

SPECIFIC OBJECTIVES: Participants will:

1. Describe recent and relevant court cases that illustrate key legal concepts: negligence, due process, ethics code, collective bargaining, civil rights, and privacy that may impact school operations.
2. Apply key concepts in recent case law to school/district situations.
3. Read and discuss site documents and appropriate procedures in dealing with legal issues impacting the school/district.

COMPONENT NUMBER: 7-415-001

COMPONENT TITLE: SCHOOL IMPROVEMENT WRITING AND IMPLEMENTATION TEAMS

GENERAL OBJECTIVE:

Participants will develop knowledge and skills for the effective implementation, collaborative operation, and distributed leadership of school improvement teams to develop and execute school improvement plans.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate understanding of state and local requirements for school improvement processes including development and execution of school improvement plans.
2. Analyze required data elements as specified by federal, state, and local accountability criteria to determine improvement goals and targets.
3. Collaboratively determine and implement specific strategies to implement that will help the school to meet improvement goals and targets.
4. Distribute leadership responsibilities among appropriate stakeholders including teacher leaders, School Advisory Council, Partnership and Performance Council, grade level/subject area departments, teams, and other structured sub-groups as appropriate to attain improvement goals and targets.
5. Collaboratively monitor the implementation of the school improvement plan including review of the effectiveness of strategies to determine needed adjustments, review of student achievement data to determine progress toward improvement goals and targets, and to review needed problem solving and decision-making.
6. Utilize student achievement, accountability, and self-reflection data to evaluate the effectiveness of the plan and team processes annually to determine needed improvements in implementation processes for the next cycle of improvement.
7. Communicate progress toward improvement goals and targets to stakeholders as required and appropriate.

COMPONENT NUMBER: 7-417-001

COMPONENT TITLE: PRIORITIZING, MAPPING, AND MONITORING THE CURRICULUM (FLDOE WILLIAM CECIL GOLDEN/SOUTHERN REGIONAL EDUCATION BOARD)

GENERAL OBJECTIVE:

Participants will develop knowledge and skill in prioritizing, mapping, and monitoring the district curriculum

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate the ability to facilitate curriculum prioritization with faculty teams.

2. Identify questions for school team inquiry to clarify the meaning of each standards.
3. Demonstrate ability to develop curriculum maps that identify gaps between what is essential and what is taught, and create vertical alignment.
4. Identify various mapping strategies and formats.
5. Identify methods of curriculum monitoring that assist in aligning the planned curriculum, taught curriculum, learned curriculum, and tested curriculum.
6. Analyze the implementation of curriculum maps and impact on student achievement.
7. Utilize student achievement and teacher observation data to improve implementation of curriculum map.
8. Evaluate effectiveness of curriculum map implementation utilizing student achievement data.

COMPONENT NUMBER: 7-417-002

COMPONENT TITLE: CLASSROOM WALK-THROUGH

GENERAL OBJECTIVE:

Participants will develop knowledge and skill in the Classroom Walk Through process, including both formal and informal strategies, with a focus on monitoring curriculum implementation and instructional processes.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate an understanding of the Classroom Walk Through foundations including history, philosophy, and research-based methodology.
2. Identify formal and informal Classroom Walk Through process.
3. Apply Classroom Walk Through observation strategies to specific instructional settings.
4. Analyze Classroom Walk Through data to determine needed instructional improvements, including triangulation of data with student achievement, Lesson Study, and professional self-reflection data.
5. Develop strategies to engage faculty in feedback, conversation, and inquiry concerning data, problem-solving, and identification of needed instructional improvements.
6. Facilitate faculty to develop action plans for improvement, which may be integrated with and/or part of the Individual Professional Development Plan (IPDP), school improvement plan, Lesson Study group plan, Professional Learning Community plan, or other collaborative improvement process.
7. Monitor instructional improvements and provide effective feedback to faculty for on-going modifications.
8. Evaluate the effectiveness of Classroom Walk Through utilizing student achievement data to determine attainment of desired instructional improvement goals and targets.

COMPONENT NUMBER: 7-422-001

COMPONENT TITLE: STUDENT RECORDS

GENERAL OBJECTIVE:

Participants will update and expand knowledge, skills, and attitudes in location, housing, transfer, and management of students' records.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate an increased awareness of existing and new procedural guidelines for student records.
2. Demonstrate the necessity for consistency and accuracy in implementation of student record guidelines.
3. Describe how current policy (local, state, and federal) delineates their role and responsibilities.
4. Demonstrate strategies useful in keeping records in schools.

COMPONENT NUMBER: 7-503-002

COMPONENT TITLE: ETHICS IN LEADERSHIP

GENERAL OBJECTIVE:

Participants will develop skill and knowledge to utilize the ethics of care, critique, justice, community, and profession in leadership including decision-making, trust-building, culture-building, conflict resolution, diversity issues, and stakeholder participation.

SPECIFIC OBJECTIVES: Participants will:

1. Participants will demonstrate knowledge of the ethics of care, community, critique, justice, and profession.
2. Participants will identify ethical obligations in relation to legal provisions of district policy, state statutes, federal laws, the Constitution of the State of Florida, and the Constitution of the United States.
3. Participants will identify ethical dilemmas in educational situations.
4. Participants will apply ethical thinking and action in the resolution of educational dilemmas.
5. Participants will evaluate scenarios (including self and others) in terms of the application of ethical thinking and action.

COMPONENT NUMBER: 7-507-001

COMPONENT TITLE: INSTRUCTIONAL PERSONNEL OBSERVATION AND FEEDBACK (FORMATIVE/SUMMATIVE)

GENERAL OBJECTIVE:

Participants will acquire knowledge and develop skills and attitudes necessary for making classroom observations and giving objective formative and/or summative feedback in a conference setting.

SPECIFIC OBJECTIVES: Participants will:

1. Identify teacher goals and objectives.
2. Conduct a pre-observation conference for the purpose of planning and clarifying circumstances of the observation.
3. Translate abstract concepts into observable behavior.
4. Demonstrate the ability to record observed behaviors utilizing data collection methods and instruments.
5. Apply data collection methods and techniques to live observations, and review of video-recorded examples.
6. Demonstrate the ability to provide the observed teacher with objective observational data in a conference setting.
7. Distinguish between formative and summative uses of data, and the impact of each approach on delivery of feedback.
8. Use the conferencing skills of clarifying questions, acknowledgement, paraphrasing, positive reinforcement, objectively describing behaviors observed, perception checking, pursuing alternatives, and planning future steps to be taken.
9. Provide the teacher with ideas or opportunities for practice and comparison.
10. Collaboratively develop improvement plans with the teacher utilizing data collected in observation(s).
11. Demonstrate the ability to self-reflect on the role of the observer, and strategies to improve observation techniques, delivery of feedback, and coaching strategies.
12. Demonstrate knowledge of application of formative and summative observation/feedback cycles as utilized in the district's Coaching, Assisting, and Supporting Teachers (CAST) program, and Teacher Assistance Program (TAP), and in relation to the Professional Appraisal of Charlotte Educators (PACE) and employee discipline procedure.

COMPONENT NUMBER: 7-507-003

COMPONENT TITLE: FACILITATIVE LEADERSHIP

GENERAL OBJECTIVE:

Participants will be able to organize and lead meetings in order to accomplish goals.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate the ability to run a meeting maintaining pace and moving toward the goals of the meeting.
2. Demonstrate the ability to record without leading and how to emphasize important points.
3. Demonstrate the ability to set an agenda, list strategies, and set time.
4. Lead a group through setting ground rules.
5. Define group memory and list advantages.
6. List strategies for brainstorming.
7. List strategies for narrowing a topic and reaching consensus.
8. List ways groups can make decisions.
9. Define facilitative leader.
10. Discuss the difference between facilitator and facilitative leader.

COMPONENT NUMBER: 7-507-004

COMPONENT TITLE: FLORIDA PRINCIPAL STANDARDS

GENERAL OBJECTIVE:

Participants will gain knowledge and skill in implementing the Florida Principal Standards as specifically required in the Charlotte Leadership Appraisal System, the district's Principal Certification Program, and to meet state certification requirements for school leadership.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate knowledge and comprehension of the Florida Principal Standards.
2. Demonstrate knowledge and comprehension of researched causal links between specific behaviors and actions in the Florida Principal Standards and the effect on student achievement, quality instruction, school management, and school culture.
3. Demonstrate specific behaviors and actions that indicate progress toward mastery of the Florida Principal Standards utilizing the district rubric, supporting documentation, and/or specific program required documentation.
4. Utilize student achievement data to determine effectiveness of personal application of the Florida Principal Standards.
5. Participate in collaborative professional learning communities to share best practices, improve knowledge and skill, and provide accountability for desired improvement goals.
6. Evaluate effectiveness of implementation utilizing district summative process, which may include observation, self-reflection, 360° surveys.
7. Demonstrate accountability through communication of evaluation results to appropriate stakeholders, and seek assistance as appropriate to achieve improvement goals.

COMPONENT NUMBER: 7-507-016

COMPONENT TITLE: DISTRICT LEADERSHIP TEAM PROFESSIONAL LEARNING COMMUNITY (DLT)

GENERAL OBJECTIVE:

District Leadership Team will develop knowledge and skills embedded in the district's philosophy, core principles/values, and in research-based practices to improve student achievement, teacher effectiveness, and school quality.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate knowledge and comprehension of effective leadership strategies and behaviors.
2. Demonstrate knowledge and comprehension of current challenges facing leaders, teachers, and students.
3. Apply knowledge and comprehension of leadership concepts in personal leadership approach and behaviors.

4. Utilize student achievement, observation, climate survey, customer feedback, 360° survey, and other data sources in self-reflection, analysis, and problem-solving within the collaborative PLC.
5. Read and discuss professional literature and academic research of effective leadership practices, organizational effectiveness, strategic planning and improvement, and accountability.
6. Identify and apply strategies for improving employees' work performance.
7. Demonstrate ability to implement key elements of staff development activities/programs, which are designed to increase and enhance student achievement and successful outcomes.
8. Problem solve the implementation of required changes as identified in federal, state, and local laws, statutes, rules, policies, and procedures.
9. Demonstrate long-range succession planning through the identification, mentoring/coaching, and professional development of targeted candidates in accordance with the district's succession plan.
10. Share best practices and solutions to common issues with fellow DLT participants.
11. Demonstrate ability to influence school and district culture in accordance with district philosophy and core principles/values.
12. Apply leadership principles to increase personal trustworthiness, and trust with faculty, colleagues, parents, students, and community stakeholders.
13. Apply leadership principles to enrich relationships with employees, students, colleagues, parents, and community stakeholders.

COMPONENT NUMBER: 7-507-021

COMPONENT TITLE: PEER MENTORING AND COACHING

GENERAL OBJECTIVE:

Participants will acquire knowledge and develop attitudes and skills necessary to provide development and support to peers.

SPECIFIC OBJECTIVES: Participants will:

1. Identify research related to mentoring and coaching.
2. Acquire vocabulary and terminology necessary to explain mentor and mentoring research
3. Create a linkage between theory and practice.
4. Identify protégé's areas of strength and needs for improvement.
5. Acquire skills necessary to observe and record behavior and provide behaviorally specific feedback.
6. Recognize the benefits of mentoring programs for the protégé, mentor, and district.
7. Identify the functions of a mentor
8. Explain the phases of a mentoring relationship.
9. Demonstrate knowledge of the systems used for monitoring and evaluating mentoring program.

COMPONENT NUMBER: 7-507-026

**COMPONENT TITLE: PROFESSIONAL LEARNING COMMUNITIES
FACILITATION TRAINING**

GENERAL OBJECTIVE:

Participants will demonstrate knowledge and skills required for effective professional learning community participation, facilitation, and implementation.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate knowledge and comprehension of professional learning community characteristics and functions.
2. Demonstrate knowledge and comprehension of the benefits of effective professional learning community practice, and causal links with increased student achievement as found in research.
3. Demonstrate the ability to develop vision, mission, learning goals, and plan for accountability of the PLC.
4. Demonstrate the ability to use multiple PLC meeting protocols to guide PLC participation and activity.
5. Demonstrate the ability to integrate professional learning community practice with student achievement data, teacher observation/Classroom Walk Through data, Lesson Study, Individual Professional Development Plan goals, school improvement goals, district strategic goals, and state and federal accountability criteria.
6. Participate in collaborative inquiry into student achievement gaps, effective instructional practice, beliefs and assumptions about students and learning, and potential innovations to improve learning and instruction.
7. Develop action and monitoring plans for implementation of identified improvements including instructional innovations, differentiation for student needs, Florida Continuous Improvement Model mini-lessons, Response to Intervention strategies, Multi-Tiered Systems of Support, and other research-based practices.
8. Develop strategies to collect data on implementation results including teacher observation, student achievement data, Lesson Study data, and other sources.
9. Demonstrate ability to analyze data and utilize results in continued learning and improvements.

COMPONENT NUMBER: 7-507-028

**COMPONENT TITLE: STUDY GROUPS FOR DISTRICT TEAM LEADERS
AND INSTRUCTIONAL PERSONNEL**

GENERAL OBJECTIVE:

Participants will form a learning community to guide and facilitate their own learning.

SPECIFIC OBJECTIVES: Participants will:

1. Explain how to build a school, community, and culture that supports learning and growth including self.

2. Discuss new or innovative ideas, methods, and programs to meet administrators' needs.
3. Explain networking to support other administrators and follow-up training.
4. Discuss new or innovative ideas, methods, and programs to meet students', teachers', and administrators' needs.
5. Review and discuss literature which includes, but is not limited to the following topics:
 - a. Leadership Development
 - b. School Improvement
 - c. School Organization
 - d. Personnel Issues
 - e. Curriculum
 - f. Instructional Practices
 - g. Technology in Education
 - h. Student Assessment
 - i. Student Behavior and Discipline
 - j. Social Issues and the Role of Schools
 - k. Ethnicity/Gender Issues
 - l. Home/School/Community Relations
 - m. Financial Issues
 - n. Facilities/Student Safety
 - o. Administrators: Leaders and Learners
6. Share and critique results of implementing innovative ideas, methods, and programs including student work/performance.

COMPONENT NUMBER: 7-507-031

COMPONENT TITLE: TEAM BUILDING

GENERAL OBJECTIVE:

Participants will develop the managerial skills of school administrators in building an effective working team at the school site. Emphasis is placed on the Florida Principal Competencies: Managing Interaction, Persuasiveness, Tactical Adaptability, and Organizational Ability.

SPECIFIC OBJECTIVES: Participants will:

1. Define those terms associated with the team building process.
2. Apply at least two effective strategies for team development to the school setting.
3. Complete an analysis of work situation.
4. Develop an action plan for application of team building strategies.

COMPONENT NUMBER: 7-507-032

COMPONENT TITLE: INSTRUCTIONAL MATERIALS SCREENING, SELECTION, AND ADOPTION STUDY GROUPS FOR INSTRUCTIONAL PERSONNEL

GENERAL OBJECTIVE:

Participants will engage in the screening, selection, and the implementation of instructional materials.

SPECIFIC OBJECTIVES: Participants will:

1. Assist in the screening and selection of instructional materials at the school level;
2. Assist in the screening and selection of instructional materials at the district committee level;
3. Engage in the professional development that should directly instruct teachers on how to use the instructional materials;
4. Engage in professional development that should demonstrate to teachers what effective use of the materials looks like, and how teachers can measure their own mastery of effective implementation; and,
5. Engage in ongoing professional development to provide support on effective use and implementation of the instructional materials to deepen content knowledge.

COMPONENT NUMBER: 7-507-049

COMPONENT TITLE: SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE

GENERAL OBJECTIVE:

Participants will gain personal and professional insight into principle-centered leadership and develop skills for personal and organizational effectiveness.

SPECIFIC OBJECTIVES: Participants will:

1. Examine personal and professional effectiveness.
2. Develop an understanding of an integrated and holistic approach to organizational effectiveness.
3. Discuss efficiency and effectiveness in achieving desired results.
4. Learn patterns of effective behavior that lead to optimal interpersonal relationships.
5. Discover the power of personal vision and develop skills for proactive leadership.
6. Develop a personal mission statement.
7. Learn how to prioritize tasks and improve time management skills.
8. Discuss interpersonal leadership and develop positive negotiation skills.
9. Examine communication styles and enhance communication performance.
10. Develop skills for creative cooperation
11. Learn how to set and achieve goals for personal renewal.

COMPONENT NUMBER: 7-507-050

COMPONENT TITLE: INTEREST BASED PROBLEM SOLVING/ LABOR-MANAGEMENT PARTNERSHIP

GENERAL OBJECTIVE:

Participants will develop the knowledge and skills of interest-based problem solving as utilized in the district and/or site-based Labor-Management Partnership councils and at the school site. Emphasis is placed on collaborative problem solving and consensus building.

SPECIFIC OBJECTIVES: Participants will:

1. Define those terms associated with the interest-based problem-solving process (IBPS).
2. Demonstrate comprehension of the Labor-Management Partnership concept and process.
3. Demonstrate skill competency in simulated practice.
4. Participate in the group application of IBPS strategies in the Labor-Management Partnership Council setting.
5. Produce collaborative results utilizing IBPS strategies in Labor-Management Partnership Council setting and/or other application.

COMPONENT NUMBER: 7-507-051

COMPONENT TITLE: FOUR DISCIPLINES OF EXECUTION

GENERAL OBJECTIVE:

Participants will develop the knowledge and skills of execution to effectively realize the highest goals of the organization and/or site. This includes the development of clear priority goals, translation of goals into work, creation of compelling scoreboards and the development of accountability processes and systems.

SPECIFIC OBJECTIVES: Participants will:

1. Define terms and concepts associated with the Four Disciplines of Execution.
2. Demonstrate comprehension of the Four Disciplines of Execution concepts and processes.
3. Demonstrate skill competency in simulated practice or real work situations.
4. Develop a plan of action to utilize the Four Disciplines of Execution with a work team.
5. Participate and/or facilitate a team work session utilizing the Four Disciplines of Execution concepts and processes.

COMPONENT NUMBER: 7-507-052

COMPONENT TITLE: FOCUS TIME MANAGEMENT

GENERAL OBJECTIVE:

Participants will develop the knowledge and skills of time management to increase effectiveness and productivity. This includes understanding the basic concepts of time management, and application of the FOCUS process.

SPECIFIC OBJECTIVES: Participants will:

1. Define terms and concepts associated with the FOCUS Time Management.
2. Demonstrate comprehension of the FOCUS Time Management concepts and processes.
3. Demonstrate skill proficiency in simulated practice or real work situations.
4. Develop a plan of action to utilize FOCUS Time Management.

COMPONENT NUMBER: 7-507-053

COMPONENT TITLE: SPEED OF TRUST

GENERAL OBJECTIVE:

Participants will develop the knowledge and skills in building a culture of trust to enhance productivity and student achievement.

SPECIFIC OBJECTIVES: Participants will:

1. Define terms and concepts associated with The Speed of Trust.
2. Demonstrate comprehension of The Speed of Trust concepts and processes
3. Demonstrate understanding of The Speed of Trust 360° trust audit feedback report.
4. Demonstrate skill competency in simulated practice or real work situations.
5. Develop a plan of action to utilize The Speed of Trust concepts and processes, and an individual action plan utilizing the 360° trust audit.

COMPONENT NUMBER: 7-507-054

COMPONENT TITLE: LEADERSHIP: GREAT LEADERS, GREAT TEAMS, GREAT RESULTS

GENERAL OBJECTIVE:

Participants will demonstrate knowledge and skills necessary to effectively lead teams toward measurable results through leadership, empowerment, collaboration, and strategic planning.

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate understanding of team-members' individual needs in four key dimensions - physical, mental, spiritual, and socio-emotional.
2. Develop a high trust culture through specific actions, honest feedback, and self-evaluation.
3. Clarify the purpose of the team through visioning, individual roles in achieving the vision, and strategic linking to the greater organization.
4. Align systems to develop true customer service, effective work processes, increased focus on high priority goals and, effective hiring practices.
5. Empower team members through effective win-win agreements and feedback conversations.

COMPONENT NUMBER: 7-507-055

COMPONENT TITLE: USING DATA TO LEAD CHANGE (W. CECIL GOLDEN/SREB)

GENERAL OBJECTIVE:

Participants will demonstrate knowledge and skills in the use of data for leadership and decision-making.

SPECIFIC OBJECTIVES: Participants will:

1. Identify sources of data pertinent to goals and activities.
2. Utilize data in analysis of educational situations and decision-making processes.
3. Demonstrate ability to triangulate data to identify root causes.
4. Demonstrate ability to engage team inquiry into cause-effect relationships to determine actions.
5. Demonstrate ability to develop systematic processes to identify related outcomes, inputs, and processes.
6. Utilize various tools to help teams identify appropriate data sources, and data usage.

COMPONENT NUMBER: 7-507-056

COMPONENT TITLE: PROVIDING FOCUSED AND SUSTAINED PROFESSIONAL DEVELOPMENT (FLDOE WILLIAM CECIL GOLDEN/SOUTHERN REGION EDUCATIONAL BOARD)

GENERAL OBJECTIVE:

Participants will demonstrate knowledge and skills in development of focused and sustained professional development.

SPECIFIC OBJECTIVES: Participants will:

1. Identify elements of effective professional development including workshops, study groups, mentoring, peer observation, action research, and others.
2. Identify barriers to effective professional development in educational settings.
3. Demonstrate ability to link professional development strategies to specific needs and intended benefits.
4. Identify effective measures of professional development including affective, cognitive, behavioral, and impact.
5. Demonstrate ability to plan, implement, monitor/follow-up, and evaluate professional development in relation to impact on student achievement.

COMPONENT NUMBER: 7-507-057

COMPONENT TITLE: ASPIRING LEADERS PROGRAM

GENERAL OBJECTIVE:

Participants will acquire knowledge and skills to prepare them to pursue current and future leadership roles in accordance with district philosophy, vision, mission, and values.

SPECIFIC OBJECTIVES: Participants will:

1. Gain knowledge of the Florida Principal Standards.
2. Develop an understanding of current research-based practices and district initiatives in effective school leadership.
3. Learn the differences between group facilitators and facilitative leaders.
4. Develop a shared vision of high-quality teaching and student learning based on the Marzano Instructional Framework.
5. Understand the rules of federal, state, and district finance protocol.
6. Discuss and identify appropriate school leader protocol when dealing with Human Resources and Student Services issues.
7. Review state assessment procedures and requirements.
8. Gain knowledge of strategies and federal funding sources and requirements to improve the academic achievement of disadvantaged students in order to close the achievement gap.
9. Develop an awareness of current "hot topics" in employee relations, including contract language and evaluation protocol.

COMPONENT NUMBER: 7-507-058

COMPONENT TITLE: SCHOOL PRINCIPAL PREPARATION PROGRAM

GENERAL OBJECTIVE:

Participants will develop the skills to promote effective teaching, student achievement, and positive school culture through research-based leadership practices based on the Florida Principal Leadership Standards.

SPECIFIC OBJECTIVES: Participants will:

1. Develop the required knowledge, skills, and professional behaviors relevant for school leadership.
2. Demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.
3. Work collaboratively at the school site to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.
4. Understand the value of recruiting, retaining, and developing an effective and diverse faculty and staff.
5. Promote a learning environment that improves learning for all students.
6. Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.

7. Develop the skills to manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
8. Practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community members.
9. Demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

COMPONENT NUMBER: 7-512-002

COMPONENT TITLE: SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (SACS)/NATIONAL STUDY OF SCHOOL EVALUATION (NSSE) SELF-STUDY TRAINING

GENERAL OBJECTIVE:

Participants will acquire knowledge and develop skills and attitudes necessary to do a comprehensive evaluation of a school program in accordance with SACS/NSSE accreditation criteria.

SPECIFIC OBJECTIVES: Participants will:

1. Define the self-study as it relates to the specific school and evaluative criteria of the National Study of School Evaluation.
2. Identify evaluative criteria by reading the Evaluative Criteria manual appropriate to the level of the school and reaching consensus in committees about criteria applicable to the school.
3. Examine the structure of the specific school using the evaluative criteria developed from NSSE criteria.
4. Participate in the development of a philosophy and educational objectives for the school.
5. Gather relevant data from two assigned areas: a content area and a general area (e.g. mathematics and student activities).
6. Use the NSSE scale to rate the data gathered.
7. Use the rated data to identify strengths and weaknesses of the assigned areas.
8. Develop recommendations based on the strengths and weaknesses.
9. Participate in the preparation of the written narrative report of their findings and recommendations.
10. Participate in the oral presentation of their findings and recommendations to the whole faculty group

COMPONENT NUMBER: 7-512-003

COMPONENT TITLE: CREATING A HIGH PERFORMING LEARNING CULTURE - FLDOE WILLIAM CECIL GOLDEN/SOUTH REGION EDUCATIONAL BOARD

GENERAL OBJECTIVE:

Participants will acquire knowledge and develop skills and attitudes necessary for developing a high performing learning culture that allows all students to succeed.

SPECIFIC OBJECTIVES: Participants will:

1. Identify elements of a high performing learning culture.
2. Explain core beliefs in ability-achievement, efficacy-effort, and power-control.
3. Utilize "backward design" to plan and create a high performing learning culture.
4. Demonstrate use of the six leadership strategies.
5. Demonstrate understanding of the use of structures to facilitate change and culture.

COMPONENT NUMBER: 7-512-004

COMPONENT TITLE: FLORIDA CONTINUOUS IRDMPROVEMENT MODEL (FCIM) FLDOE WILLIAM CECIL GOLDEN/SOUTH REGION EDUCATIONAL BOARD

GENERAL OBJECTIVE:

Participants will acquire knowledge and develop skills to successfully implement the Florida Continuous Improvement Model (FCIM).

SPECIFIC OBJECTIVES: Participants will:

1. Demonstrate understanding of continuous improvement concepts and historical context.
2. Utilize the principles and tools of FCIM to develop FCIM mini-lessons and embedded improvement processes targeted at specific student skill and knowledge deficiencies and gaps.
3. Demonstrate understanding of the FCIM cycles: Plan, Do, Check, Act.
4. Utilize the FCIM process to focus school improvement and other efforts on student achievement.
5. Integrate FCIM processes in collaboration instructional improvement settings including PLCs, Lesson Study groups, school improvement teams, and others.

COMPONENT NUMBER: 8-007-001

**COMPONENT TITLE: OUT-OF-DISTRICT PROFESSIONAL LEARNING
EVENT FOR THE ACQUISITION OF KNOWLEDGE
AND SKILLS TO IMPROVE STUDENT
ACHIEVEMENT**

GENERAL OBJECTIVE:

Participants will use knowledge and skills gained through participation in a professional learning event offered by a provider outside of Charlotte County Public Schools, such as a conference, workshop, seminar, class, or other structured event.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific knowledge and/or skills gained while attending the professional learning event to improve student achievement in CCPS.
2. Utilize materials obtained at the professional learning event in an educational setting.
3. Develop a method for incorporating knowledge and/or skills presented during the PD event into specific educational activities.
4. Develop and use lesson plans incorporating knowledge and skills learned while attending the professional learning event for which inservice points/continuing education units are awarded.

COMPONENT NUMBER: 8-103-001

**COMPONENT TITLE: ESE SUPPORT STAFF SERVICES, PROCEDURES,
AND LEGAL REQUIREMENTS**

GENERAL OBJECTIVE:

Participants will identify, implement, and evaluate supports necessary to meet the needs of students with disabilities.

SPECIFIC OBJECTIVES: Participants will:

1. Develop a understanding of policy issues associated with the least restrictive environment requirement.
2. Examine school culture patterns to provide programs and services to promote student success.
3. Learn to identify supports necessary for the academic, social and emotional success of students with disabilities in special education and general education environments.
4. Develop competency in evaluation and progress monitoring techniques to determine the effectiveness of supports necessary to meet the needs of students with disabilities.

COMPONENT NUMBER: 8-104-002

**COMPONENT TITLE: TRANSPORTATION OF PERSONS WITH
DISABILITIES**

GENERAL OBJECTIVE:

Participants, consisting of school bus operators, aides, and/or other employees who may be directly involved with the transportation of persons with disabilities, will be provided with information and techniques necessary for their job function.

SPECIFIC OBJECTIVES: Participants will:

1. Identify the significance of transportation in the disabled person's daily living and learning experiences.
2. Understand the special needs of persons with disabilities.
3. Learn the skills necessary to assist disabled persons.
4. Identify important safety and health concerns persons with disabilities.
5. Understand legal requirements controlling the transportation of the disabled

COMPONENT NUMBER: 8-203-001**COMPONENT TITLE: EDUCATOR CONSUMER SCIENCE****GENERAL OBJECTIVE:**

Participants will acquire the skills and competencies needed to set economic goals, prepare a corresponding budget, and utilize all available resources to meet the targets and objectives.

SPECIFIC OBJECTIVES: Participants will:

1. The skills needed to develop and implement a realistic budget with attainable goals.
2. The tools available to all consumers to aid in meeting the recognized goals.
3. The concept of comparison shopping.
4. The skills needed to track funds spent and funds saved.
5. The skills needed to prepare an electronic budget tracking device utilizing Microsoft Excel or a similar program.

COMPONENT NUMBER: 8-300-001**COMPONENT TITLE: BASIC CONTENT AREA KNOWLEDGE - FOR SUPPORT AND CONFIDENTIAL EMPLOYEES****GENERAL OBJECTIVE:**

Participants will improve and enhance their knowledge of content areas specifically tested on the Paraprofessional Praxis Assessment. This course bundle includes the following series of classes:

1. Reading Comprehension: Narrative Texts
2. Reading Comprehension: Informative Texts
3. Reading Comprehension: Decoding Language and Utilizing Layout
4. Writing Fundamentals: Parts of Speech and Effective Sentences
5. Writing Fundamentals: Mechanics of Writing
6. Mathematics: Understanding the Basic Skills
7. Mathematics: Fractions, Decimals, and Percentages

8. Basic Algebra
9. Basic Geometry
10. Basic Data Analysis
11. Introduction to Earth Science: Geology and Astronomy
12. Introduction to Earth Science: Meteorology and Oceanography
13. Teaching the Scientific Method
14. Introduction to Life Science
15. Human Body Systems

SPECIFIC OBJECTIVES: Participants will:

- Interpret, synthesize, and evaluate a narrative text
- Interpret and evaluate informative text structures
- Identify types of figurative language
- Identify the function of the eight major parts of speech
- Identify the parts of a complete sentence—subject, predicate, phrase, and clause
- Identify the forms that sentences can take—simple, compound, complex, and compound complex
- Identify the purpose of different sentence types—declarative, interrogative, exclamatory, and imperative
- Identify the proper capitalization in sentences
- Identify basic mathematical terminology such as sum, difference, product, quotient, dividend, and divisor
- Identify the basic mathematical operations of whole numbers
- Identify the proper order for mathematical operations
- Recognize and interpret mathematical symbols
- Identify fractions, improper fractions, and mixed numbers
- Identify and use proper algebraic terminology
- Evaluate simple algebraic expressions
- Identify basic geometric figures
- Compute perimeter, area, and volume
- Plot ordered pairs on a coordinate grid
- Interpret bar and circle graphs
- Identify types of rocks and the cycles which form them
- Develop an understanding of Earth in the solar system
- Understand the causes and types of eclipses and tides
- Identify components of the geological time scale
- Define the scientific method
- Distinguish questions that are testable from those that are not
- Understand the need for research prior to setting up an experiment
- Formulate hypotheses
- Identify and define the components of a scientific experiment
- Analyze data and communicate the results
- Identify characteristics of living things
- Identify general cell theory and concepts
- Identify key elements of cell structure
- Distinguish levels of organization, organ systems, and life processes for multicellular organisms

- Identify the components and processes of the digestive system
- Identify the role of the endocrine and immune systems

COMPONENT NUMBER: 8-300-002

**COMPONENT TITLE: DEEPENING CONTENT AREA KNOWLEDGE -FOR
SUPPORT AND CONFIDENTIAL EMPLOYEES**

GENERAL OBJECTIVE:

Participants will improve and enhance their knowledge of content areas specifically tested on the Paraprofessional Praxis Assessment. This course bundle includes the following series of classes:

1. Basic Data Analysis II
2. Basic Algebra II: Patterns and Equations
3. Basic Algebra II: Graphing, Proportions, and Ratios
4. Basic Geometry II: Angles and Triangles
5. Basic Geometry II: Circles and Transformations
6. Probability
7. Mathematics: Properties and Integers
8. Customary Systems of Measurement
9. Metric Systems of Measurement
10. Mathematics: Factors and Multiples
11. Geologic History
12. Life Science: Reproduction and Heredity
13. Stars

SPECIFIC OBJECTIVES: Participants will demonstrate accomplishment in the following:

- Use of terms used in collecting data
- Explanation of the relationship between frequency tables, histograms, stem-and-leaf plots and line graphs
- Explanation of the purpose of double bar graphs, scatter plots and box-and-whisker graphs
- Recognition and extension of various patterns
- Use of a function table to find values and determine a rule
- Solving of simple algebraic equations with like terms
- Graphing a simple linear equation
- Expression and simplification ratios
- Review the basic concepts of proportions
- Measurement, identification, and classification of angles
- Computation of the area of triangles
- Differentiation among types of right triangles
- Use of the formula for computing the circumference of a circle
- Use of the formula for computing the area of a circle
- Identification of translations, reflections, and rotations
- Use of basic concepts in probability

- Definition of the commutative, associative, and distributive properties of numbers
- Concepts of integers, both positive and negative
- Addition, subtraction, multiplication, and division of both positive and negative integers
- Expression of customary measures as fractions
- Expression of fractions as mixed measures
- Compare/contrast of metric units of length, capacity, and mass
- Conversion from one measure to another measure within the same system
- Definition and examination of the concepts of prime factorization and relatively prime numbers
- Use of basic terminology related to the study of fossils
- Become familiar with two ways the age of rocks is determined
- Understanding of reproduction
- Examination of the process of mitosis
- Identify chromosomes, DNA, and genes
- Discussion of the concept of heredity and how traits are passed from parent to offspring • Survey the life cycle of stars
- Understanding electromagnetic radiation
- Investigation of how astronomers use spectroscopy to study stars
- Classification of stars
- Exploration of the characteristics of constellations

COMPONENT NUMBER: 8-404-001

COMPONENT TITLE: EARLY CHILDHOOD EDUCATION

GENERAL OBJECTIVE:

Participants will develop knowledge and skills necessary for administration of a developmentally appropriate program for pre-kindergarten.

SPECIFIC OBJECTIVES: Participants will demonstrate knowledge of:

1. Child development to include physical, social, emotional, cognitive development, and language acquisition.
2. Developmentally appropriate programs, including child-initiated, teacher supported play, classroom organization, and the effective utilization of equipment, materials and supplies to accommodate all cultural and developmental needs and differences.
3. An appropriate schedule that provides for a balance of active movement, rest, and quiet activities and a balance of child and adult initiated activities.
4. Appropriate methods of teacher/child and child/child interaction to facilitate the development of positive behavior, discipline, self-esteem, and independence for all children.
5. Early childhood evaluation techniques for developmental assessments of individual children's development and learning, teacher performance evaluations, and assessment of the classroom environment.

6. Indicators of child abuse and procedures for reporting and following up on abuse cases.
7. Methods of assessing the needs of families, determining the effects of environmental influences on the family, and eliminating stereotyping of children.
8. Appropriate techniques for establishing and maintaining effective relationships with each child's family.
9. Effective strategies for networking with community resources to obtain appropriate service for families.
10. State and local rules and regulations including health, safety, and nutrition which govern the pre-kindergarten program.
11. Easing the transition of young children from home to the pre-kindergarten classroom and from the pre-kindergarten classroom to kindergarten in order to ensure continuity in children's development

COMPONENT NUMBER: 8-404-002

COMPONENT TITLE: EARLY CHILDHOOD PRACTICES

GENERAL OBJECTIVE:

Participants will develop the knowledge and skills necessary for assisting in an early childhood program for prekindergarten children.

SPECIFIC OBJECTIVES: Participants will:

1. Develop an understanding of the state statutes, rules, and local policies which govern child care.
2. Demonstrate an ability to plan, establish, and maintain a healthy, safe, and clean environment.
3. Demonstrate knowledge of the nutrition, extent, causes, and effects of child abuse and neglect.
4. Exhibit knowledge of the definition, extent, causes, and effects of child abuse and neglect.
5. Demonstrate an understanding of the role and responsibility of child care workers for reporting and preventing child abuse and neglect.
6. Demonstrate an awareness of materials available as a resource for developing strategies to be used for the prevention of child sexual abuse.
7. Exhibit knowledge of the principles of child growth and development for prekindergarten children.
8. Demonstrate knowledge and use of learning activities which are appropriate for prekindergarten children.

COMPONENT NUMBER: 8-404-003

COMPONENT TITLE: INCLUSION TRAINING FOR PARAPROFESSIONALS

GENERAL OBJECTIVE:

Participants will acquire knowledge base in effective practices for working with students and other adults in the classroom.

SPECIFIC OBJECTIVES: Participants will:

1. Learn and apply practices that support or modify regular classroom instruction and materials.
2. Discuss specific strategies on what to do, what to ask, and how to conduct themselves in the main office, lunchroom, playground, teachers' work/lounge areas, regular classroom, and special classroom.
3. Explain the importance and usefulness of program goals and directives, documenting and reporting student progress, assessing special needs and abilities of students, and modifying class activities for special needs students.
4. Discuss how to be a "teacher supporter" in the classroom.
5. Identify techniques for managing instruction.

COMPONENT NUMBER: 8-404-007

COMPONENT TITLE: FOUNDATIONS OF AND CURRENT TRENDS IN EDUCATION

GENERAL OBJECTIVE:

Participants will gain the knowledge they need for effective teaching in today's classroom in terms of classroom environment, setup, differentiated instruction techniques, classroom management, alternative assessments and modifications for diverse learners.

SPECIFIC OBJECTIVES: Participants will:

1. Receive an introduction to American education, from its history and the governmental policies that has guided it, down to the actual workings within today's classroom.
2. Identify the leaders affecting public education, including those considered innovators.
3. Discuss the development of a child, including the theories of Piaget, Vygotsky, Erikson and Kohlberg.
4. Identify and address individual differences in learning and diversity in the classroom.
5. Discuss the scientific approach to learning, including the behavioral, cognitive and constructivist theories.
6. Identify the factors that influence motivation.
7. Identify methods to create an environment that promotes better learning.
8. Discuss traditional versus alternative methods of assessment.

COMPONENT NUMBER: 8-406-002

COMPONENT TITLE: COUNSELING/CONSULTATION: SCHOOL PSYCHOLOGISTS

GENERAL OBJECTIVE:

Participants will acquire knowledge and skill in counseling and consultation techniques.

SPECIFIC OBJECTIVES: Participants will:

1. Describe on-going counseling and research as it applies to school related problems and consultation issues.
2. Demonstrate new and existing counseling and/or consultation techniques and methods.
3. Integrate information obtained from the new technique(s) or method(s) with previously mastered techniques.

COMPONENT NUMBER: 8-406-005

COMPONENT TITLE: CONFLICT RESOLUTION IN THE WORKPLACE

GENERAL OBJECTIVE:

Participants will learn practical skills for understanding and resolving conflict in today's changing workplace.

SPECIFIC OBJECTIVES: Participants will:

1. Understand the meaning of conflict.
2. Identify the signs of conflict in the workplace.
3. Analyze the consequences and hidden costs associated with conflict at work.
4. Analyze three different types of conflict.
5. Identify the difference between substantive and personality-based conflict.
6. Examine the five stages of a typical conflict cycle.
7. Explore the aspects of five conflict management styles.
8. Understand how to apply the appropriate style of conflict management to particular conflict situations.
9. Understand a six-step conflict resolution process.
10. Apply the conflict resolution process to workplace conflicts to achieve win-win solutions
11. Explore the aspects of an Interest-based Relational Approach (IBA) to conflict.
12. Explore the common types of difficult people found in the workplace.
13. Examine effective strategies to cope with difficult co-workers.
14. Identify alternative strategies for coping with conflict when conflict resolution fails.

COMPONENT NUMBER: 8-406-006

COMPONENT TITLE: EFFECTIVE COMMUNICATION WITH STAFF: FOR SUPPORT AND CONFIDENTIAL EMPLOYEES

GENERAL OBJECTIVE:

Participants will improve and enhance their communication skills with worksite peers and supervisors and develop an understanding of specific district initiatives. This course bundle includes the following series of classes:

1. Understanding Inclusion

2. Understanding the Many Types of Special Programs
3. Individual Student and Program Information
4. Paraeducator Roles and Responsibilities in Inclusive Classrooms
5. Working with Official and Immediate Supervisors
6. Monitoring Student Progress
7. Taking Instructional or Behavioral Data
8. Developing Positive Communication Skills
9. Negotiation and Conflict Resolution Skills for Paraeducators
10. The Importance of Assessments in Special Education
11. What are Responses to Intervention (RtI) and Multi-Tiered Systems of Support?

SPECIFIC OBJECTIVES: Participants will:

- See how inclusion has changed ESE by serving more students in general education classrooms
- Understand how inclusive education developed
- Understand the philosophy and intent of inclusive education
- Realize the impact of inclusive education on paraeducators
- Understand what types of support programs school districts offer
- Learn the parts of Title I services
- Recognize the elements of at-risk programs
- Become familiar with the pieces of special education services
- Understand the guidelines of the law for educational placement
- Learn the different placement options and instructional settings available under special education
- Learn what types of student personal information are most helpful to paraeducators
- List characteristics and strategies for visual, auditory, and tactile learners
- Be able to identify sources for specific student instructional information
- Know the components of an individualized education program (IEP)
- Demonstrate an awareness of appropriate questions to use when gathering specific information on a student
- Recognize that part of the paraeducator's job is to learn how to work well with both students and adults
- Understand how to support targeted students in the inclusive classroom
- Identify ways to support the general education teacher in the inclusive classroom
- Learn effective communication skills for working as a team member • Review the variety of duties that may be required from a paraeducator.
- Organize information effectively to carry out assigned duties
- Learn the difference between an official and immediate supervisor
- Discuss the various responsibilities of an official supervisor
- Discuss the various responsibilities of an immediate supervisor
- Recognize the importance of monitoring the progress of students with special need.
- Understand the various components of an individualized education program or plan (IEP)
- Understand the role of the paraeducator in monitoring student progress

- Learn strategies and methods for monitoring student progress
- Understand the purpose of data collection
- Discover various methods for collecting instructional data
- Examine various methods for collecting behavioral data
- Learn how to be an effective data collector
- Discover the importance of developing a good working relationship and good communication with other adults in the classroom
- Understand the ground rules for communication
- Identify when to ask questions
- Learn how to develop assertive communication skills
- Develop nonverbal communication skills
- Determine how to best communicate with the classroom teacher
- Learn that conflict can have both positive and negative results
- Discover how conflict affects special education
- Define conflict
- Understand common responses to conflict
- Become familiar with a problem-solving and conflict resolution process
- Identify six steps to collaborative problem solving
- Learn terminology associated with assessments
- Identify the importance of collecting baseline data
- Pinpoint ways to use assessment data to determine present levels of performance
- Assess the types of data that are used to show and monitor progress
- Discover how different types of assessment can influence student learning
- Explain why assessments are important sources of information for those who teach and support students with special needs.
- Define RtI and describe an RtI model
- Identify the differences among the three tiers of RtI
- Describe the advantages of using an RtI model
- Identify the essential components of RtI
- Understand the marriage of special education and general education through an RtI model (“Every Ed”).
- Discuss the changing role of the paraeducator and identify some major paraeducator RtI responsibilities

COMPONENT NUMBER: 8-406-007

COMPONENT TITLE: EFFECTIVE COMMUNICATION WITH STUDENTS – FOR SUPPORT AND CONFIDENTIAL EMPLOYEES

GENERAL OBJECTIVE:

Participants will improve and enhance their communication skills with students and develop an understanding of their specific needs and accommodations. This course bundle includes the following series of classes:

- Introduction to Accommodations and Modifications
- Supporting Students with Accommodations and Modifications

- Communicating with Student Teams
- Assisting Students in the Development of Social Skills
- The Roles of Paraeducators in Promoting Active Learning
- Assisting Students with Work Completion
- Characteristics of Young Adolescents
Motivating Gifted Learners
- Helping vs. Hovering: How to Avoid the “Helicopter” Effect
- Helping Middle School Students Improve Organization Skills
- Building and Maintaining Respectful Relationships with Students

Helping Students Become Successful Readers

SPECIFIC OBJECTIVES: Participants will:

- Learn the difference between accommodations and modifications
- Understand the range of accommodations and modifications for students with exceptionalities
- Understand when and how to provide appropriate modifications for students
- Learn strategies for designing and implementing modifications
- Learn a variety of methods for making appropriate accommodations and modifications
- Understand which students a paraeducator can support with accommodations and modifications
- Understand when accommodations and modifications are needed to support a student
- Realize the importance of being an effective communicator with all members of a student’s educational team
- Discover strategies for communicating effectively with the general education teacher
- Become familiar with strategies for gaining important information regarding students and programs
- Develop strategies for promoting effective communication between the general education and special education teachers
- Learn techniques to use when confronted with an unwelcoming teacher
- Understand the role of the paraeducator in communicating with parents
- Identify ways to communicate the role of the paraeducator to students
- Gain an understanding of the need for students to have good social skills
- Recognize the basic manners that should be expected of students
- Learn ways to help students understand the importance of good manners
- Review appropriate ways for students to interact with people with physical disabilities
- Identify important communication skills and ways to assist students in gaining those skills
- Review the importance of active learning
- Understand ways to incorporate active learning strategies into the foundational components of a lesson
- Learn how to implement a lesson while incorporating active learning strategies

- Discover a variety of strategies that will engage students in their daily classroom learning
- Become familiar with four components of the learning process
- Understand how to provide a structure for work completion
- Learn various interventions for difficulties with work completion
- Learn about early signs of emerging adolescents
- Examine the physical changes and characteristics of young adolescents
- Identify some intellectual changes and characteristics of young adolescents
- Learn key emotional changes and characteristics of young adolescents
- Examine social changes and characteristics of young adolescents
- Identify positive responses to typical early adolescent behavior
- Learn the importance of motivation to the achievement of gifted learners
- Debunk myths associated with gifted learners
- Identify simple strategies that will help motivate gifted learners
- Gain even more strategies for motivating gifted learners
- Learn basic information about adult support in the school environment
- Define the basics of self-sufficiency
- Identify ways to promote student self-sufficiency in the school environment
- Understand the rationale for structure in learning
- Learn basic information for helping students organize materials
- Discover simple ways to help students organize tasks
- Identify techniques for keeping students' environments organized •
- Understand why respectful relationships with students are important. •
- Distinguish between academic and behavioral guidance
- Learn ways to communicate academic guidance.
- Develop an understanding of implementing behavioral guidance
- Identify techniques to build positive relationships with students
- Explore ways to remain objective and overcome bias when working with students
- Develop an understanding of early literacy and the skills necessary for a student to be able to read successfully
- Learn how to increase students' understanding of print with a focus on motivation and awareness
- Examine ways to support phonological awareness in beginning readers
- Become familiar with phonemic awareness in beginning readers
- Learn strategies for teaching sight word vocabulary in beginning readers
- Explore reading fluency skills in beginning readers
- Identify the strategies a student can use to decode unknown words
- Discover ways to support vocabulary development in beginning readers
- Identify techniques to support students' reading comprehension
- Become aware of ways to encourage students in becoming independent, lifelong readers

COMPONENT NUMBER: 8-406-008

COMPONENT TITLE: ESTABLISHING A CULTURE OF QUALITY CUSTOMER SERVICE

GENERAL OBJECTIVE:

Participants will learn to create a culture of quality customer service at all levels, both inside and outside of the schools/workplace.

SPECIFIC OBJECTIVES: Participants will:

1. Increase their knowledge of quality customer service standards.
2. Identify the customers they serve at the school or district workplace
3. Recognize and describe how the customer service standards look in every type of employee position.
4. Identify what they will do differently to increase and provide quality customer service
5. Acquire a sense of how customer services relate to all employees and employee positions

COMPONENT NUMBER: 8-406-010

COMPONENT TITLE: WORK PLACE TEAM-BUILDING TO ENHANCE PERFORMANCE

GENERAL OBJECTIVE:

Participants will learn strategies to become more productive members of a school or work site team with the goal of improving overall team performance.

SPECIFIC OBJECTIVES: Participants will:

1. Set personal and work-based goals.
2. Learn the characteristics of effective teams and stakeholders.
3. Practice trust-building activities.
4. Develop short, intermediate, and long-range goals.
5. Produce a team project proposal.
6. Implement the team project plan.
7. Submit a reflection.

COMPONENT NUMBER: 8-406-011

COMPONENT TITLE: 90-DAY HIGHLY FORMAL CAST (Coaching, Assisting, and Supporting Teachers) PEER MENTOR ACADEMY

GENERAL OBJECTIVE:

Participants will learn research-based strategies to mentor program participants to improve instructional practice in the classroom.

SPECIFIC OBJECTIVES: Participants will:

1. Delve deeply into the Marzano Framework and available resources to support program participants to help drive sound instructional practice.

2. Review the Marzano Protocol for each element, including the design question, teacher evidence, student evidence, evaluation scale scores, and reflection questions in order to develop the knowledge and skills to mentor program participants to implement framework elements successfully in instruction .
3. Acquire the skills to utilize district technology tools to help program participants to make databased decisions regarding instructional strategies.
4. Receive an overview of the Clinical Educator coaching cycle (pre-observation conference, coaching observation, analysis of observation data and creation of the data display, and post-observation conference) in order to mentor program participants in a formative manner.

COMPONENT NUMBER: 8-406-012

COMPONENT TITLE: CULTIVATING HUMAN RELATIONS IN THE WORKPLACE

GENERAL OBJECTIVE:

Participants will recognize and accept their own core values and needs and develop a working understanding of the core values and needs of others, in order to increase communication, motivation, and team-building.

SPECIFIC OBJECTIVES: Participants will:

1. Learn about the growth and development of temperament typology, particularly the True Colors Model.
2. Understand more about introversion and extroversion.
3. Develop an appreciation of the values, joys, strengths, and needs of each temperament/color type.
4. Recognize the stresses and frustrations of each temperament/color type.
5. Learn strategies to improve communication and improve relationships.
6. Develop self-improvement goals and techniques.
7. Practice team-building strategies.

COMPONENT NUMBER: 8-407-001

COMPONENT TITLE: MEDIA MANAGEMENT AND INSTRUCTION

GENERAL OBJECTIVE:

Participants will identify techniques for the management of school media centers and utilize appropriate methods and strategies for instruction in library/media skills.

SPECIFIC OBJECTIVES: Participants will:

1. Use effective techniques for establishing goals, priorities, and strategies for a school media program.
2. Provide evidence of having developed and maintained a school media budget.
3. Identify strategies for organizing the facilities of a school media center to provide maximum student access.
4. Identify strategies for arranging and circulating media resources to provide for optimum use.

5. Identify criteria and procedures for evaluating the effectiveness of a school media program.
6. Identify policies, procedures, and practices for selecting and acquiring appropriate media for a school collection.
7. Identify appropriate strategies for care and maintenance of school media resources and equipment.
8. Identify a variety of methods and techniques for teaching library/media skills that correlate with the school curriculum.
9. Identify techniques that may be used in the motivation and guidance of student reading, listening, and viewing.
10. Provide evidence of positive involvement in curriculum development as it pertains to the use of media in instruction.
11. Demonstrate the ability to properly set up and use various items of media equipment in the school.
12. Demonstrate the ability to produce various items of media as necessary in the school's curricular or extra-curricular program.
13. Identify strategies and practices that will promote the total media program in the school.

COMPONENT NUMBER: 8-408-002

COMPONENT TITLE: DEVELOPMENTALLY APPROPRIATE PRACTICES

GENERAL OBJECTIVE:

Participants will develop the knowledge and skills necessary for assisting in the implementing of a developmentally appropriate, multicultural program for prekindergarten children.

SPECIFIC OBJECTIVES: Participants 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, including large blocks of work time that encourage child exploration and engagement.
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 prekindergarten 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 programming.
14. Acquire knowledge of methods to prevent and/or confront bias in the classroom related to gender, race, ethnicity, and different physical abilities.
15. Develop a sense of responsibility for young children in their care.
16. Develop an awareness of the environment in relation to young children.
17. Develop techniques for managing adult relationships in child care setting.
18. Develop plans for continued professional growth through membership in local, state, national organizations focusing on young children.

COMPONENT NUMBER: 8-410-002

COMPONENT TITLE: FOUNDATIONS AND UNDERSTANDINGS OF SCHOOL CENSORSHIP

GENERAL OBJECTIVE:

Participants will define and understand the types of censorship and engage in collegial discourse about censorship as it pertains to the schoolhouse.

SPECIFIC OBJECTIVES: Participants will:

1. Define and understand the types of censorship.
2. How to address concerns about instructional materials.
3. Understand the different groups that work towards and against censorship.
4. Have an awareness of the instructional materials district policy and how it works at own grade level/subject area with regard to censorship and self-censorship.
5. Understand the protocols when a censorship issue evolves.

COMPONENT NUMBER: 8-414-001

COMPONENT TITLE: FIRST AID AND CPR TRAINING FOR EDUCATIONAL SUPPORT PERSONNEL

GENERAL OBJECTIVE:

Participants will improve their understanding and use of basic first aid and life-saving techniques and procedures.

SPECIFIC OBJECTIVES: Participants will:

1. Recognize the symptoms of common emergencies requiring basic first aid treatment.
2. Identify hazards in the home and workplace.

3. Demonstrate skills and techniques in basic first aid treatment.
4. Identify cardiac risk factors and describe how to reduce cardiac risk factors.
5. Recognize the signs and symptoms of respiratory arrest, cardiac arrest, and airway obstructions.
6. Identify how to access the emergency medical system.
7. Demonstrate skills and competencies in mouth-to-mouth breathing.
8. Demonstrate skills and competencies in administering CPR in accordance with approved procedures. 1 – Person CPR; 2-Person CPR; Infants and Children.
9. Demonstrate skills and competencies in the removal of airway obstructions (the choking victim).
10. Discuss current trends and issues related to first aid and CPR training.
11. Certify under American Red Cross or American Heart Association.

COMPONENT NUMBER: 8-414-002

COMPONENT TITLE: WELLNESS/HEALTHY LIVING FOR EDUCATIONAL SUPPORT PERSONNEL

GENERAL OBJECTIVE:

Participants will develop skills, knowledge, behavior, and attitudes conducive to effective, healthy living in one or more of the following five (5) areas:

1. Exercise
2. Nutrition
3. Weight Control
4. Stress Management
5. Smoking Less

SPECIFIC OBJECTIVES: Participants will:

1. Identify one or more of the following areas for self-improvement for healthier living: exercise, nutrition, weight control, stress management, and stopping smoking.
2. Identify the behaviors, attitudes, and processes basic to a program in wellness education.
3. Develop a plan of action to promote positive growth in the areas identified for improvement.
4. Implement a plan of action developed to promote positive growth in the areas identified for improvement.
5. Demonstrate the behaviors, attitudes, and processes basic to a program in wellness education.
6. Be actively involved in a support group to identify weekly goals to be met.

COMPONENT NUMBER: 8-421-001

COMPONENT TITLE: GROWTH MINDSET

GENERAL OBJECTIVE:

Participants will learn strategies to move students from a fixed mindset to one of the growth mindset.

SPECIFIC OBJECTIVES: Participants will:

1. Learn to create an atmosphere of support and collaboration in the classroom
2. Discuss strategies and definitions for teaching students about a growth mindset and a fixed mindset
3. Develop an awareness about the kind of praise that promotes a growth mindset.
4. Explore attitudes towards making mistakes.
5. Learn how to normalize mistakes and strategies to assist students in doing so.

COMPONENT NUMBER: 8-505-003

COMPONENT TITLE: SCHOOL NUTRITION PROGRAM: PROFESSIONAL STANDARDS FOR MANAGERS

GENERAL OBJECTIVE:

Participants will acquire the knowledge and skills needed to successfully manage and operate school meal programs at individual school sites.

SPECIFIC OBJECTIVES:

Participants will gain knowledge and skills related to the four recognized domains of the USDA Professional Standards for School Nutrition Programs listed below, with possible specific topics noted

1. Nutrition
 - a. Menu Planning
 - b. Nutrition Education
 - c. General Nutrition
2. Operations
 - a. Food Production
 - b. Serving Food
 - c. Cashier and Point of Service
 - d. Purchasing/Procurement
 - e. Receiving and Storage
 - f. Food Safety and Hazard Analysis and Critical Control Point.
3. Administration
 - a. Free and Reduced-Price Meal Benefits
 - b. Program Management
 - c. Financial Management
 - d. Human Resources and Staff Training
 - e. Facilities and Equipment Planning
4. Communications and Marketing

COMPONENT NUMBER: 8-505-004

COMPONENT TITLE: SCHOOL NUTRITION PROGRAM: PROFESSIONAL STANDARDS FOR STAFF

GENERAL OBJECTIVE:

Participants will acquire the knowledge and skills needed to safely and successfully prepare and serve meals, as well as process transactions at point of service, along with other routine duties at individual school sites.

SPECIFIC OBJECTIVES:

Participants will gain knowledge and skills related to the first two recognized domains of the USDA Professional Standards for School Nutrition Programs listed below, as appropriate for their job classification:

1. Nutrition
 - a. Menu Planning
 - b. Nutrition Education
 - c. General Nutrition

2. Operations
 - a. Food Production
 - b. Serving Food
 - c. Cashier and Point of Service
 - d. Purchasing/Procurement
 - e. Receiving and Storage
 - f. Food Safety and Hazard Analysis and Critical Control Point

COMPONENT NUMBER: 8-507-002

COMPONENT TITLE: INTRODUCTION TO CHANGE PROJECT

GENERAL OBJECTIVE:

Participants will understand the skills and tools necessary to plan, implement, document, and monitor a Change Project.

SPECIFIC OBJECTIVES: Participants will:

1. Identify an urgency or need based on data.
2. Assemble a Powerful Team.
3. Create a Change Project vision.
4. Develop goals and objectives and complete the Change Project Proposal Template.
5. Develop a plan and timeline for monitoring the success of the Change Project.
6. Engage in periodic monitoring of Change Project Proposal with course facilitator(s) and fellow participants.
7. Submit a completed Proposal for Change Project to course facilitator(s) and CAPE Committee for approval.

COMPONENT NUMBER: 8-507-003

COMPONENT TITLE: HUMAN RESOURCE MANAGEMENT

GENERAL OBJECTIVE:

Participants will develop the skills required in the role of a Human Resources Professional, including critical thinking and application, as well as Human Resources technical and behavioral competencies.

SPECIFIC OBJECTIVES: Participants will:

1. Learn to develop talent and retention, employee engagement, learning and development.
2. Identify the structure of optimal Human Resource (HR) function, organizational effectiveness and development, workforce management, and employee relations.
3. Develop a global view of human relationships, diversity and inclusion, risk management, social responsibility, and employment law and regulations.

COMPONENT NUMBER: 8-508-001

COMPONENT TITLE: 7i BUSINESS PLUS

GENERAL OBJECTIVE:

Participants will effectively use the 7i Business Plus program as appropriate in their job role.

SPECIFIC OBJECTIVES: Participants will:

1. Acquire specific knowledge and/or skills in using the 7i Business Plus program.
2. Use materials and information obtained at the workshop to effectively utilize 7i Business Plus.
3. Incorporate knowledge and/or skills presented into specific departmental/school site work.

COMPONENT NUMBER: 8-512-003

COMPONENT TITLE: GRANT WRITING

GENERAL OBJECTIVE:

Participants will be equipped with the knowledge and skills to achieve quality results by writing school-based grants and establish grant writing teams to enhance instruction at their school site.

SPECIFIC OBJECTIVES: Participants will:

1. Identify the different types of grants.
2. Write the basic components of a grant.
3. Research a variety of grant sources.
4. Establish school-based grant writing teams.

COMPONENT NUMBER: 8-515-001

COMPONENT TITLE: SAFE AND EFFICIENT TRANSPORTATION OF STUDENTS

GENERAL OBJECTIVE:

Participants will acquire the knowledge and skills needed to ensure safe and efficient transportation of all district students, including compliance with laws, rules, and industry campaigns pertaining to safety.

SPECIFIC OBJECTIVES:

Participants will gain knowledge and skills related to the recognized ten topics of the School Bus Driver Inservice Safety Series developed by the U.S. Department of Transportation National Highway and Traffic Safety Administration.

1. Driver Attitude
2. Student Management
3. Highway Rail Grade Crossing Safety
4. Vehicle Training
5. Knowing Your Route
6. Route Hazard Report Form
7. Loading and Unloading
8. Emergency Evacuation
9. Transporting Students with Special Needs
10. Driving Under Adverse Weather Conditions

Additional FLDOE and/or district-specific professional learning topics may include the following, as needed and appropriate.

11. Blood Borne Pathogens
12. Confidentiality
13. Material Safety Data Sheets