St. Johns County School District

Professional Development Department

Professional Learning Catalog

2021 - 2022

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Superintendent of Schools

Within each school and department, SJCSD will develop leadership and build capacity to design, deliver and support high quality professional development which enhances the knowledge, skills, dispositions, and practices of employees to ensure that all students perform and achieve at the highest levels.

St. Johns County School District
Professional Learning Log
2021 - 2022

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Section I

Overview

The Professional Learning Catalog (PLC) is a legal document required by Florida Statute 1012.98 and Administrative Rule 6A-5.071. The plan serves as the district's comprehensive inservice program designed to meet the professional growth needs of St. Johns County School District (SJCSD) personnel. This plan is one element of the SJCSD Professional Development System Plan which is designed to address the rising expectations for student and educator performance and to align professional development with the mission of college and career ready students. The intent of the Professional Learning Catalog is to achieve national, state and district educational goals through the provision of a framework which ensures professional growth in the knowledge, skills, dispositions, and practices of all personnel.

This PLC also addresses requirements of the following Florida Statutes and School Board Rules:

Statutes and Administrative Rules

- Florida Statute 1012.585 - Process for Renewal of Professional Certificates
- Florida Statute 1012.56(7) - Educator Certification Requirements
- Florida Administrative Rule 6A-4.0051 - Renewal and Reinstatement of a Professional Certificate
- Florida Statute 1012.986 - William Cecil Golden Professional Development Program for School Leaders

State Board of Education Rules

- 6A-4.0051 - Renewal of a Professional Educator's Certificate
- 6A-5.065 - Educator Accomplished Practices
- 6A-5.066 - Approval of Educator Preparation Programs
- 6A-5.071 - Professional Learning Catalog Requirements
- 6A-5.080 - Florida Principal Leadership Programs
- 6A-5.081 - Approval of School Leadership Programs
- 6A-5.090 - Content Area Reading Professional Development

Rationale

St. Johns County School District Mission

The St. Johns County School District will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

St. Johns County School District Professional Development Vision

Within each school and department, SJCSD will develop leadership and build capacity to design, deliver and support high quality professional development which enhances the knowledge, skills, dispositions and practices of employees to ensure that all students perform and achieve at the highest levels.

The SJCSD Professional Learning Catalog is based on the District's mission and the belief that high- quality professional development leads to both highly effective personnel and high achieving students who are lifelong learners and caring contributors. This mission, along with the SJCSD Professional Development Vision, the SJCSD Strategic Plan, the District Curriculum Goal and Objectives, The Florida Professional Development Evaluation Protocol, the national standards for professional learning and legislative requirements guide the content and practices of professional development in our district.

This Professional Learning Catalog fulfills the requirements of Florida Statutes 1012.98 and Board of
Education Rule 6A-5071 by outlining a Professional Development System that includes:

- Alignment with student and personnel needs, determined through multiple data sources;
- Professional development activities that focus on professional growth in all content areas (Florida Standards and NGSSS) and effective teaching strategies, technology integration, assessment and data analysis, classroom management, family involvement and school safety; and
- Professional development activities for school administrative personnel that address the knowledge, skills and for effective school management and instructional leadership.

Section II

Management of the Program

The responsibility for management of professional development is a collaborative effort between the District Professional Development Office, school/work sites and individual employees. These entities together facilitate the planning, delivery, and record keeping for the training and development experiences for administrative, instructional and non-instructional personnel.

Role of the District

The responsibility for the management of professional development activities in the St. Johns County School District lies primarily with the Professional Development Department. This department, working collaboratively with the Curriculum, Accountability and Intervention and Human Resources Departments, is responsible for:

- The development and annual review of the Professional Learning Catalog
- The coordination of inservice processes related to planning, learning, implementing, evaluating, and reporting including, but not limited to:
    - The review of training needs identified by a district needs assessment and school improvement plans.
    - The identification and provision of inservice activities for school administrative personnel that address updated skills for effective school management and instructional leadership.
    - The coordination, support and monitoring of inservice components focused on subject content and effective teaching strategies as related to the Florida Standards and/or Next Generation Sunshine State Standards, assessment and data analysis, classroom management, technology, school safety, and family involvement.
    - The development and continual updating of a master list of professional development opportunities offered throughout the county.
    - The awarding of inservice points as indicated by verified records of participation in professional development activities related to an approved inservice component.

- o The provision of structures for the development, monitoring and evaluation of professional development initiatives that are aligned with Florida's Professional Development Evaluation Protocol.
- o The distribution of district inservice information to all school and district-level personnel.
- o The dissemination of research-based practices and other professional development opportunities that are aligned with Florida's Professional Development Evaluation Protocol.
- o Meeting statutory requirements for the completion of required Florida Department of Education reports regarding professional development.
- o Collaboration and communication with universities/colleges/community colleges serving St. Johns County in order to develop and implement programs leading to certification and other professional growth experiences.
- o Collaboration with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.

Role of School/Department Leadership

SJCSD recognizes that a teacher's professional growth that truly impacts student performance is embedded at the school site. Embedded professional growth involves working toward school goals at the classroom level to try new strategies and techniques and then analyze whether these new methods have impacted student performance. School and site administrators provide the leadership and support for this school-based professional learning.

- • Principals are responsible for the development of a school-wide professional development plan that addresses the needs of the instructional personnel at the school. A school's system should address the school improvement goals; Deliberate Practice Growth Plans; and needs indicated by disaggregated student data and performance appraisal data. This plan should be a component of the overall school improvement process and a component of the School Improvement Plan. The school-wide professional development plan defines the policies, specific plans, and timelines for professional development to be delivered over an extended period of time, usually a year or more.

- Marzano (2011) states that "the purpose of supervision should be the enhancement of teachers' pedagogical skills, with the ultimate goal of enhancing student achievement." Thus, principals, or their designees, work with each instructional employee in developing and implementing a Deliberate Practice Growth Plan. This deliberate practice is a way for teachers to grow their expertise through a series of planned activities, reflection, and collaboration. This is an ongoing and cyclical approach to professional development that includes the following steps:
    - Setting personal goals
    - Focused practice
    - Focused feedback
    - Observing and discussing teaching
    - Monitoring progress
- Principals, or their designees, provide school-based structures that support and monitor the implementation of each instructional employee's Deliberate Practice Growth Plan.
- Principals, or their designees, conduct individual evaluation conferences that document that the Deliberate Practice Growth Plan was implemented as written or revised and the faculty member applied the newly learned knowledge and skills in the classroom.
- Principals, in collaboration with school leadership, facilitate and support a culture that embraces the elements of professional learning communities.
- School-based professional development facilitators understand professional development procedures and Florida's Professional Development Evaluation Protocol Standards and ensure that the planning, learning, implementing and evaluating of training are aligned with state and district quality expectations.
- School-based professional development facilitators document completion of school-based professional development activities and provide verification of participation in professional development activities to the district office according to District timelines and procedures.

Role of Each Employee:

- Each employee acts as a model for lifelong learning by demonstrating an attitude of openness to innovation, ethical behavior, and a willingness to continually improve his or her professional practice.

- Each instructional employee develops and implements a Deliberate Practice Growth Plan that is directly related to instructional practices to improve student performance data for those areas to which the teacher is assigned.

- Each instructional employee implements newly learned content and strategies with his or her students and participates in professional learning communities to continually refine this implementation so that student achievement is increased.

- Each instructional employee monitors student achievement related to his or her professional development and documents results.

School and district delivered professional development will focus on the following areas: Florida Standards and Next Generation Sunshine State Standards, Teaching Strategies, Classroom Management, Assessment & Data Analysis, Multi-tiered Systems of Support and Differentiated Instruction, Coaching and Mentoring, Leadership Development, Student Support Systems, Family Involvement, School Safety, Technology-supported and Blended Learning, Science, Technology, Engineering and Mathematics (STEM) and Character Counts!

Professional Development Activities Eligible for Inservice Points

Methods of attaining increased knowledge and skills include: professional learning communities (PLCs), lesson study, action research, district or school-based workshops, district online courses, online coursework provided outside the district, conferences or seminars, professional travel, independent study, college/university/vocational classes, classroom visitation, peer mentor/coaching, new teacher mentoring. Inservice points will be awarded for professional learning activities aligned with high priority purposes of the SJCSD Professional Development System Plan.

Professional Learning Communities/Lesson Study

SJCSD is committed to improving student achievement through job-embedded, collaborative professional learning communities (PLCs) at all district schools. Teacher learning impacts student learning when teachers are working and learning with their colleagues. "A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." *DuFour, R. **Learning by Doing: A Handbook for Professional Learning***

If group members want to earn inservice points for this activity, PLC/Lesson Study agendas and

learning log reflections should be kept by PLC/Lesson Study teams. A Professional Learning Log, including participants, hours of participation, reflections of new learning, and the principal or site supervisor signature should be submitted to the Professional Development Contact for their work location at the conclusion of the specific learning opportunity. If PLC Teams are being monitored at the school level as a year-long learning opportunity, the PD Contact or designee may set up the courses in BusinessPlus following the multi-day training approval guidelines. **Inservice points awarded for this type of professional learning will be awarded only for hours spent in research, reflection, and implementation of new practices. Hours will not be awarded for organizational meetings, planning, data disaggregation, or anything not specific to new learning either of content or pedagogy.**

Action Research

Action research involves the identification of a problem/issue, data collection (from research literature and school/district data), data analysis and changes in practice with additional data collection. Action research may be done individually or in small groups. This professional development approach is built on the concept of "reflective action." A School Improvement Team or Child Study Team functioning in this manner is considered an action research group. **Inservice points awarded for this type of professional learning will be awarded only for hours spent in research, collaboration, and implementation of new practices. Hours will not be awarded for organizational meetings, meeting set up, school event set up or clean up following school events.**

To develop an action research project, employees contact their administrator/supervisor for support. To earn inservice points for this activity, contact must be made with the Professional Development Department to receive a component number and develop objectives for the activity prior to the beginning of the activity. A Professional Learning Log must be maintained and submitted with an administrator signature to the Professional Development Department at the conclusion of the research project, or the lead facilitator may set up the courses in BusinessPlus following the multi-day training approval guidelines.

District or School-Based Workshops

Workshops can occur either on-site or off-site and should include exploration of theory (if appropriate), demonstration of practice, supervised trial of new skills with feedback on performance, follow up coaching within the workplace, web-based resources and evaluation.

To provide a workshop, a facilitator must first the secure permission of the school/department's designated PD contact or administrator. Instructions for course set-up and management can be accessed on the Professional Development website. To attend a school or district sponsored workshop, participants must register in SunGard BusinessPlus.

Online/Blended Coursework

Online coursework is provided by SJCSD and can also be offered by approved providers including, but not limited to Beacon, NEFEC/FDLRS, and the Schultz Center. FOR CTE Teachers ONLY, courses may be completed through FACTE. Please note that there may be limitations to the types of coursework we can accept from these outside vendors. Information on the Professional Development Webpage should be considered prior to registering.

Participants in coursework delivered by providers other than Beacon, NEFEC/FDLRS and the Schultz Center should receive pre-approval for coursework from the Professional Development Department at least two (2) weeks prior to the start of the course. The participant will need to include course provider information and a detailed course description or syllabus showing evidence of actual learning time. Upon course completion, participants must submit a certificate of completion (including hours of participation) to the Professional Development Department.

SJCSD Endorsement Courses

Endorsement courses for ESOL, Reading, Gifted, and Autism Spectrum Disorder (through NEFEC) are provided as online and blended courses. These courses are available at no cost to full-time SJCSD instructional personnel. Non-Instructional personnel, substitute teachers, or residents of St. Johns County who hold a valid Florida Teacher Certificate may take the courses for a fee.

Facilitators will submit rosters of participants who have successfully completed course requirements within the course timeline in order for participants to receive inservice credit.

Conferences or Seminars

Employees may receive inservice points for attendance at local, state, and national conferences or seminars that will serve to improve effectiveness in the classroom or assigned duties. There must be a clear relationship between the professional development provided through the conference/seminar and its potential for increasing student achievement.

To receive inservice credit for conferences and seminars, employees must submit a Professional Learning Log with a reflection of the learning along with an agenda / description and a certificate of completion, and evidence of registration verifying the number of hours of professional development received.

Educational Travel

Educational travel may be approved for credit, up to a maximum of 30 points within a validity period (maximum of 3 points per day), when the following conditions are met:

- Travel is directly related to teaching assignment and required course standards;
- Participant maintains a detailed travel log, with dates and times, inservice activities and summaries of new learnings;
- Upon return to work, a unit using materials and ideas gained during the educational travel is taught and verified by a school administrator or designee using the Educational Travel Evaluation Form; and
- The travel log and Education Travel Evaluation Form are submitted to the Professional Development Department for approval.

Classroom Visitation

Inservice points may be awarded to teachers for visitation to another classroom to observe specific skills/strategies being implemented. The visitation must be at least two hours in length and must be approved by the school administrator. The visitation must be for an instructional area related to the teacher's role.

Teachers must submit a Professional Learning Log including detailed reflection with signed verification by a school administrator to the Professional Development Department.

Mentoring of Teacher Interns/Practicum Students or Peer Mentoring / Coaching

Teachers who are acting as mentor teachers of teacher interns or practicum students may earn inservice points for time logged outside of normally scheduled classroom/instructional time.

Mentor teachers with an intern for seven weeks may earn a maximum of 20 pts.; for fourteen week interns, the supervising teacher may earn a maximum of 40 pts.

Teachers who act as mentors or coaches for new teachers or teachers requesting mentorship may earn up to 40 inservice points for time recorded on the New Teacher Mentoring Log.

Teachers acting as mentors in any capacity must have completed SJCSD Clinical Educator/ Mentor Training after June 2019.

Teachers qualified for this opportunity have access to the mentor log within the Clinical Educator Mentor Shared Files.

This log must be submitted with a supervisor/administrator signature to the Professional Development Department prior to the last day of school for the school year in which the mentoring took place.

No teacher may earn more than 40 total inservice points for any combination of mentoring within one school year.

College Coursework

College courses, in-state and out-of-state, may be used to renew a professional teaching certificate (dependent upon teaching fields on the certificate and course content). *Any coursework submitted for inservice credit must have been completed within the validity period and all documentation must be submitted including the college transcript and course description. This documentation should be provided to your certification specialist at the time that you are completing your application for renewal. These courses will not be reflected on your SJCSD Professional Development Transcript.*

Activities Ineligible for Inservice Credit

- Business, faculty/staff, committee, or advisory meetings with no professional learning component
- Administering tests or screeners for students or teachers
- Completing grants/Request for Proposals (RFPs)/Deliberate Practice Growth Plan/Accreditation or other review materials
- Serving on/attending bargaining agency meetings, district councils or committees
- Processing registrations/record-keeping
- Chaperoning or supervising students
- Supervising students participating in clinics, contests, or other competitions
- Personal travel

- Work accomplished under a work contracts – *this includes being contracted to create documents for the district or being contracted to complete work for an outside agency*

- Serving as an inservice facilitator - *Facilitators may complete a learning log to earn 1 hour of inservice credit for planning an event for each hour spent teaching an inservice the first time the event is presented.*

- Coursework or training needed for a non-teaching task and not related to teaching

- Any activity for which the participant's learning is not planned as an inservice activity and evaluated by a supervisor or coordinator of the activity

Components and Points

The components of the PLC describe the types of training and professional development opportunities available for certificated and non-certificated personnel. All activities for which inservice (component) points are awarded must be covered by an approved component outlined in the PLC. One (1) inservice point is equivalent to one (1) clock hour of participation in training and professional development activities. Points cannot be posted in fractions of an hour; any clock time less than a full hour must be rounded down e.g. 15.5 hours = 15 points. Final approval for awarding of in-service points, eligibility of points for use in meeting certificate renewal requirements and the electronic posting of points in SunGard is the responsibility of the director and the staff of Professional Development.

Eligibility to Attend SJCSD Inservice Activities

Educators who are certified by the state of Florida and who live in St. Johns County are eligible to attend professional learning opportunities. These educators may be registered for learning sessions   only   by Professional Development Department staff and only on a "space-available" basis. Endorsement courses offered by the District are available at no cost only to full-time, currently employed instructional personnel of SJCSD. For Non-Instructional employees or non-employees, Endorsement Courses may be available at a cost. Non-Employees must first acquire a Professional Development # (P#) in order to be registered and earn inservice points.

Use of Inservice Points

Inservice points may be used by instructional personnel for the following:

- Florida Educator Certification Renewal
- Add-On Certification/Endorsement(s)
- Other Professional Certificate/License Renewal
- Professional Skill Building
- W. Cecil Golden Professional Development Program for school leaders

Inservice Points may be used by non-instructional personnel for the following:

- Verification of professional growth
- Job-related certifications

Renewing Teaching Certificates

State of Florida teaching certificates can be renewed with component credit, college credit or a combination of both. Each staff member who wishes to have his or her teaching certificate renewed using component points must have earned at least one hundred twenty (120) points during his or her current validity period. Of those 120 points, each staff member must acquire 20 points in the area of instruction of students with disabilities. Additionally, any staff member with any of the State Board of Education identified areas listed on their Florida Teaching Certificate must include in their 120 points coursework worth 40 points in the area of explicit, systematic, and sequential approaches to reading instruction. Coursework meeting these two specific areas is listed and updated on the SJCSD Professional Development Webpage. Certification and recertification are managed by the Human Resources Department.

Transfer of Component Points

An individual may transfer inservice points earned during employment in one school district to another school district within the State of Florida. To accomplish this transfer of credit, the individual must contact the district of previous employment and request an Inservice Teacher Education Transfer Record (OTE 206) be sent to the district Professional Development Department in the district of his/her current employment.

Procedures for Setting Up Courses In SunGard and Awarding Inservice Points

District employees must have the approval of their supervisor/administrator and the Professional Development Department in order to set up courses in SunGard. These course set up procedures must be followed in order for participants to receive inservice credit:

1. The course trainer/facilitator is responsible for setting up the course in SunGard through the Professional Development Department at least two (2) weeks prior to the course start. Directions for course set-up (Instructor's Guide for Course Set-up and Management) can be found on the Professional Development website.

   a. Within one (1) week, the course will be approved and activated by the Professional Development Department and available for participant registration.

   b. Participants should register in SunGard at least five (5) days prior to the course start date.

2. Course set-up information must include the title, date(s), location, target audience and learning goals aligned with components of the PLC and with district goals and initiatives. A brief overview of the inservice should also be included. It is important that the target audience is clearly defined, especially if participation is limited to a specific group of employees.

3. Courses must include a plan for implementation of the knowledge and skills addressed in the inservice as well as a plan for follow-up with participants to ensure effective implementation. The implementation plans of participants should be scanned and sent to the Professional Development Department.

4. The required district online evaluation survey in SunGard should be completed for individual professional development credits to be awarded to participants.

Add-On Endorsements

SJCSD approved add-on certification programs:

- **Athletic Coaching**

  The Athletic Coaching Endorsement program provides required training for personnel who wish to coach students in athletic games. The plan provides for 180 hours of training in *Coaching a Specific Sport, Coaching Theory and Care and Prevention of Athletic Injuries.*
  - Plan Origination Date: 2007
  - Latest Approval by FDOE: 2017
  - Plan Expiration Date: 2022

- **ESOL Endorsement**

  The ESOL Endorsement program provides 300 hours of training to teachers who teach or will teach English to identified limited English proficient students. The program offers training for the following ESOL courses: *Culture, Language and Literacy, Methods of Teaching ESOL, Curriculum and Materials Development, and Assessment.*
  - Plan Origination Date: 1997
  - Latest Approval by FDOE: 2017
  - Plan Expiration Date: 2022

- **Gifted Endorsement**

  The Gifted Endorsement program provides 300 hours of training to teachers who teach or will teach identified gifted students. The program offers training for the following Gifted courses: *Nature and Needs of the Gifted Learner, Curriculum and Instructional Strategies for the Gifted, Theory and Development of Creativity, Guidance and Counseling for the Gifted and Education of Special Populations of Gifted Students.*
  - Plan Origination Date: 1995
  - Latest Approval by FDOE: 2020
  - Plan Expiration Date: 2025

- **Reading Endorsement**

  The Reading Endorsement program provides 300 hours of training to meet these competencies identified by FDOE: *Competency 1 – Foundations of Reading Instruction, Competency 2 – Application of Research-Based Instructional Practices, Competency 3 – Foundations of Assessment, Competency 4 – Foundations and Applications of Differentiated Instruction and Competency 5 – Demonstration of Accomplishment.*

  - Plan Origination Date: 2005
  - Latest Approval by FDOE: 2020
  - Plan Expiration Date: 2025

- **Autism Spectrum Disorder (Through NEFEC)**

  The Autism Spectrum Disorder Endorsement program provides 240 hours of training to teachers who teach or will teach identified students on the Autism Spectrum. The program offers training for the following Competencies: *Nature and Needs, Assessment, and Diagnosis of Students with ASD; Applied Behavior Analysis and Positive Behavior Supports for Students with ASD; Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD; and Improving Learning and Instruction: Field-Based Experience with ASD Students.*

  - Plan Origination Date: 2014
  - Latest Approval by FDOE: 2020
  - Plan Expiration Date: 2025

Coursework for the ESOL, Gifted, ASD, and Reading Endorsements is available to all full-time instructional personnel at no cost. Coursework is available to certified non-instructional personnel, substitutes, and non-employees at a fee of $75 per course.

Banking of ESOL and Reading Inservice Points

The purpose of ESOL and Reading Banking is to allow teachers to use these points to renew their certificates in the future if they do not need the points during the validity period in which they are earned. ESOL and Reading points are the only points that can be banked.

- Banking Rules – For ESOL and Reading courses completed after June 30, 1997, there is not a maximum number of points that can be "banked", and there is not a time limit for teachers who hold a five-year professional certificate. Excess ESOL and Reading points for these teachers can be banked until they are needed.

Professional Education Competencies for Teachers New to the District

Professional Education Competencies (PEC) prescribed by the Florida DOE must be documented for all teachers during their first year of employment in the SJCSD. PEC documentation should be forwarded from the school site to the Human Resources Department for formal transference to the DOE.

Alternative Certification Program

SJCSD has partnered with St. Johns River State College for our Alternative Certification Program to provide the necessary coursework for those teachers within the district who have a degree in a field other than education. St. Johns River State College offers the [Educator's Preparation Institute](#) which has received approval from the Florida Department of Education to provide training as an alternative path to certification.

Procedures for Updating the PLC

The SJCSD PLC should be updated annually (and approved by the School Board) based upon needs identified by the Professional Development Department and school administrators. The board-approved PLC must be submitted to the Florida Department of Education by October 1st of each calendar year.

- **Amendments to the Professional Learning Catalog -** Any component developed after the annual approval of the PLC may be submitted for school board approval as an amendment to the PLC.

- **Streamlining the Professional Learning Catalog -** At each annual adoption of the PLC, components no longer needed or not in alignment with current state or district purposes and priorities may be deleted from the PLC.

Section III

Needs Assessment

In order to plan an effective and efficient program of professional development for a school district, it is essential to take stock of achievements and areas that represent opportunities for growth. The SJCSD Professional Development Department reviews both internal and external data sources in order to build a program that serves the varying needs of all our employees. The following data sources are considered in the development and updating of the Professional Learning Catalog:

- ➢ Student Achievement Data
- ➢ Annual Performance Appraisal Data for Administrative and Instructional Personnel
- ➢ Deliberate Practice Growth Plans
- ➢ School Improvement Plans
- ➢ Annual Needs Assessments completed online by Administrative, Instructional and Non-Instructional Staff
- ➢ School Discipline Data
- ➢ SJCSD Curriculum Goal and Objectives
- ➢ Advanced ED Accreditation Report
- ➢ Federal, State, and Local Initiatives
- ➢ Florida Professional Development Evaluation Protocol Review

The SJCSD Professional Development Department also receives information from the following sources which assist in determining the professional development needs of individual schools and the district as a whole:

- ➢ Staff Development Council
- ➢ Principal, Assistant Principal, and District Leaders
- ➢ Individual teachers through school surveys and individual feedback
- ➢ District Directors and Executive Directors
- ➢ School Advisory Councils

The Staff Development Council (SDC) meets at least twice annually to review current data and plan for high quality professional development. This team is comprised of representatives from school leadership, District leadership, and SJEA/SJESPA Representatives. The SDC recommends implementation methods based on documented needs.

In addition to employee perceived needs, school improvement needs and student achievement needs, district curriculum needs and performance appraisal data provide focus for planning, learning, implementation and evaluation activities at the district level. Individual schools perform their own needs assessments and determine school-based needs which may be the same or different from district needs. Schools plan to meet their individual professional learning needs via early-release Wednesdays, district inservice days, pre-and post-planning days, during school hours (including Professional Learning Community Team Action Research), and in the summer.

Section IV

Evaluation Process

The planning and design of professional development activities will include processes which address:

- **A. Evaluation of fidelity of implementation of professional development**
  - o Is the professional learning high quality resulting in participant satisfaction?
  - o Does the professional learning result in an increase in educator knowledge and skills?
- **B. Fidelity of implementation by educators of the professional learning on the job**; and
  - o Does the professional learning result in improved or enhanced practices or methods?
- **C. Impact on student achievement**.
  - o Does the professional learning result in desired student achievement?

A. Evaluation of Fidelity of Implementation: Participant Evaluations

Each professional development activity entered into SunGard is based on the Professional Learning Catalog and requires an online evaluation of the activity. The course facilitator can specify additional evaluation methods for the inservice. If a pre- and post-assessment related to course content is given, successful participants should have a score of 80% or higher. Online courses such as endorsement and content area courses require participants to successfully complete all course assignments. Course reflections which address participant reactions and learning are also required.

- **Follow Up Implementation Activities -** Workshops and professional learning activities that are eligible for inservice credits should include follow-up/implementation activities by participants. Follow up evidence documents participant learning and implementation of the training in the classroom or on the job. The types of follow up which may be implemented include: structured coaching/mentoring (could be direct observation, conferencing, oral reflection and/or

lesson demonstration); action research related to training (should include evidence of implementation and measurement on objectives); collaborative planning related to training; participant product related to training (could include lesson plans, written reflection, a case study or samples of student work); study group/PLC Team work: or electronic follow up-interactive or interactive.   District staff and site-based staff facilitate follow-up activities.

B. Evaluation of Implementation of Learning by Educators: Performance Appraisal Systems

Instructional personnel and school administrators are evaluated via SJCSD appraisal systems:

- Instructional – Empowering Excellence in Educators
  http://teachers.stjohns.k12.fl.us/triple-e/
- Administrative – Florida Schools Leaders Assessments
  https://www.floridaschoolleaders.org/.../FSLA_SBI_connections.docx

The focus of these instructional evaluation systems is to improve the quality of leadership and instruction in order to advance student growth and academic achievement. Both systems include individual planning for professional growth supported through observations of professional practices, timely and actionable feedback related to professional practices, coaching and participation in professional development aligned with areas identified for professional growth. Personnel conducting observations focus on areas targeted for growth based on professional development choices.

Instructional Personnel - SJCSD's Deliberate Practice Growth Plan is a teacher-specific plan designed to ensure individual professional growth.   Teachers create a Deliberate Practice Growth Plan aligned with self-reflection and data reviews and submit it for administrative approval. When the plan is approved, the teacher begins the process of putting his/her plan into action throughout the year. This process consists of the following:

- o Break the goal into actionable steps for improvement;
- o Seek professional development supporting implementation of those steps;

- Receive feedback from observers/administrators on the effectiveness of implementation;
- Self-reflect on the effectiveness of implementation;
- Seek further professional development if needed based upon feedback and self-reflection;
- Revisit or progress to new action steps based upon feedback and self-reflection;
- Repeat the process.

School Administrators - SJCSD's School Leader Deliberate Practice is a leader-specific plan designed to ensure individual professional growth. School leaders create a Deliberate Practice Growth Plan through self-reflection aligned with the Florida School Leadership Standards and data reviews. The plan is approved by the Superintendent. When approved, the school leader begins the process of putting his/her plan into action throughout the year. This process consists of the following:
- Break the goal into actionable steps for improvement;
- Seek professional development supporting implementation of those steps;
- Receive feedback from district administrators on the effectiveness of implementation;
- Self-reflect on the effectiveness of implementation;
- Seek further professional development if needed based upon feedback and self-reflection;
- Revisit or progress to new action steps based upon feedback and self-reflection
- Repeat the process.

C. Impact on Student Achievement

Professional development activities for instructional personnel and administrators that are designed to be implemented in the school/classroom should include some type of student achievement documentation linked to the implementation activities of the participants. For school-based professional development activities, the impact of these learning activities should be documented by correlating student achievement data with them. Student achievement data is reported in School Improvement Plans, FSA (or other state standards-

aligned assessments), district assessments and school-based formative and summative assessments, as well as student performance checklists.

Program Evaluation

The SJCSD inservice program is evaluated at the school and district levels. At the district level, program evaluation data includes:

- Online evaluations completed in SunGard, evaluations and reflections completed at workshops and online modules as well as professional learning communities;
- Performance appraisal data from both teachers and school administrators;
- Student achievement data;
- Formal and informal surveys and questionnaires completed by instructional and administrative personnel.

Data results are used by the Professional Development Department, the Staff Development Council and the Curriculum Alignment Team to evaluate professional development and professional learning practices in order to make judgments regarding:

A. Continuing, modifying or discontinuing professional development activities or programs;
B. Continuing or discontinuing components of the PLC;
C. Sustaining, realigning or developing capacities supporting implementation of the SJCSD Professional Development System;
D. Retaining, adjusting or reorganizing school and district operations or practices that impact accomplishing the purposes of the professional development system.

The Strategies and Strategic Objectives of the SJCSD Strategic Plan, the AdvancED Accreditation Recommendations, and the results of the Florida Professional Development Evaluation Protocol Review are also monitored in the process of program evaluation.

Non-instructional staff workshops are determined by supervisors, the Staff Development Council, performance needs assessments and participant surveys. The workshops are evaluated through participant questionnaires and formal and informal observations of job performance.

Section V

Professional Learning Catalog Components

All PLC components will be reviewed annually by the Staff Development Council and updated as needed by the Professional Development Department.

The table below is a numerical listing of the professional development components designed for implementation under this Professional Learning Catalog.

Component Name	Component Number	Component Number for ESE Teachers	Page Number
Subject Content			
Fine Arts Content NGSSS	1-000-001		33
World/Foreign Languages	1-004-001		34
Health Content NGSSS	1-005-001		35
Other Content Areas	1-007-001	1-105-005	36
Language Arts Content NGSSS/CCSS	1-008-001	1-105-001	37
Mathematics Content NGSSS/CCSS	1-009-001	1-105-002	38
Music Content	1-010-001		39
Physical Education Content NGSSS	1-011-001		40
Prekindergarten	1-012-001		41
Reading Content NGSSS/CCSS	1-013-001	1-105-006	42
Science Content NGSSS	1-015-001	1-105-003	43
Social Studies Content NGSSS	1-016-001	1-105-004	44
Writing NGSSS/CCSS	1-017-001	1-105-007	45
Visually Impaired	1-005-008		46
Hearing Impaired	1-005-009		47
Technical and Career Education	1-211-001		48
Instructional Methodology			
New Teacher Orientation/Induction	2-409-001		49
Florida Curriculum Standards	2-007-001		50
Early Intervention/HeadStart	2-012-001		51
Instructional Techniques and Materials for ESE	2-100-001	*An E is added to this component when it meets SWD renewal requirements.*	52
Communication	2-406-001		53
Teaching Methodology	2-408-001	2-100-002	54
Human Development and Learning	2-404-001		56
Multicultural Sensitivity/Diversity	2-412-001		57
Explicit, Systematic, Sequential Reading	2-013-001 (R)		58
Exploring Structured Literacy (PDA)	2-013-006 (R)		60
Lead / Associate Training	2-516-003		62
New Teacher Cohort/Support Training	2-516-004		63
Ongoing Mentor Training	2-516-005		64

Technology			
Technology in the Classroom	3-408-001	3-105-001	65
Assistive Technology in the Classroom	3-100-001		66
Technology Applications	3-404-001		67
Assessment and Data Analysis			
Assessment	4-401-001	4-102-001	68
Data Analysis	4-401-002		69
Classroom Management			
Classroom Management	5-404-001	5-101-001	70
Mental Health Services	5-414-001		71
Youth Mental Health First Aid	2-414-002	TOT: **2-414-001** 3-Yr Renew: **2-414-004**	72
KOGNITO	2-414-003		73
School Safety/Safe Learning Environment			
Substance Abuse Prevention	6-403-001		74
School Safety	6-511-001		75
Child Abuse Prevention	6-511-002		76
Management/Leadership Planning			
Planning and Organization	7-404-001		77
Multi-Tiered System of Supports (MTSS)	7-415-001		78
Teachers As Leaders	7-507-001		79
Clinical Education	7-507-002	NEW: 2-516-001	80
Educational Leadership	7-507-003		81
Mentoring	7-507-004	NEW: 2-516-002	82
Action Research	7-507-005		83
Professional Learning Communities	7-507-006		84
Advanced Educational Leadership	7-507-007		85
School Principal Phase I	7-513-002	Phase II 7-513-003	86
School Improvement	7-512-001		87
PD Contact Training	7-516-001		89
General Support			
Character Counts!	8-503-001		90
ESE Procedure Practices	8-103-001		91
Media Content	8-407-001		92
Policies and Procedures	8-410-001		93
Parent Involvement and Communication	8-413-001		94
Code of Ethics	8-416-001		95
Civility Training	8-406-001		96
Educational Paraprofessionals/Aids	8-506-001		97
Substitute Teacher	8-506-002		98
Food Service	8-505-001		99
Office/Clerical Support	8-509-001		100
Custodian	8-510-001		101
Transportation	8-515-001		102
MIS Service/Data Operators	8-508-001		103
Schools of Excellence	8-521-001	2017-2018: **8-506-001**	104

Transfer Inservice Points

Component Name	Component Number	This is for teachers who transfer from another Florida School District with current or Bankable inservice points.
Transfer of General Points	8-500-001	

Athletic Coaching Endorsement Program

Component Name	Component Number	Number of Inservice Points Required
Care and Prevention of Athletic Injuries	1-011-002	60
Coaching Theory	1-011-003	60
Coaching a Specific Sport	1-011-004	60

Gifted Endorsement Program

Component Name	SJCSD Component No.	NEFEC Component No.	Number of Inservice Points
Nature and Needs of the Gifted	1-106-006	1-106-001	60
Curriculum Development for the Gifted	1-106-007	1-106-002	60
Guidance and Counseling for the Gifted	1-106-008	1-106-003	60
Education of Special Populations	1-106-009	1-106-004	60
Theory and Development Creativity	1-106-010	1-106-005	60

ESOL Endorsement Program

Component Name	SJCSD Component No.	NEFEC Component No.	Schultz Component No.	Number of Inservice Points
Cross Cultural Communication	1-705-010	1-705-007	1-705-002	60
Language/Literacy	1-702-020	1-702-006	1-702-007	60
Methods	1-700-030	1-700-003	1-700-004	60
Curriculum & Materials	1-703-040	1-703-005	1-703-006	60
Assessment	1-701-050	1-701-004	1-701-005	60
ESOL – Content Area	1-704-001			
ESOL - Other	1-705-001			

Reading Endorsement Program

Component Name	SJCSD Component No.	NEFEC Component No.	Schultz Component No.	Number of Inservice Points
Competency 1 Foundations of Language and Cognition	1-013-006	1-013-023	1-013-011	60
Competency 2 Foundations of Research-Based Practices	1-013-007	1-013-024	1-013-012	60
Competency 3 Foundations of Assessment	1-013-008	1-013-025	1-013-013	60
Competency 4 Foundations and Applications of Differentiated Instruction	1-013-009	1-013-026	1-013-014	60
Competency 5 Demonstration of Accomplishment	1-013-010	1-013-027	1-013-015	60
UF Literacy Matrix: Entire Endorsement	1-013-002			300

Next Generation Content Area Reading Professional Development

Component Name	Component Number	Number of Inservice Points Required
NGCAR-PD Train the Trainer	1-013-015	60
NGCARPD	1-013-016	60
NGCARPD Practicum	1-013-017	60

Autism Spectrum Disorder (ASD) Endorsement Program

Component Name	NEFEC Component No.	Number of Inservice Points
Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience	1-110-004	80
Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	1-101-001	80
Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience	1-100-005	80

Inservice Codes Aligned with FLDOE Survey Reporting Requirements

Learning (Delivery) Methods:

A. Workshop

B. Electronic, Interactive

C. Electronic, Non-Interactive

D. Learning Community/ Lesson Study Group

F. Independent Inquiry (e.g., Action Research)

G. Structured Coaching/Mentoring*

* May include one-on-one or small group instruction by a coach/mentor with a teacher with specific learning objectives

Implementation (Follow-up) Methods:

M. Structured Coaching/Mentoring *

N. Independent Learning/Action Research related to training (should include evidence of implementation)

0. Collaborative Planning related to training, includes

P. Participant Product related to training (may include lesson plans, written reflection, and audio/videotape, case study, samples of student work)

Q. Lesson Study group participation

R. Electronic, Interactive

S. Electronic, Non-Interactive

* May include direct observation, conferencing, oral reflection and/or lesson demonstration **Evaluation Methods:** To the satisfaction of the professional developer, each individual will complete one or more of the following evaluation methods following implementation of professional development strategies

Students:

A. District developed/standardized students test results

B. School constructed student test results

C. Portfolios of student work

D. Observation of student performance

F. Other performance assessment

G. Did not evaluate student outcomes

Staff: The purpose of this element of the evaluation system is to assess the long-term impact of the professional development on student performance. This evaluation may include one or more of the following:

A. Changes in classroom practices

B. Changes in instructional leadership practices

C. Changes in student services practices

D. Other changes in practices

Z. Did not evaluate staff outcomes

Florida Educator Accomplished Practices - FEAPs (Revised 2010)

A. **Quality of Instruction**
   1. Instructional Design and Lesson Planning A1
   2. The Learning Environment A2
   3. Instructional Delivery and Facilitation A3
   4. Assessment A4

B. **Continuous Improvement, Responsibility and Ethics**
   1. Continuous Professional Improvement B1
   2. Professional Responsibility B2

FINE ARTS CONTENT

COMPONENT IDENTIFIER NUMBER: 1-000-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively teach fine arts.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will:
1   Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2   Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and point of view.
3   Use the references, materials and technologies of the subject filed in a manner appropriate to the developmental stage of the learner.
4   Maintain currency in regard to changes in the subject field.
5   Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F, G/A,B,C,D,Z FEAP:
A1,A3

WORLD/FOREIGN LANGUAGES

COMPONENT IDENTIFIER NUMBER: 1-004-001

Maximum Inservice Points: 120

GENERAL OBJECTIVES:

The purpose of this component is to provide teachers and staff with the knowledge, skills and disposition necessary to develop the ability to demonstrate knowledge and understanding of the world/foreign languages.

SPECIFIC OBJECTIVES:

Upon completion of professional development activities participants will:

1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3

HEALTH CONTENT

COMPONENT IDENTIFIER NUMBER: 1-005-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement Next Generation Sunshine State Standards for Health Education.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3

OTHER CONTENT AREAS

COMPONENT IDENTIFIER NUMBER: 1-007-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):

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

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and point of view.
3. Use the references, materials and technologies of the subject filed in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3

LANGUAGE ARTS CONTENT

COMPONENT IDENTIFIER NUMBER: 1-008-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the ELA Common Core State Standards and the Next Generation Sunshine State Standards for Language Arts.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental state of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3

MATHEMATICS CONTENT

COMPONENT IDENTIFIER NUMBER: 1-009-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the knowledge necessary to effectively implement the Common Core State Standards and the Next Generation Sunshine State Standards for Mathematics.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students' to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3

MUSIC

COMPONENT IDENTIFIER NUMBER: 1-010-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVES:
The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively teach NGSSS for music.

SPECIFIC OBJECTIVES:
Upon completion of the in-service training, participants will:
1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3

PHYSICAL EDUCATION CONTENT

COMPONENT IDENTIFIER NUMBER: 1-011-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement NGSSS for Physical Education.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
Understand and communicate the knowledge that physical activity promotes health and to that students must be given opportunities to gain the knowledge and skills needed to adopt active lifestyles.
1. Demonstrate knowledge of the Next Generation Sunshine State Standards for Physical Education.
2. Understand and demonstrate understanding and respect for differences among people in physical activity settings.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3

PREKINDERGARTEN

COMPONENT IDENTIFIER NUMBER: 1-012-001

Maximum Inservice Points: 120

GENERAL OBJECTIVES:
The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions to understand the curriculum and best practices for teaching prekindergarten students.

SPECIFIC OBJECTIVES:
Upon completion of the in-service training, participants will:
1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3

READING CONTENT

COMPONENT IDENTIFIER NUMBER: 1-013-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the ELA Common Core State Standards and the Next Generation Sunshine State Standards for Reading.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and interrelate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field to a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3

SCIENCE CONTENT

COMPONENT IDENTIFIER NUMBER: 1-015-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards for Science.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3

SOCIAL STUDIES CONTENT

COMPONENT IDENTIFIER NUMBER: 1-016-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Next Generation Sunshine State Standards for Social Studies.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will::
1. Communicate accurate knowledge of subject matter in a language and style appropriate to the learner.
2. Demonstrate a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
3. Use the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
4. Maintain currency in regard to changes in the subject field.
5. Demonstrate a breadth of subject matter knowledge that enables him/her to collaborate with colleagues from other subject fields in the integration of instruction.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3

WRITING

COMPONENT IDENTIFIER NUMBER: 1-017-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the content knowledge and instructional methodology necessary to effectively implement the Common Core State Standards and the Next Generation State Standards for Writing.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will::
1. Identify and implement research-based practices to enhance student learning in writing.
2. Develop knowledge and implement techniques for motivating students in writing and improvement of student writing skills.
3. Develop and implement techniques that will teach students how to analyze information in writing.
4. Demonstrate improved writing instruction by implementing the use of an analytical rubric that emphasizes the characteristics of good writing, best techniques for revision, use of models, collaborative evaluation, and a common language across grade levels and/or content areas.
5. Demonstrate knowledge in reading and writing skills instruction, especially as it relates to Florida Curriculum Standards.
6. Demonstrate knowledge of strategies for teaching reading and writing across the curriculum.
7. Describe the process used to select instructional materials to teach writing.
8. Demonstrate knowledge of current copyright procedures and policies in writing.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

**Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3**

VISUALLY IMPAIRED

COMPONENT IDENTIFIER NUMBER: 1-105-008

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the opportunity to develop and/or update knowledge and skills necessary to effectively instruct blind/low vision students.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will:
1. List and describe common etiologies/syndromes associated with visual impairments.
2. Demonstrate increased knowledge of Braille contractions, rules, formats, and tactile graphics in reading and writing Braille.
3. Interpret the results of a functional vision evaluation and list instructional implications based on these results.
4. Demonstrate skill in the appropriate use and care of low vision aids and equipment.
5. Demonstrate skills in the appropriate use of assistive and adaptive technology for impaired students.
6. Identify and demonstrate basic orientation and mobility skills for visually impaired students.
7. Identify and demonstrate research-based techniques/strategies for teaching visually impaired students.
8. Identify and demonstrate research-based materials/programs for teaching visually impaired students.
9. Compare and contrast regulations of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADC), and Section 504 as they relate to visually impaired students.
10. Describe aspects of blind culture and etiquette to utilize when working or socializing with the visually impaired.
11. Foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP
A1,A2,A3

HEARING IMPAIRED

COMPONENT IDENTIFIER NUMBER: 1-105-009

Maximum Inservice Points: 120

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

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

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A2,A3

TECHNICAL AND CAREER EDUCATION

COMPONENT IDENTIFIER NUMBER: 1-211-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide participants with updated knowledge and skills in the specified Technical and Career Education areas in order to improve student achievement.

SPECIFIC OBJECTIVE(S):
Professional development registered within this component should focus on one or more of the specific objectives listed below:
1. Demonstrate knowledge of the philosophy of Technical and Career Education which includes its history, significant legislation, and State and local policies and procedures.
2. Demonstrate knowledge of the organization, operation and maintenance of Technical and Career Education, student organizations and the program advisory committee.
3. Demonstrate knowledge of employment opportunities or further educational opportunities for students and the impact of this training on the economic development of the community.
4. Update knowledge and skills, trends, issues and research about specific Technical and Career Education areas in order to develop a quality program.
5. Determine the sequence of concepts, prerequisite knowledge, skills and appropriate time frame to be included in the curriculum and/or units of instruction.
6. Develop lesson plans and field and career shadowing experiences based on program standards, curriculum frameworks, student performance standards, employer occupational requirements, student needs, student abilities, and student interests.
7. Identify and set criteria to be used in selecting text, software, and instructional materials.
8. Demonstrate teaching techniques which include introducing and summarizing lessons, demonstrating occupational skills, teaching concepts and principles, using oral questioning techniques, using cooperative learning strategies, and directing student laboratory experience.
9. Identify special needs of students and implement teaching and counseling strategies to promote learning.
10. Determine the techniques and skills necessary for effective classroom management.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION: To earn credit, participants should complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.
Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3,B1

NEW TEACHER ORIENTATION/INDUCTION TRAINING

COMPONENT IDENTIFIER NUMBER: 2-409-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
Participants will be introduced to their school district and the expectations of professional educators.

SPECIFIC OBJECTIVE(S):
Upon completion of one or more of the professional development activities delivered in accordance with the delivery methods, participants will:
1. Acquire knowledge of the SJCSD mission and be introduced to requirements of state law, DOE rules and district policies as set forth in the district New Teacher Induction Program.
2. Acquire knowledge about their district's New Teacher Induction Program, understand the role of the Mentor Teacher and learn about other requirements of a teacher new to the district.
3. Learn strategies and skills necessary to become a highly effective educator.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
B1,B2

FLORIDA CURRICULUM STANDARDS – B.E.S.T., FSA & NGSSS

COMPONENT IDENTIFIER NUMBER: 2-007-001

Maximum Inservice Points:120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively implement adopted state standards.

SPECIFIC OBJECTIVE(S):

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

1. Demonstrate knowledge and understanding of the organization, structure, terminology, and contents of the state standards.
2. Demonstrate ability to locate, interpret, explain and apply specific information contained within one or more of the state standards to their specific teaching situation(s) and assignment(s).
3. Demonstrate ability to plan, coordinate, manage and assess instruction based on the purpose and content of the standards and sample performance indicators identified in the state standards, appropriate to their specific teaching situation(s) and assignment(s).
4. Demonstrate the ability to use knowledge of the state standards to interpret student tests and other performance data and reports to accurately assess progress, program effectiveness, student learning and needs and plan/modify instructional planning and delivery to maximize student success in meeting the performance expectations of the state standards.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3,A4

EARLY INTERVENTION/HEADSTART

COMPONENT IDENTIFIER NUMBER: 2-012-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide the opportunity for early childhood and HeadStart employees to obtain training in prescribed areas to meet state and local requirements.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Knowledge of state and local rules that govern childcare, health, safety, and nutrition.
2. Knowledge of requirements and resources for identification and report of child abuse and neglect.
3. Knowledge of child growth and development.
4. Ability to use developmentally appropriate early childhood curricula.
5. Knowledge regarding the avoidance of income-based, race-based, and gender-based stereotyping.
6. Knowledge of strategies to involve parents in the program, which may include parenting education, home visit activities, family support services, coordination, and other activities.
7. Knowledge of family literacy programs.
8. Strategies for interagency coordination.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A2,A3,A4,B1

INSTRUCTIONAL TECHNIQUES AND MATERIALS FOR ESE

COMPONENT IDENTIFIER NUMBER: 2-100-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):

The purpose of this component is to increase participants' knowledge of instructional techniques and materials for use with exceptional students in teaching content areas and basic skills in accordance with the student's developmental levels and appropriate long-range goals.

SPECIFIC OBJECTIVES:

Upon completion of professional development activities, participants will:

1. Demonstrate knowledge of selecting, developing, and sequencing the objectives in the selected content area to meet student learning needs.
2. Demonstrate knowledge of selecting, adapting, or developing instructional techniques and materials for a given set of instructional objectives and student needs.
3. Demonstrate the ability to effectively utilize differentiated instructional techniques in teaching content or basic skills.
4. Demonstrate ability to utilize differentiated instructional materials in teaching content or basic skills.
5. Demonstrate ability to describe and select techniques and materials appropriate for students with disabilities in inclusive classrooms.
6. Demonstrate ability to design and implement plan for providing assistance to students with disabilities and their general education teachers.
7. Demonstrate ability to describe and implement designated course accommodations for students with disabilities pursuing a standard diploma.
8. Identify techniques for involving parents in selecting appropriate techniques and materials for their children.

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A2,A3,A4

COMMUNICATION

COMPONENT IDENTIFIER NUMBER: 2-406-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the ability to use effective communication techniques with students and all other stakeholders.

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

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: A2

TEACHING METHODOLOGY

COMPONENT IDENTIFIER NUMBER: 2-408-001

COMPONENT IDENTIFIER NUMBER FOR ESE TEACHERS 2-100-002

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the ability to design a learning environment which supports intellectual development and the critical, creative and evaluative thinking capabilities of students.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Recognize the developmental level of each student as indicated by behaviors, writings, drawings and other responses.
2. Stimulate student reflection on previously acquired knowledge and links to new knowledge and ideas.
3. Draw upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.
4. Develop instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development.
5. Present concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
6. Analyze student performance standards to identify associated higher-order thinking skills and design learning and performance strategies to evoke these higher-order skills.
7. Choose varied teaching strategies, materials, and technologies to expand students' thinking.
8. Assist students in selecting projects and assignments that involve the need to gather information and solve problems.
9. Pose problems, dilemmas, questions and situations in lessons that require evaluative thinking.
10. Assist students in applying the rules of evidence that govern the acceptability of judgments and conclusions.
11. Guide students in evaluating the plausibility of claims or interpretations in the field of study.
12. Create approaches to learning that are interdisciplinary and that integrate multiple subject areas.
13. Represent concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.
14. Vary his/her role in the instructional process (instructor, coach, mentor, facilitator, audience, critic) in relation to the purposes of instruction and the students' needs.
15. Monitor student work and adjust strategies in response to learner's needs and successes in creative thinking activities.
16. Propose open-ended projects and other activities in which creative products and innovative solutions are the ultimate objective.
17. Use technology and other appropriate tools to extend the learning environment for students.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up Methods: M,N,O,P,Q,R,S Evaluation Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: A1,A3

HUMAN DEVELOPMENT AND LEARNING

COMPONENT IDENTIFIER NUMBER: **2-404-001**

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to understand learning and human development in order to provide a positive learning environment which supports the intellectual, personal and social development of all students.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will:
1. Recognize the developmental level of each student as indicated by behaviors, writings, drawings, etc. and other responses.
2. Stimulate student reflection on previously acquired knowledge and link new knowledge and ideas to already familiar ideas.
3. Draw upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.
4. Make appropriate provisions for individual students based upon their learning needs and developmental levels.
5. Develop instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development.
6. Present concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3

MULTICULTURAL SENSITIVITY/DIVERSITY

COMPONENT IDENTIFIER NUMBER: 2-412-001

Maximum Inservice Points: 120

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

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

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A2,A3

EXPLICIT, SYSTEMATIC, SEQUENTIAL READING

COMPONENT IDENTIFIER NUMBER: 2-013-001(R)

Maximum Inservice Points: 40

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers ongoing instruction in the area of explicit, systematic, and sequential approaches to reading and fulfills the requirement for certification renewal as set forth in 6A-4.0051(7)(a) FAC and 1012.585(3)(f) F.S.

SPECIFIC OBJECTIVE(S):
Upon successful completion of this module, participants will be able to:
1. Develop your knowledge and understanding of the historical perspective on reading.
2. Identify the kinds and characteristics of readers.
3. Recognize the language and neurobiological basis of reading disabilities, including dyslexia.
4. Explain various projects, entities, and resources available to Florida educators supporting evidence-based literacy learning.
5. Identify elements of effective, evidence-based literacy instruction and how to appropriately match instruction to student need.
6. Recognize the role assessment plays in planning structured literacy instruction.
7. Develop your knowledge and understanding of the role phonological awareness and phonemic awareness plays in literacy learning.
8. Describe how phonetics is foundational knowledge for educators for teaching students to read and spell.
9. Recognize that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.
10. Increase your understanding of the components of phonological awareness and phonemic awareness.
11. Implement activities for teaching phonological awareness and phonemic awareness skills.
12. Develop your knowledge and understanding of the history of writing systems and their impact on modern English.
13. Explain the correspondence between phonemes and graphemes in English.
14. Describe English orthographic conventions and the predictability of the English language.
15. To explain the importance of structured literacy instruction in developing accurate decoding for all students, especially those with reading difficulties and disabilities.
16. Implement activities for teaching sound-symbol correspondences (i.e. phonics or decoding) and syllables.
17. Develop knowledge and understand the impact morphology has on literacy learning.
18. Define the essential terminology related to morphology.
19. Describe the relationship of etymology to morpheme patterns.
20. Explain the importance of structured literacy instruction in developing morphological awareness, especially for students with reading difficulties and disabilities.
21. Implement activities for teaching morphology.
22. Develop knowledge and understand the impact syntax has on literacy learning.
23. Describe the language components of syntax.
24. Recognize that understanding sentences requires knowledge of syntax.

25. Explain the importance of structured literacy instruction in developing syntactical awareness.
26. Implement activities for teaching syntax.
27. Develop knowledge and understand the impact that semantics has on literacy learning.
28. Define the three ways language derives meaning.
29. Describe the contribution of semantics to vocabulary acquisition.
30. Explain an explicit, systematic method for choosing essential words to teach and an effective instructional routine to teach vocabulary.
31. Implement activities for teaching semantics.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

**Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3,A4**

EXPLORING STRUCTURED LITERACY (PDA)

COMPONENT IDENTIFIER NUMBER: 2-013-006(R)

Maximum Inservice Points: 40

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers ongoing instruction in the area of explicit, systematic, and sequential approaches to reading and fulfills the requirement for certification renewal as set forth in 6A-4.0051(7)(a) FAC and 1012.585(3)(f) F.S.

SPECIFIC OBJECTIVE(S):
This online professional development course is offered by the Florida Diagnostic and Learning Resources System (FDLRS), in collaboration with Florida's Personnel Development Support Project (PDSP) at FCIM/FSU. It is funded by the Florida Department of Education, Bureau of Exceptional Education and Student Services (BEESS), through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. This course is designed to provide a professional learning opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia. This component is intended to be completed in its entirety. Therefore, no partial credit will be granted.

Upon successful completion of this module, participants will be able to:

1. Develop your knowledge and understanding of the historical perspective on reading.
2. Identify the kinds and characteristics of readers categorized by the Simple View of Reading.
3. Recognize the language and neurobiological basis of reading disabilities, including dyslexia.
4. Explain various projects, entities, and resources available to Florida educators supporting evidence-based literacy learning.
5. Define what is meant by Universal Design for Learning and Assistive Technology.
6. Identify elements of effective, evidence-based literacy instruction and how to appropriately match instruction to student need.
7. Recognize the role assessment plays in planning structured literacy instruction.
8. Develop your knowledge and understanding of the role phonological awareness and phonemic awareness plays in literacy learning.
9. Describe how phonetics is foundational knowledge for educators for teaching students to read and spell.
10. Recognize that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.
11. Increase your understanding of the components of phonological awareness and phonemic awareness.
12. Implement activities for teaching phonological awareness and phonemic awareness skills.
13. Develop your knowledge and understanding of the history of writing systems and their impact on modern English.
14. Explain the correspondence between phonemes and graphemes in English.
15. Describe English orthographic conventions and the predictability of the English language.
16. To explain the importance of structured literacy instruction in developing accurate decoding for all students, especially those with reading difficulties and disabilities.
17. Implement activities for teaching sound-symbol correspondences (i.e. phonics or decoding) and syllables.
18. Develop knowledge and understand the impact morphology has on literacy learning.
19. Define the essential terminology related to morphology.
20. Describe the relationship of etymology to morpheme patterns.

21. Explain the importance of structured literacy instruction in developing morphological awareness, especially for students with reading difficulties and disabilities.
22. Implement activities for teaching morphology.
23. Develop knowledge and understand the impact syntax has on literacy learning.
24. Describe the language components of syntax.
25. Recognize that understanding sentences requires knowledge of syntax.
26. Explain the importance of structured literacy instruction in developing syntactical awareness.
27. Implement activities for teaching syntax.
28. Develop knowledge and understand the impact that semantics has on literacy learning.
29. Define the three ways language derives meaning.
30. Describe the contribution of semantics to vocabulary acquisition.
31. Explain an explicit, systematic method for choosing essential words to teach and an effective instructional routine to teach vocabulary.
32. Implement activities for teaching semantics.

 PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

To earn credit, participants must complete the entire course, acquire the certificate of completion, and submit the certification to the Professional Development Department within one month of completion.

 Delivery Methods: A,B,C,D,F,G Follow-up Methods: M,N,O,P,Q,R,S Evaluation Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: A1,A3,A4

LEAD/ASSOCIATE TEACHER TRAINING

COMPONENT IDENTIFIER NUMBER: 2-516-003

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this training is to identify best practices of team-teaching strategies for the purpose of meeting class size requirements pursuant to 1003.03(5) (b)4, *F.S.*

SPECIFIC OBJECTIVE(S):
Upon completion of one or more of the professional development activities delivered in accordance with the delivery methods, participants will:
1. Understand the similarities and differences in the Lead Teacher and Associate Teacher job descriptions.
2. Understand the Legislative Requirements related to Class Size.
3. Acquire knowledge in the recognized models of team- or co-teaching.
4. Acquire knowledge of best practices in high yield strategies.
3. Learn strategies and skills to build relationships between teachers in a shared classroom.
4. Clearly identify roles in the classroom for each teacher.
5. Learn strategies and skills necessary to become a highly effective educator.
6. Develop an understanding of Growth Mindset and how to apply Growth Mindset in the classroom.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
B1,B2

NEW TEACHER COHORT/SUPPORT TRAINING

COMPONENT IDENTIFIER NUMBER: 2-516-004

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
Participants will be introduced to their school district and the expectations and best practices of professional Educators.

SPECIFIC OBJECTIVE(S):
Upon completion of one or more of the professional development activities delivered in accordance with the delivery methods, participants will:
1. Acquire knowledge of best practices in classroom management.
2. Acquire knowledge of best practices in high yield strategies.
3. Learn strategies and skills necessary to become a highly effective educator.
4. Develop an understanding of Growth Mindset and how to apply Growth Mindset in the classroom.
5. Develop reflective practices in order to focus instructional growth.
6. Focus on SEL and practice stress management skills.
7. Acquire knowledge of District personnel across Departments and who to contact.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
B1,B2

ONGOING MENTORING TRAINING

COMPONENT IDENTIFIER NUMBER: 2-516-005

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
To further develop or refresh the participant's knowledge, skills and attitudes necessary to function as an effective mentor. To develop and demonstrate skills including, but not limited to, observation models, models of peer review, collaborative conferencing, effective feedback models and reflective analysis of a teacher's professional practice in the role of mentor for early career teachers, struggling teachers, developing administrators and struggling administrators and coaches.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Deepen understanding of the generic teaching and/or administrative competencies and their application to support for early career teachers and other education professionals.
2. Share best practices of standard and alternative means for documenting competencies, strategies for instruction, and/or administrative competencies providing support as needed.
3. Demonstrate knowledge and skill in the mentoring process as it applies:
   - The participant will share and increase knowledge, skills, and attitudes in effective pre-observation conference techniques.
   - The participant will share and increase skills in modeling effective strategies for instruction and/or administrative facilitation.
   - The participant will share and increase skills in collaborative planning techniques.
   - The participant will share and increase skills in planning and conducting post-observation conferences and/or providing informal feedback.
   - The participant will demonstrate the continued use and value of professional reflection in self- assessment in teacher training and professional development.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up Methods:
M,N,O,P,Q,R,S Evaluation Methods:
A,B,C,D,F,G/A,B,C,D,Z FEAP: B1

TECHNOLOGY IN THE CLASSROOM

COMPONENT IDENTIFIER NUMBER: 3-001-408

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the ability to use appropriate technology in the teaching and learning process.

SPECIFIC OBJECTIVE(S):
Upon completion of one or more of the professional development activities participants will:
1. Utilize appropriate learning media, computer applications and other technology to address students' needs and learning objectives.
2. Utilize instruction and other electronic networks to provide students with opportunities to gather and share information with others.
3. Use a wide variety of instructional technologies including hardware and software such as CD-ROM, interactive video, digital cameras, scanners, electronic libraries and web-based resources to enhance instruction.
4. Work with technical and instructional specialists available to each school, teacher and student to collaborate on instructional design and delivery.
5. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
6. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
7. Understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.
8. Model and teach legal, ethical and safe practice related to technology use.
9. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics and abilities while ensuring equitable access to technology resources for all students.
10. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
11. Apply current research on teaching and learning with technology when planning learning environments and experiences.
12. Plan strategies to manage students' learning in a technology-enhanced environment.
13. Facilitate technology-enhanced experiences that address Common Core State Standards and Next Generation Sunshine State Standards and higher order skills and creativity.

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation Methods:
A,B,C,D,F,G/A,B,C,D,Z FEAP: A1,A3,A4

ASSISTIVE TECHNOLOGY IN THE CLASSROOM

COMPONENT IDENTIFIER NUMBER: 3-100-001

Maximum Inservice Points: 120

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

SPECIFIC OBJECTIVES:
Upon successful completion of an inservice activity, the learner will be able to:

1. Use technology to promote and enhance the student's learning, communication and real-life problem solving skills.
2. Consider individual student needs to determine the most appropriate assistive technology device to use.
3. Learn the skills needed to use assistive technology devices, teach students to use the devices, and monitor the effectiveness or use with both verbal and written communication.
4. Be able to integrate the use of assistive technology within the curriculum to augment students' verbal and written communication.
5. Learn the skills involved with using universal design to enable all students to access the curriculum.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3

TECHNOLOGY APPLICATIONS

COMPONENT IDENTIFIER NUMBER: 3-404-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the knowledge and skills needed to increase productivity and design and deliver effective technology lessons.

SPECIFIC OBJECTIVE(S):
Upon completion of one or more of the professional development activities participants will:
1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.
3. Use technology resources to engage in ongoing professional development and lifelong learning.
4. Apply technology to increase productivity.
5. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
6. Use a wide variety of instructional technologies including hardware and software such as CD-ROM, interactive video, digital cameras, scanners, electronic libraries and web-based resources.
7. Continually review and evaluate educational software to determine its appropriateness for instruction and management and share findings with others.
8. Teach students to use available computers and other forms of technology at the skill level appropriate to enable success and maintain interest.
9. Use appropriate technology to construct teacher materials, e.g. construct assessment exercises, prepares programmed instruction, uses work processing, produces graphic materials, etc.
10. Recognize the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A3,B1

ASSESSMENT

COMPONENT IDENTIFIER NUMBER: 4-401-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):

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

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

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: A4

DATA ANALYSIS

COMPONENT IDENTIFIER NUMBER: 4-401-002

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the ability to use a variety of assessment data sources to measure learning and plan for the continuous development of the learner.

SPECIFIC OBJECTIVE(S):
Upon completion of one or more professional development activities participants will:
1. Prepare and use reports of students' assessment results.
2. Diagnose students' readiness to learn and their individual learning needs and plan appropriate intervention strategies.
3. Use multiple perspectives to diagnose student behavior problems and devise solutions.
4. Analyze data and recognize patterns in data of students' assessment results to determine performance strengths and needs.
5. Assess individual and group performance data to better design instruction that meets students' current curriculum and content needs.
6. Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress and personal strengths and to modify instruction.
7. Communicate group and individual student progress knowledgeably and responsibly to students, parents and colleagues using terms that students and parents understand.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A4

CLASSROOM MANAGEMENT

COMPONENT IDENTIFIER NUMBER: 5-404-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to manage the classroom.

SPECIFIC OBJECTIVE(S):
Upon completion professional development activities participants will:
1. Identify proactive strategies to build and maintain effective classroom management.
2. Identify characteristics of effective classroom rules and procedures.
3. Identify characteristics of an effective classroom environment.
4. Identify problem areas of classroom management and physical arrangement through case studies.
5. Identify the appropriate consequence for misbehavior according to a hierarchy of consequences.
6. Integrate effective classroom management techniques into their teaching style.
7. Identify strategies to implement both control and caring within classroom management.
8. Determine the correlation between effective classroom management and student achievement.
9. Utilize reflective practice through descriptive and analytical journal writing.
10. Implement effective research-based classroom management strategies in the learning environment.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G
Follow-up Methods: M,N,O,P,Q,R,S
Evaluation Methods: A,B,C,D,F,G/A,B,C,D,Z Evaluation Methods:
A,B,C,D,E,F/A,B,C,D,Z
FEAP: A2

MENTAL HEALTH SERVICES

COMPONENT IDENTIFIER NUMBER: 5-414-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is for staff to gain new information, strategies and resources appropriate for providing mental health services to students.

SPECIFIC OBJECTIVES(S):
Upon completion of professional development activities participants will:
1. Identify new strategies and techniques to be used when providing mental health services to students.
2. Identify resource materials, including commercially prepared materials, which can be used when providing mental health services.
3. Identify materials which can be produced to assist students who are deficient in a given skill area.
4. List and describe strategies and techniques which can be used.
5. Incorporate new strategies and techniques into the counseling objectives.
6. Interpret information gained, strategies and techniques used.
7. Evaluate student progress when utilizing the new strategies and techniques.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A4

YOUTH MENTAL HEALTH FIRST AID

COMPONENT IDENTIFIER NUMBER: 2-414-002
COMPONENT NUMBER FOR TRAIN-THE-TRAINER: 2-414-001
COMPONENT NUMBER FOR 3-YEAR RENEWAL: 2-414-004

Maximum Inservice Points: 6

GENERAL OBJECTIVE(S):
The purpose of this component is for staff to gain new information, strategies and resources appropriate for providing mental health services to students pursuant to section 1012.584, F.S.

SPECIFIC OBJECTIVES(S):
Upon completion of professional development activities participants will:
1. Identify new strategies and techniques to be used when providing mental health services to students.
2. Identify resource materials, including commercially prepared materials, which can be used when providing mental health services.
3. Identify materials which can be produced to assist students who are deficient in a given skill area.
4. List and describe strategies and techniques which can be used.
5. Incorporate new strategies and techniques into the counseling objectives.
6. Interpret information gained, strategies and techniques used.
7. Evaluate student progress when utilizing the new strategies and techniques.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

> **Delivery Methods: A,B,C,D,F,G Follow-up Methods: M,N,O,P,Q,R,S**
> **Evaluation Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: A1,A4**

KOGNITO

COMPONENT IDENTIFIER NUMBER: 2-414-003

Maximum Inservice Points: 2

GENERAL OBJECTIVE(S):
The purpose of this component is for staff to gain new information, strategies and resources appropriate for providing mental health services to students pursuant to s. 1012.583, F.S., and Rule 6A-4.0010, F.A.C.

SPECIFIC OBJECTIVES(S):
Upon completion of professional development activities participants will:
1. Identify new strategies and techniques to be used when providing mental health services to students.
2. Identify resource materials, including commercially prepared materials, which can be used when providing mental health services.
3. Identify materials which can be produced to assist students who are deficient in a given skill area.
4. List and describe strategies and techniques which can be used.
5. Incorporate new strategies and techniques into the counseling objectives.
6. Interpret information gained, strategies and techniques used.
7. Evaluate student progress when utilizing the new strategies and techniques.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up Methods: M,N,O,P,Q,R,S
Evaluation Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: A1,A4

SUBSTANCE ABUSE PREVENTION

COMPONENT IDENTIFIER NUMBER: 6-403-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
Participants will become familiar with the signs and symptoms of substance abuse and the strategies and approaches that can be used for prevention.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will:
1. Acquire knowledge of the signs and symptoms associated with the identification of suspected substance abuse in school age children.
2. Acquire knowledge of the skills and strategies for educating students about the dangers of substance abuse.
3. Demonstrate understanding of the application of skills and strategies for educating students about the dangers of substance abuse in school age children.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: A1

SCHOOL SAFETY

COMPONENT IDENTIFIER NUMBER: 6-511-001

Maximum Inservice Points: 120

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

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will:
1. Demonstrate the ability to effectively establish and maintain discipline and order in the classroom and throughout all areas of the school campus under their supervision.
2. Demonstrate knowledge of the overall issue of school safety and violence prevention from a national, statewide, regional and local perspective.
3. Demonstrate familiarity with the signs of trouble, abuse and unrest in students.
4. Demonstrate knowledge of procedures for notification of appropriate personnel within the school system of potential problems of violence, threats or other dangers that may pose a threat to the overall safety of the school, personnel or students.
5. Demonstrate knowledge of procedures for referral of students who may need help or interventions to the proper personnel or agencies within the community.
6. Demonstrate knowledge of the risk of infection from bloodborne pathogens and precautions to prevent exposure.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: A2

CHILD ABUSE PREVENTION

COMPONENT IDENTIFIER NUMBER: 6-511-002

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):

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

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will:
1. Acquire knowledge of the signs and symptoms associated with the identification of suspected child abuse.
2. Acquire knowledge of the laws and regulations applicable to the requirements and legal responsibilities of reporting suspected cases of child abuse.
3. Demonstrate understanding of the laws and regulations for reporting of suspected child abuse.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: A2

PLANNING AND ORGANIZATION

COMPONENT IDENTIFIER NUMBER: 7-404-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the ability to plan, implement, manage and evaluate effective instruction.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Develop student performance outcomes, benchmarks, and evidence of adequate progress to guide planning for instruction.
2. Integrate student performance and outcomes into lesson designs and delivery strategies.
3. Plan activities to promote student achievement at a high standard.
4. Provide instruction to enable every student to meet the performance required of students in Florida public schools.
5. Provide instruction in effective learning procedures, study skills and test- taking strategies.
6. Plan and implement activities that utilize a variety of support and enrichment activities and materials.
7. Provide opportunities for students to access and interpret information from multiple sources, e.g., library media center use, multiple electronic sources.
8. Manage classroom and school resources and assist students to fully use the resources available.
9. Modify the visual and physical environment to correspond with the planned learning activity, lesson content and needs of all students.
10. Plan and manage activities that engage students in learning activities and employ strategies to re-engage students who are off task.
11. Provide for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities.
12. Plan and implement approaches to learning that are interdisciplinary and that integrate multiple subject areas.
13. Plan for representing concepts through more than one method, such as analogies, metaphors, graphics, models, and concrete materials.
14. Adjust instruction based upon reflection of practice.
15. Cooperatively work with colleagues in planning for instruction.
16. Plan for the utilization of community resources in classroom activities, e.g., world of work, civic leaders, and fine arts.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION: To earn credit, participants should complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.
Delivery Methods: A,B,C,D,F,G Follow-up Methods:
M,N,O,P,Q,R,S Evaluation Methods: A,B,C,D,F,G/A,B,C,D,Z
FEAP: A1,A2,A3

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

COMPONENT IDENTIFIER NUMBER: 7-415-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide participants the opportunity to increase knowledge about an evidence-based model which utilizes data-based problem-solving to integrate academic and behavioral instruction and intervention.

SPECIFIC OBJECTIVES:
Upon completion of professional development activities, participants will:
1. Demonstrate knowledge of the components of the problem-solving process and the data-based problem solving model.
2. Define the purposes and delivery of instruction in Tiers 1, 2, and 3.
3. Demonstrate knowledge about differentiation in Tiers 1, 2, and 3.
4. Demonstrate knowledge about assessments in Tiers 1, 2, and 3 and their use for guiding problem-solving and alignment with evidence-based instructional practices.
5. Identify the basic types of fidelity for districts and schools to support and/or integrate into instruction and intervention.
6. Identify strategies that can be used at district and school levels to increase the probability that appropriate levels of fidelity occur when designing and implementing evidence-based instruction and interventions for students.
7. Demonstrate ability to assess effectiveness of instruction/intervention.
8. Define the critical elements of the district and school infrastructure that must be in place to implement and sustain MTSS.
9. Identify the skills and activities that best define the role of coaching within a MTSS.
10. Identify the sets of skills required of a principal and what activities best define the role of a principal.
11. Discuss the elements of the program evaluation model.
12. Demonstrate understanding of the involvement of all stakeholders for successful development, implementation and evaluation of the MTSS process.

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A2,A3,A4

TEACHERS AS LEADERS

COMPONENT IDENTIFIER NUMBER: 7-507-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to provide leadership and assist peers and the school administrators in implementing the Common Core State Standards and the Next Generation Sunshine State Standards.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Use knowledge of continuous quality improvement to assist the school community in managing its own school improvement efforts.
2. Work cooperatively with colleagues and other adults in informal settings and formal team structures to meet students' education, social, and emotional needs.
3. Serve as a student advocate with the social, legal, and health agencies in the community.
4. Use the community to provide students with a variety of experiences to examine and explore career opportunities.
5. Work effectively with school volunteers to promote student interest, motivation, and learning.
6. Not intentionally distort or misrepresent facts concerning and educational matter in direct or indirect public expression.
7. Maintain honesty in all professional dealings.
8. Serve as a professional learning leader/facilitator at the school, district or state level.

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,E,F/A,B,C.D,Z FEAP: B2

CLINICAL EDUCATION

COMPONENT IDENTIFIER NUMBER: 7-507-002
2019 Updated Training Component Number: 2-516-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
To develop the participants' knowledge, skills and attitudes necessary to function as an effective Peer Teacher or other support team member and demonstrate skills of observation and conferencing within the context of a clinical supervision model.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:

1. Demonstrate knowledge and skill in the clinical supervision process as it applies to the role of a support member.
2. Acquire knowledge, skills, and attitudes in effective pre-observation conference techniques.
3. Acquire skills in systematic observation of teacher behaviors.
4. Demonstrate knowledge and skills in the formal and informal selection, design and use of observation tools and systems.
5. Demonstrate skill in analysis of data on teacher performance to identify areas of strength, weakness and need for continued development.
6. Demonstrate skill in planning and conducting post-observation conferences.
7. Demonstrate the use and value of reflection in self-assessment in teacher training and professional development.
8. Demonstrate Growth Mindset.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: B1

EDUCATIONAL LEADERSHIP

COMPONENT IDENTIFIER NUMBER: 7-507-003

Maximum Inservice Points: 120

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

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Demonstrate knowledge of the concepts and content of administration and management.
2. Demonstrate skill in applying knowledge to provide high quality administration and management services to educational personnel at all levels of the educational community.
3. Demonstrate competency in the delivery of administrative and managerial support services related to the participant's work assignment.
4. Demonstrate knowledge, skills and behaviors that characterize a disposition of support for the efforts of the schools, district and state in the ongoing process of school improvement.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: B1

MENTORING

COMPONENT IDENTIFIER NUMBER: 7-507-004
NEW COMPONENT NUMBER WITH UPDATED CET: 2-516-002

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
To develop the participant's knowledge, skills and attitudes necessary to function as an effective mentor. To develop and demonstrate skills including, but not limited to, observation models, models of peer review, collaborative conferencing, effective feedback models and reflective analysis of a teacher's professional practice in the role of mentor for early career teachers, struggling teachers, developing administrators and struggling administrators and coaches.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Demonstrate awareness of the generic teaching and/or administrative competencies and their application to support for early career teachers and other education professionals.
2. Identify standard and alternative means for documenting competencies, strategies for instruction, and/or administrative competencies providing support as needed.
3. Demonstrate knowledge and skill in the mentoring process as it applies:
   - The participant will acquire knowledge, skills, and attitudes in effective pre-observation conference techniques.
   -
     The participant will acquire skills in modeling effective strategies for instruction and/or administrative facilitation.
   - The participant will acquire skills in collaborative planning techniques.
   - The participant will demonstrate skills in planning and conducting post-observation conferences and/or providing informal feedback.
   - The participant will demonstrate the use and value of professional reflection in self-assessment in teacher training and professional development.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: B1

ACTION RESEARCH

COMPONENT IDENTIFIER NUMBER: 7-507-005

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
Participants will learn how to conduct Action Research for classroom and school improvement.

SPECIFIC OBJECTIVE(S):
Each participant will be able to:

1. Describe and discuss action research and evaluation models appropriate to evaluate school-based projects/programs.
2. Identify research and evaluation questions and indicators appropriate for school-based evaluation.
3. Identify specific data collection techniques including qualitative and quantitative methods.
4. Identify and conduct appropriate descriptive and statistical analysis to answer specified research and evaluation questions.
5. Prepare an action research plan and evaluation plan.
6. Describe and discuss action research presentation and reporting methods.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A4,B1

PROFESSIONAL LEARNING COMMUNITIES

COMPONENT IDENTIFIER NUMBER: 7-507-006

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
Participants will learn the strategies that can be used to create and work with Professional Learning Communities within the school or district setting.

SPECIFIC OBJECTIVE(S):
Each participant will be able to:

1. Describe and discuss professional learning community models appropriate to district and/or school-based initiatives.
2. Identify the different ways that a professional learning community can be developed: schoolwide, grade-levels or departments, book studies.
3. Identify the steps for setting up a professional learning community
4. Develop an action plan for setting up a professional learning community
5. Critique action plans to identify the necessary characteristics for having an effective Learning Community within the school or district
6. Learn to develop and implement the following tasks within a professional learning community:
   - Demonstrate learning of professional learning teams to ensure that every staff member contributes and works interdependently to achieve a goal.
   - Clarify intended outcomes within the teams.
   - Demonstrate facilitation skills that provide support during team meetings.
   - Recognize collaborative efforts that result in student gains and accomplishments of school goals.
   - Discuss collective individual goals related to the alignment between school and district goals.
   - Know the skills of reflective practice.
   - Recognize/celebrate the accomplishments of individuals and groups.
7. Participate as a member of a professional learning community

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: B1

ADVANCED EDUCATIONAL LEADERSHIP

COMPONENT IDENTIFIER NUMBER: 7-507-007

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
To expand and maintain the high level of knowledge, skill, and competency needed to provide instructional leadership and support for a variety of stakeholders in the educational community.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:

1. Demonstrate skill in analyzing student data elements and using these elements to inform curricular and instructional decisions.
2. Demonstrate skill in utilizing observational and other types of data to monitor and improve instructional practice.
3. Demonstrate competency in engaging stakeholder participation.
4. Demonstrate proficiency in leading the work of a professional learning community.
5. Demonstrate skill in the use of the inquiry process as a problem-solution model for instructional improvement.
6. Demonstrate understanding of legal issues that occur in the educational community (including, but not limited to: employee hiring practices, evaluation, and termination, professional responsibilities of staff, responsibilities of school leaders, etc.).
7. Demonstrate an understanding of methods to engage teacher-leaders in making decisions that affect the educational community (team building).
8. Demonstrate competency in leading efforts to build or enhance a culture of collaboration and collegiality.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A4,B1

SCHOOL PRINCIPAL

COMPONENT IDENTIFIER NUMBER: 7-513-002 Leadership – Phase I
7-513-003 Leadership – Phase II

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
To provide training and learning opportunities for the continuous professional growth and development of school based managers (principals, assistant principals) in the competencies specified in the district approved HRMD plan which have been identified as being necessary for effective school management.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Identify the Principal/Administrative Competencies specified in the district's approved HRMD plan.
2. Outline the steps required to complete this phase of the Principal Certification Program.
3. Learn procedures for accurately documenting the Competencies.
4. Select appropriate documents to verify mastery of each specific competency.
5. Verbalize the respective roles that are expected for the supervising principal in relationship to the entry level administrator.
6. Complete a Professional Development Plan.
7. Complete other activities/requirements specified in the district's approved HRMD plan.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: B1

SCHOOL IMPROVEMENT TRAINING

COMPONENT IDENTIFIER NUMBER: 7-512-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to implement a program of inservice training and professional development to provide members of the school community with the knowledge, skills and dispositions necessary to participate in development and implementation of participants' school improvement plans.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Demonstrate a clear understanding of the relationship between the specific training(s) and/or professional development activities they are engaged in and the goal(s) and objectives of their school improvement plan by stating in observable/measurable terms how successful completion of this training and/or professional development activity is intended to result in changes in teacher/staff behavior and in student performance.
2. Demonstrate knowledge and skill in the school improvement process by evidence of active participation in the development and implementation of the school improvement plan.
3. Demonstrate familiarity with and a working knowledge of their school improvement plan, as evidenced by an ability to accurately express orally or in writing the substance of the goal(s) and objectives stated in their plan.
4. Demonstrate knowledge and ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio- economic background.
5. Demonstrate knowledge and ability to use assessment strategies (traditional and alternate) to assist the continuous development of the learner.
6. Demonstrate knowledge and ability to plan, implement and evaluate effective instruction in a variety of learning environments.
7. Demonstrate knowledge and ability to use an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.
8. Demonstrate knowledge and ability to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
9. Demonstrate knowledge and ability to use effective communication techniques with students and all other stakeholders.
10. Demonstrate knowledge and ability to use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.
11. Demonstrate knowledge and ability to use appropriate technology in teaching and learning processes. 12. Demonstrate knowledge and ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational of students.
13. Demonstrate knowledge and ability to engage in continuous professional quality

improvement for self and school.
14. Demonstrate knowledge and understanding of the subject matter.
15. Demonstrate knowledge and ability to adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A2,A3,A4,B1

PD CONTACT TRAINING

COMPONENT IDENTIFIER NUMBER: 7-516-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):

The purpose of this component is to provide individuals at each cost center who have accepted the role of Professional Development Contact with the knowledge and skills to ensure that all learning opportunities provided within their costing center are aligned to the SJCSD Professional Development Plan, are properly documented, and all attendance and credits are awarded.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities, participants will:
1. Be familiar with the Professional Learning Catalog.
2. Understand and apply the processes of creating courses in the district management database to document inservice points earned for professional learning opportunities.
3. Work cooperatively with colleagues and other adults to organize, plan, and implement professional learning opportunities.
4. Follow protocols and procedures for requesting inservice points professional learning opportunities.
5. Follow protocols and procedures for closing out courses that earn inservice points.
6. Maintain honesty in all professional dealings.
7. Serve as a professional learning leader/facilitator at the school or district level.

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,E,F/A,B,C.D,Z FEAP: B2

CHARACTER COUNTS!

COMPONENT IDENTIFIER NUMBER: 8-503-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):

Provide participants with guidance, training and ideas on how to integrate the six pillars of the Character Counts! Program into school programs. The six pillars of character are:
1. Trustworthiness
2. Respect
3. Responsibility
4. Fairness
5. Caring
6. Citizenship

SPECIFIC OBJECTIVE(S):
Upon completion of one or more of the in-service training and professional development strategies listed in the "Description of Activities" section of this component, participants will demonstrate methods for integrating the six pillars of character into:
1. School Improvement Teams
2. Curriculum Offerings/Delivery
3. Student Government
4. Extra-Curricular Activities
5. Classroom Management
6. Other appropriate school and District functions

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A2,A3,B1,B2

ESE PROCEDURES AND PRACTICES

COMPONENT IDENTIFIER NUMBER: 8-103-001

Maximum Inservice Points: 120

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

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

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A2,A3

MEDIA CONTENT

COMPONENT IDENTIFIER NUMBER: 8-407-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Common Core State Standards and Next Generation Sunshine State Standards into Media Content.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will:
1. Demonstrate assistance to students in developing habits of independent reference work and accessing references through technology.
2. Demonstrate ability to organize library material, equipment and facilities.
3. Maintain a process for sorting, weeding and purchasing up-to-date collections.
4. Communicate accurate knowledge of books and authors in the collection and assist students with reading selections.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP:
A1,A2,A3

POLICIES AND PROCEDURES

COMPONENT IDENTIFIER NUMBER: 8-410-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
Provide participants the opportunity to participate in activities to increase knowledge related to their job responsibilities and/or area of interest.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will increase awareness of one or more of the following related to their job responsibilities:
1. Programs
2. Policies
3. Procedures
4. Resources
5. Strategies
6. Other appropriate topics

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: B1

PARENT INVOLVEMENT & COMMUNICATION

COMPONENT IDENTIFIER NUMBER: 8-413-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide teachers and staff with the content knowledge necessary to effectively implement the Common Core State Standards and Next Generation Sunshine State Standards into parent involvement and communication content.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will:
1. Utilize effective methods when communicating with parents verbally and in written form.
2. Maintain currency in regard to changes in the subject field.
3. Demonstrate strategies that engage parents in their child's education.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: B1

CODE OF ETHICS

COMPONENT IDENTIFIER NUMBER: 8-416-001

Maximum Inservice Points: 120

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

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

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: B2

CIVILITY TRAINING

COMPONENT IDENTIFIER NUMBER: 8-406-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to promote our School Board civility rule and familiarizes employees with good customer service skills to use with students, parents and co-workers.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will:
1. Understand the School Board Civility Rule 9.021
2. Be trustworthy and honest in their communications.
3. Treat others with courtesy and respect at all times; including listening to differences of opinions.
4. Take responsibility for their own actions.
5. Be fair in dealings with others.
6. Be kind and considerate of others.
7. Be good citizens and foster an attitude of cooperation.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: B2

EDUCATIONAL PARAPROFESSIONALS

COMPONENT IDENTIFIER NUMBER: 8-506-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
Participants will develop and/or update attitudes, skills, and knowledge that will enable them to function effectively and efficiently as an Educational Paraprofessional.

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

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: B1

SUBSTITUTE TEACHER

COMPONENT IDENTIFIER NUMBER: 8-506-002

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
Substitute teachers will acquire the knowledge, skills and attitudes necessary to effectively carry out their job responsibilities.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will:
1. Demonstrate knowledge of the school system's philosophy and goes and regulations concerning substitute teachers.
2. Demonstrate effective classroom management techniques.
3. Prepare and/or carry out lesson plans.
4. Perform appropriate school procedures related to attendance, schedules and emergencies.
5. Demonstrate effective teaching/learning and instructional management practices.
6. Demonstrate skills related to interpersonal and instructional age appropriate behaviors for students and adults.
7. Demonstrate knowledge, skills, and behaviors that characterize a disposition of support for the efforts of the schools, district and state.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G Follow-up
Methods: M,N,O,P,Q,R,S Evaluation
Methods: A,B,C,D,F,G/A,B,C,D,Z FEAP: B1

FOOD SERVICES

COMPONENT IDENTIFIER NUMBER: 8-505-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
The purpose of this component is to provide of school food service personnel the skills necessary to perform and complete the duties described by their job description in order to successfully implement a healthy and cost effective school food service program that meets the current local, state and federal guidelines and procedures.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will:
1. Demonstrate knowledge of current federal, state and local program guidelines and implement these guidelines in the operation of the program.
2. Demonstrate knowledge and skills in quantity food preparation utilizing quality control standards and meal pattern requirements.
3. Demonstrate knowledge and skills in work simplification techniques and time management and apply these skills to the specific tasks defined in their job.
4. Demonstrate knowledge of appropriate sanitation and safety skills in the workplace.
5. Demonstrate knowledge and skills in the appropriate procedures for the care of equipment and energy conservation.
6. Demonstrate knowledge of and implement appropriate cost control and program accountability procedures.
7. Demonstrate knowledge and skills in other areas as may be required by federal/state laws or guidelines, district policies and identified school needs.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G
Follow-up Methods: M
Evaluation Methods: G/A,B,C,D,Z
FEAP: B1

OFFICE/CLERICAL SUPPORT

COMPONENT IDENTIFIER NUMBER: 8-509-001

Maximum Inservice Points: 120

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

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will:
1. Demonstrate knowledge of the laws, rules, policies and procedures governing the operation of school and district departments.
2. Demonstrate skill in applying knowledge to provide high quality office/clerical support services.
3. Demonstrate competency in the delivery of office/clerical support services related to the participant's work assignment.
4. Demonstrate knowledge, skills and behaviors that characterize a disposition of support for the efforts of the schools, district and state and the process of school improvement.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G
Follow-up Methods: M,N,O,P,Q,R,S
Evaluation Methods: G/A,B,C,D,Z
FEAP: B1,B2

CUSTODIAN

COMPONENT IDENTIFIER NUMBER: 8-510-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
To upgrade and update the quality of custodial services provided to schools and district facilities.

SPECIFIC OBJECTIVE(S):
Upon completion professional development activities participants will:
1. Identify the professional custodian's qualities, characteristics, role and importance in district facilities.
2. Acquire knowledge of and demonstrate safety procedures in school operations.
3. Demonstrate knowledge of sanitation and school housekeeping.
4. Demonstrate knowledge of floor and carpet care.
5. Gain a working knowledge of broad areas within the custodial field.
6. Demonstrate knowledge of preventive maintenance, including climate support and energy conservation.
7. Demonstrate knowledge of grounds care for school.
8. Demonstrate knowledge and skills in other areas as may be required by federal/state laws or guidelines, district policies and identified school needs.

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

Delivery Methods: A,B,C,D,,F,G
Follow-up Methods: M,N,O,P,Q,R,S
Evaluation Methods: G/A,B,C,D,Z
FEAP: B1

TRANSPORTATION

COMPONENT IDENTIFIER NUMBER: 8-515-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
1. Participants will develop awareness of the requirements for school bus drivers and/or bus attendants that are statutorily mandated.
2. Participants will gain insight into new and innovative techniques available to enhance their performance as bus drivers and/or bus attendants.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will:
1. Demonstrate knowledge of the role of the bus driver or attendant in a public school transportation setting.
2. Demonstrate knowledge of the various types of buses or other vehicles used in pupil transportation.
3. Demonstrate knowledge of the proper techniques and requirements for vehicle and/or equipment inspections.
4. Demonstrate knowledge of bus operational procedures.
5. Demonstrate knowledge of traffic laws and traffic control devices.
6. Demonstrate knowledge of how to properly respond to critical or emergency situations that may occur on a bus (i.e., bus accident, bus fire, etc).
7. Demonstrate knowledge of student loading and unloading procedures.
8. Demonstrate knowledge and skills in other areas as may be required by federal/state laws or guidelines, district policies and identified school needs.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

To earn credit, participants should complete a minimum of one initial professional development activity and one follow-up activity from the listings below, as appropriate to the topic/content of their learning objective(s) and approved by their inservice leader. To the satisfaction of the professional developer, each individual will also complete one or more of the evaluation methods following implementation of professional development strategies.
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Delivery Methods: A,B,C,D,F,G
Follow-up Methods: M,N,O,P,Q,R,S
Evaluation Methods: G/A,B,C,D
FEAP: B1

MIS SERVICE/DATA OPERATORS

COMPONENT IDENTIFIER NUMBER: 8-508-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
To familiarize school and district based personnel with procedures for processing school/district activities using state management information systems guidelines and SunGard.

SPECIFIC OBJECTIVE(S):
Upon completion of professional development activities participants will be able to:
1. Identify/complete appropriate forms and screens for school/district procedures.
2. Identify MIS system's purpose and scope for inputting data and/or transmitting data.
3. Analyze and utilize output reports.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G
Follow-up Methods: M,N,O,P,Q,R,S
Evaluation Methods: G/A,B,C,D
FEAP: B1

SCHOOLS OF EXCELLENCE

COMPONENT IDENTIFIER NUMBER: 8-521-001

2017-2018: 8-506-001

Maximum Inservice Points: 120

GENERAL OBJECTIVE(S):
To award instructional personnel from FLDOE identified Schools of Excellence with inservice points to recognize their service at a designated school pursuant to 1003.631, *F.S.*

SPECIFIC OBJECTIVE(S):
Instructional personnel may substitute one school year of employment at a School of Excellence for 20 inservice points, up to 60 inservice points total in a five-year cycle, toward the renewal of a professional teaching certificate.
The 2017-2018 school year is the earliest that instructional personnel may earn this credit.
Instructional Personnel must work a minimum of ninety-nine (99) days at the identified School of Excellence to qualify.
To be eligible, schools must receive a grade of A or B in each of the most recent three school years and rank at the 80th percentile of higher for their school type (elementary, middle, high, etc.) for at least two of the last three school years.

PROFESSIONAL DEVELOPMENT DELIVERY, FOLLOW-UP AND EVALUATION:

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

Delivery Methods: A,B,C,D,F,G
Follow-up Methods: M,N,O,P,Q,R,S
Evaluation Methods: G/A,B,C,D
FEAP: A1