

~~2023-2024 2022 - 2023~~ Professional Learning Catalog
(Master In-Service Plan)



David S. Broskie
Superintendent of Schools

CLAY COUNTY SCHOOL BOARD

District 1: ~~Erin Skipper~~ ~~Janice Kerekes~~

District 2: Mary Bolla

District 3: Beth Clark

District 4: ~~Michelle Hanson~~ ~~Tina Bullock~~

District 5: Ashley Gilhousen

Clay County District Schools

Table of Contents

Table of Contents	1
Professional Learning Protocol System	2
Introduction	2
State Board of Education Rules	2
Florida Statutes	3
Professional Learning System	4
Professional Certificate Renewal Information	12
Earning Inservice Points	16
Protocol for Offering an Inservice Activity	16
Writing an Inservice Training Component	16
Professional Learning Components	19
Component 1 - Subject Content	19
Component 2 - Instructional Methodology	20
Component 3 - Technology	20
Component 4 - Assessment and Data Analysis	21
Component 5 - Classroom Management	21
Component 6 - School Safety/Safe Learning Environment	21
Component 7 - Management/Leadership/Planning	21
Component 8 - General Support	22
Specialized Professional Learning Opportunities	22

Professional Learning Protocol System

Introduction

Clay County District Schools, through a comprehensive professional learning system, provides all personnel with inservice opportunities that lead directly to the improvement of student achievement and promote a climate of self-renewal for all.

This Professional Learning Catalog (catalog) is one element of a comprehensive system designed to enhance classroom instructional practices and job skills to improve student performance. The intent of the Professional Learning Catalog is to achieve national, state and local goals through the provision of a framework for professional growth in the knowledge, attitudes, skills, attributes and behaviors of all district employees. Through the application of this continuous improvement model, Clay County District Schools' students benefit from a safe, technology rich environment and effective instruction that meets their needs.

The law requires that certain areas of need be addressed through planned inservice: subject content and teaching methods for standards adopted by the state of Florida, and appropriate implementation of instructional materials, classroom management, technology, school safety, assessment and data analysis, and family involvement.

Inservice opportunities are developed in response to the district strategic plan, school improvement plans, an annual professional learning survey, professional learning evaluations, and individual professional learning plans.

State Board of Education Rules

6A-4.0051, Renewal of a Professional Educator's Certificate beginning July 1, 1988.

Defines requirements to renew a professional certificate, via college credit, inservice training, subject area tests and summer work programs. Provides information on active or inactive status of professional certificates. Describes procedures for retention of certification of one or more coverages. Describes general requirements including validity periods, submission of application, approval procedure by superintendent, and special provisions for extensions.

6A-5.071, Professional Learning Catalog Requirements.

Describes the Professional Learning Catalog (catalog) including the contents, format, approval process, and updating procedures, the requirements for a component, how to convert college credit to inservice points, what constitutes in-field and out-of-field components, the minimum length of component, and evaluation requirements. Provides the requirements and procedures for record keeping, component and participant files, and reports.

Florida Statutes

Section 1011.62 (3), FS, Inservice Education Personnel Training Expenditures – Directs that a district shall expend a portion of the unweighted FTE for educational training.

Section 1012.22 (i), FS, Comprehensive Program of Professional learning – Provides that the board shall develop a comprehensive program of professional learning and make adequate provision for proper funding.

Section 1012.42 (1) (2), FS, Teacher Teaching Out of Field: Assistance – Provides that each district school board shall adopt and implement an inservice plan for teachers out of field.

Section 1012.52, FS, Teacher Quality – Provides a comprehensive approach to increase student's academic achievement and improve teaching quality by requiring demonstration of the sixteen Professional Education Competencies (PEC).

Section 1012.54, FS, Purpose of Instructional Personnel Certification – Protects the educational interests of students, parents, and the public by assuring that teachers are professionally qualified.

Section 1012.56 (1) (2) (3) (4) (5) (6), FS, Certificates Granted on Application to Those Meeting Prescribed Requirements – Provides requirements, regulations and provisions for certification; and academic and subject area skills tests.

Section 1012.56, FS, Educator Certification Requirements – Provides for a cohesive, competency-based preparation program by which ... instructional staff may satisfy the mastery of professional preparation and education competence.

Section 1012.56(8), FS, Alternative Certification – Provides authority for the board to develop programs for certified teachers to add additional coverage.

Section 1012.585, FS, Renewal of Certificate – Provides direction for professional certificate renewal. Includes certification procedures via inservice training.

Section 1012.795 (2), FS, Professional Ethics – Establishes authority to enforce the Code of Ethics and Professional Conduct.

Section 1012.98, FS, School Community Professional Development Act – Provides for a continual evaluation of professional development methods and programs.

Section 1012.985, FS, Statewide System for Professional Development – Establishes a network of professional development academics.

Section 1012.72, FS, Dale Hickam Excellent Teaching Program – Provides for incentives and rewards for teachers participating in the National Board process.

Section 1012.986, FS, William Cecil Golden Professional Development Program for School Leaders Provides high standards and sustained support for principals as instructional leaders.

Professional Learning System

Rationale

Clay County's Professional Learning Department provides a comprehensive system for professional growth rooted in a common vision of effective performance for all personnel. Our vision directs the school community in providing stimulating, research and evidence-based educational activities that encourage and motivate students to achieve at the highest levels and to become active, lifelong learners. Our system is based upon the work of prominent researchers who have guided us to understand that the accomplishment of this vision of high academic achievement for all students is dependent upon the effective use of data in the context of a community of learners.

The commitment to high quality professional learning, as an integral part of school improvement, has important implications for the content, process and context of professional learning activities. This Professional Learning System is based upon Learning Forward Standards for Professional Learning and the William Cecil Golden Program for School Leaders. Florida's Professional Learning Evaluation Protocol also provides a framework for the methods and protocols needed to conduct ongoing assessments of the quality of professional learning in our schools. The purpose is to increase student achievement by enhancing classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

This Professional Learning System fulfills the requirements of Florida Statute 1012.985 and SB Rule 6A-5.081 and includes:

- alignment with student and personnel needs determined through multiple data sources;
- professional learning activities that focus on professional growth in:
 - analysis of student data; ongoing formal and informal assessment of student achievement; identification and use of enhanced and differentiated instructional strategies; emphasis on rigor, relevance and reading in the content area; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety;
- professional learning for school leaders using lesson study, and related protocols to focus and support teacher work on improving instructional and assessment practices;
- a comprehensive plan to facilitate professional learning for teachers, principals, and administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction;
- collaboratively developed school improvement plans that focus on methods, strategies, and the conceptual background appropriate to differentiated instruction to engage students in rigorous and relevant curriculum, based on national, state and local standards;
- increased opportunities to provide meaningful relationships between teachers and students;

- the use of formative assessment and the principles of professional learning communities to guide instruction;
- increased opportunities for professional collaboration, including effective use of common planning time to focus on the relationship between teaching and student learning;
- the use of data systems involving assessment information on student learning;
- effective beginning teacher support programs based on evaluation data of student learning and teacher performance;
- professional learning activities for administrative personnel as addressed in the district's Pathway to School Leadership that update skills for effective school management and instructional leadership;
- training for administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement;
- an individual professional learning plan for teachers and administrators that provide for needs related to specific student performance data, clearly defined learning objectives, specific measurable improvements in student performance resulting from professional learning activities, and an evaluation component.

Management

In order to impact student achievement, professional learning must be focused on a common vision of professional growth. Thus Clay County District Schools has clearly defined the action and communication responsibilities for district level employees, school-based leadership and all other employees.

Role of the District:

The responsibility for the management of professional learning activities lies primarily with the district Professional Learning department. The Supervisor of Professional Learning, working collaboratively with other department directors, is responsible for:

- the development and updating of the Professional Learning System, including the district Professional Learning Catalog, and
- the coordination, communication, and recording of all professional learning activities, including but not limited to:
 - review of training needs of teachers and administrators as identified by district needs assessment and school improvement plans
 - identification and provision of inservice activities for school administrative personnel
 - development and monitoring of Professional Learning Catalog components focused on subject content and teaching methods as related to the national, state, and local standards, assessment and data analysis, classroom management, school safety, family involvement, technology, instructional methodology, management leadership planning, and general support activities

- fidelity of implementation of instructional materials
- development and continual updating of the online catalog of all professional development opportunities offered by the district
- monitoring of updated Add-on Endorsements, and requesting approval from the Bureau of Educator Recruitment, Development and Retention
- provision for a record keeping system that insures all employees professional growth is recorded and communicated as needed
- provision of structures for the development, monitoring and evaluation of professional learning initiatives that are aligned with Florida's Professional Learning Evaluation Protocol
- distribution of inservice information to all school and district-level personnel, via the OneClay portal
- dissemination of research based practices and other professional learning opportunities for all employees that are aligned with Florida's Professional Learning Evaluation Protocol
- implementation and coordination of a formal Coaching and Mentoring Plan to insure high fidelity
- development and monitoring of a budget appropriate to meeting professional learning needs
- provision of training and support for evaluation efforts through Florida Continuous Improvement Model (FCIM) and Classroom Learning Walks data and other evaluation training
- training administrators and other school leaders on methods for classroom observation, feedback and coaching for improvement
- training for school leaders in using collaborative and related protocols to focus and support teacher work on improving instructional and assessment practices
- collaboration and coordination of technology integration efforts to promote high student engagement
- support of the William Cecil Golden website utilization by school leaders;
- the provision of field experience to develop competencies for school leadership
- compliance with requirements for the completion of Florida Department of Education reports regarding professional learning
- collaboration and communication with universities/colleges/communitycolleges serving Clay County in order to develop and implement programs leading to certification and other professional growth experiences
- collaboration with regional and state personnel designated to provide technical assistance and evaluation of local professional learning programs
- a comprehensive plan to deliver professional learning to teachers, principals, and

administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction

Role of the School-based Leadership:

Principals are responsible for a school-wide professional learning plan allowing for job embedded learning that addresses the needs of instructional and support personnel at the school. This should be integrated as an essential component of the overall school improvement process. In collaboration with school leadership, principals should facilitate and support a culture that embraces the elements of professional learning communities and action research.

- Principals, or their designees work with each professional employee in developing a Learning Target Plan that:
 - relates to specific student performance data for those areas to which the teacher is assigned;
 - contains clearly defined professional learning objectives;
 - specifies measurable improvement in student performance resulting from professional learning activity;
 - includes an evaluation component documenting the expected student performance gains;
 - involves participation in on-going teams/professional learning communities;
 - relates to the individual's career goals and, if appropriate, provides for professional learning of the individual as a school leader;
 - provides school-based structures that support and monitor the implementation of each instructional employee's Learning Target Plan and career goals; and conducts individual evaluation conferences that document that the LTP was implemented as written or revised, and faculty members applied the newly learned knowledge and skills in the classroom.
- Principals or their designees use data systems involving assessment information on student learning.
- Principals plan for the effective use of common planning time to focus on teaching and learning improvements.
- Principals implement additional effective beginning teacher support programs based on on-going evaluation data of student learning and teacher performance. Principals or their designees monitor the implementation of effective instructional practices that target high needs students through the use of Classroom Learning Walks and other methods.
- Principals or their designees monitor the implementation of effective instructional strategies, formative and summative assessments, and teacher content knowledge that focuses on the national, state, and local standards (including Florida State Standards) through the use of teacher assessment, Classroom Learning Walks, and other methods.

School-based designees receive training on professional learning procedures and the Florida Protocol Standards. They are responsible for guidance and assistance to site-based professional

developers in order to ensure that the planning, implementing, learning and evaluating of training is aligned with national, state and local (including state standards) expectations.

Role of Each Employee:

Each instructional level person acts as a model of lifelong learning by demonstrating an attitude of openness to innovation and a willingness to continually grow in their professional practice by:

- developing and implementing a Learning Target Plan that is directly related to specific student performance data for those areas to which the teacher is assigned. The LTP contains clearly defined professional learning goals and objectives; specifies measurable improvement in student performance resulting from the professional learning; and includes an evaluating component documenting the expected student performance gains;
- the use and implementation of instructional practices that target high-needs students; effectively using common planning time to focus on teaching and learning improvements;
- implementing newly learned strategies with students and participating with other members within professional learning communities to continually refine this implementation so that student achievement is increased;
- implementing effective instructional strategies, formative and summative assessment, and content knowledge focused on national, state, and local standards;
- monitoring student achievement related to professional learning and documenting results;
- using all available technology to improve instructional delivery and expand personal professional learning;
- evaluating professional learning to determine the effectiveness of training in terms of student performance; and
- utilizing knowledge and opportunities for school and district coaching, mentoring, and leadership.

Each classified (non-instructional) employee acts as a role model for lifelong learning by demonstrating a willingness to continually grow in job-related skills and techniques by:

- participating in job-related professional learning;
- learning new uses for current technology as it relates to job assignments;
- evaluating professional learning experiences as related to their job performance/improvement; and
- collaborating with other employees in job-like roles in an effort to share knowledge and talent.

Organization

Needs Assessment:

The district conducts needs assessment processes that include:

- 1) a school-by-school analysis of disaggregated student standardized test scores and data from other

sources, (using FCIM strategies) including, but not limited to:

- additional student achievement data
 - school attendance data
 - school discipline data
 - school environmental surveys
 - School Improvement Plans
 - School Professional Learning Plans
 - district priorities
 - personnel and parent surveys (school environment), annual performance appraisals and Federal, state and local mandates.
- 2) an individual electronic needs assessment designed to collect data on individuals' perception of the effectiveness of training taken and anticipated needs
- 3) based on this needs assessment, the Professional Learning and Leadership Department and other departments generate inservice components that are research-based and aligned with Florida's Professional Learning Protocol and national standards.

Specific professional learning activities are also determined by the following data sources:

- district, state and federal requirements
- Learning Target Plan results
- School Improvement Plans
- final performance appraisal results and
- Protocol Reviews and other state and federal audits.

Inservice Components:

All professional learning activities must be related to an inservice component and focus on: analysis of student data; on-going formal and informal assessment of student achievement; identification and use of enhanced and differentiated instructional strategies; emphasis on rigor, relevance and reading in the content area; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety. In addition, delivery of professional learning by distance learning and other technology based delivery systems should reach more educators, decreasing costs while maintaining teacher presence in the classroom. Continuous monitoring of the quality and effectiveness of professional learning programs through Classroom Learning Walk observations and other monitoring and evaluative methods are required.

Components are developed using the state Protocol Strands of Planning, Learning, Implementing and Evaluating. The criteria:

- Links to state, district and/or school improvement goals;

- Targets the knowledge, attitude, skills, aspirations and/or behaviors of employees related to the professional learning content areas designated in Florida Statute 1012.98;
- details specific, measurable objectives related to professional performance and /or student achievement;
- includes activities that use current research and learning strategies appropriate to the intended goal, applies knowledge of adult learning and change, and models effective teaching strategies, practice and feedback;
- provides for professional learning that is sufficient in length and depth to ensure mastery of needed skills;
- provides for implementation strategies to ensure support and assistance are provided;
- provides web-based resources, assistance and discussion groups related to the training when appropriate; and
- provides for the evaluation of effectiveness linking to student achievement gains where viable and appropriate.

New components will be developed and must be submitted to the Supervisor of Professional Learning for approval. All approved components become part of the Professional Learning Catalog. The Clay County School Board approves the Professional Learning Catalog and any additions, deletions or changes on an annual basis.

Credit for Professional Learning Inservice Points:

Employees are awarded inservice points (one point per hour of training) for participation in a successfully completed professional learning activity. The Supervisor of Professional Learning gives final approval for inservice points awarded.

In order for component inservice points to be recorded for an employee, the appropriate survey must be completed and submitted via the professional learning management system.

The district maintains up-to-date records for all professional learning including certification and inservice points for school faculty, staff and administrators through the district's professional learning management system.

Inservice points may be used for add-on certification, Florida educator certification renewal, other certificate/license renewal, professional skill building, and incentive programs.

Monetary Compensation:

Instructional and classified employees may be compensated for professional learning activities occurring outside of regular work hours according to their collective bargaining agreements.

Implementation of the System

Planning:

The Learning Target Plan (LTP) is the foundation for the planning and implementation of

meaningful professional learning that impacts student achievement. Therefore, school-based and district administrators meet with every faculty/staff member individually to determine training needs based on disaggregated classroom level student achievement data, performance appraisal data, summaries and analyses of end of course evaluations, and school or grade level priorities. Additionally, school and district leadership work diligently to ensure that the objectives of the professional learning delivered directly reflect the objectives specified in the professional learning plans.

Learning:

In seeking to be sensitive to multiple learning styles and preferences, delivery models for professional learning include:

- workshops
- interactive electronic learning
- non-interactive electronic learning
- professional learning communities
- study groups
- action research

Implementing:

Classroom learning walk data and other formal and informal observations are used to ensure that teachers and administrators use what they have learned through professional learning in their classrooms and schools. All professional learning programs include implementation. Participants are provided support and help as they implement their new skills and knowledge through coaching and mentoring where appropriate. Web-based resources and assistance are also offered as follow-up support.

Implementation documentation and follow up may include:

- structured coaching/mentoring
- action research
- collaborative planning
- participant products
- study groups
- interactive electronic communication
- non-interactive electronic communication

Follow-up:

For each component for which inservice points will be awarded, the catalog shall also include a description of any follow-up activities that will be required and support that will be provided to ensure successful completion of the component. All professional learning programs include follow-up via an electronic survey generated

through the professional learning management system. Completion of this survey is required for in-service points to be awarded.

Evaluating:

As per Florida Statute 1012.98, the District provides for the continuous evaluation of the quality and effectiveness of professional learning in order to expand effective programs and strategies and eliminate ineffective ones. Evaluation methods may include:

- results of district developed/standardized tests
- results of school/teacher constructed student tests
- portfolios of student work
- observation of student performance
- other performance assessment

Quantitative and qualitative data is collected on three levels based on the following evaluation questions:

- Did individual participants learn and implement effective teaching strategies aligned with program objectives?
- Were professional learning activities aligned and delivered in such a way that identified needs were effectively addressed?
- Did the professional learning component/initiative contribute to increases in student achievement?

Data is gathered in a variety of ways including assessment of student achievement data, end of course evaluations, formal performance assessment data, and evidence of student learning.

Additionally, the District monitors professional learning data to make certain that all activities are aligned with Florida's Professional Learning Protocol and in support of the Learning Forward Standards for Professional Learning.

Professional Certificate Renewal Information

A State of Florida, Department of Education, Professional Educator's Certificate can be renewed with component credit, college credit, a passing score on the subject area exam of a certification area listed on the certificate, instructing a college level course, or a combination of these options. These options must be completed within the 5-year validity period of the current certificate.

Options Available for Meeting Renewal Requirements

- *Component Credit*- Each staff member who wishes to have his/her/their teaching certificate renewed using only component points must have earned at least one hundred twenty (120) points during his/her current validity period of the certificate. Twenty (20) points of the required 120 must be in Teaching Students with Disabilities (ESE-SWD). Forty (40) of the 120 points must be in Developmental

Literacy(DL) beginning in 2025 to renew certificates in the specific subject areas listed in the Developmental Literacy section below.

- *College Credit, College Teaching Experiences, and/or Subject Area Exam*-For renewal methods other than inservice credit, please refer to the [FLDOE Renewal](#) documentation from the Human Resources Department.

Required Credits for Renewal

- *Exceptional Student Education – Students with Disabilities (ESE - SWD) Credit*- The Florida State Legislative group approved a law, effective July 1, 2014, requiring all those who hold a valid Florida Professional Certificate to complete 1 semester hour of college credit or 20 hours of professional development credit in teaching students with disabilities during the last validity period of the Professional Certificate. This requirement may be met through the completion of online and/or face-to-face training opportunities that meet the state requirements listed below. ESE renewal credit will be tracked in the district's professional learning management system. Certificated staff can check their status toward meeting this requirement at any time by accessing their professional learning transcript.

One (1) Semester Hour in Teaching Students With Disabilities (SWD)

Unacceptable College Courses

- Courses in Gifted Education are NOT acceptable.
- American Sign Language courses are NOT acceptable (exception - teaching American Sign Language to the Hearing Impaired).

Acceptable College Courses

- Courses with ESE or Special Education prefixes
- Introduction to Exceptional Student Education
- Nature and Needs of the various disabilities
- Teaching Students with Disabilities
- Educating the Learning Disabled
- Assessment in Exceptional Education
- Assessing Students with Disabilities
- Varying Exceptionalities
- Individualized Instruction for Exceptional Students
- Management Strategies for Students with Disabilities
- Special Education Curriculum

Twenty (20) Hours of Professional Development Credit in Teaching Students with Disabilities (SWD)

Unacceptable MIP (Master In-service Plan) ESE Component Areas

- Procedural/Legal Requirements
- Working with Aides/Volunteers/Mentors
- Gifted Training

Acceptable MIP (Master In-service Plan) ESE Component Areas

- Instructional Strategies
- Classroom/Behavior Management
- Assessment

- Curriculum

- *Developmental Literacy – Effective for renewal beginning July 1, 2025-* As a component of the credit requirements specified under paragraph (1)(a) of rule 6A-4.0051, an educator whose application for renewal of a certificate with a beginning validity date of July 1, 2020, or thereafter, must have earned at least two (2) college credits, forty (40) inservice points, or a combination thereof, in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

The requirement applies to anyone with the following areas of certification:

- Elementary Education (K-6)
- Prekindergarten/Primary Education (age 3 through grade 3)
- Elementary Education (grades 1-6)
- Primary Education (grades K-3)
- English (grades 1-6)
- Middle Grades English (grades 5-9)
- Middle Grades Integrated Curriculum (grades 5-9)
- English (6-12)
- Reading (K-12)
- Reading (Endorsement)
- English for Speakers of Other Languages (ESOL) (grades K-12)

Renewal Timeframes

- If a teacher with one of those coverages renewed in 2020, the 40 hours must be earned by 2025.
- If a teacher with one of those coverages renews in 2021, the 40 hours must be earned by 2026.
- If a teacher with one of those coverages renews in 2022, the 40 hours must be earned by 2027.
- If a teacher with one of those coverages renews in 2023, the 40 hours must be earned by 2028.
- If a teacher with one of those coverages renews in 2024, the 40 hours must be earned by 2029.

Hours and Coursework

- Points earned within ten years of renewal may be used for the requirement.
- Coursework used to earn a certificate or endorsement may also be used to renew it.
- Courses must address the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.
- Approval of coursework is at the discretion of districts within their professional learning catalog.

Bankable Points

Per the Florida Department of Education, the only professional development points that can be categorized as “bankable” are ESOL, Reading, Developmental Literacy, and ESE-SWD (Students with Disabilities). The objective and/or focus of the training must be instructional in nature to meet the requirements for ESOL, Reading, Developmental Literacy or Students with Disabilities.

A temporary certificate holder who earns bankable in-service points during the validity period of the temporary certificate must use those points toward renewal of the first 5-year professional certificate. The temporary and

professional certificates must be issued for consecutive school years and such training must not have been included within the degree program.

Reading Credit

- Reading training completed prior to July 1, 1999 cannot be banked.
- A professional certificate holder who completes bankable in-service points in the teaching of reading in excess of the 120 in-service points needed for renewal may bank the excess points for renewal of professional certificates during subsequent renewal periods.
- English and Language Arts points are not bankable.
- Only professional development points that directly relate to Reading standards will be banked.

To request approval for bankable professional development points in Reading, In-service Coordinators must receive approval from the district reading designee.

Developmental Literacy

- Developmental Literacy points earned within ten years of renewal may be used for the requirement. If they are not used within 10 years for Developmental Literacy renewal, they can be banked as reading credit.
- Only professional development points that directly relate to the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies will be banked as Developmental Literacy.

English for Speakers of Other Languages (ESOL) Credit

- A professional certificate holder who completes bankable in-service points in the teaching of ESOL in excess of the 120 in-service points needed for renewal may bank the excess points for renewal of professional certificates during subsequent renewal periods.

Exceptional Student Education - Students with Disabilities (ESE - SWD) Credit

- The banking of ESE - SWD credit will be administered as directed by the FLDOE's Bureau of Certification.

Schools of Excellence Renewal Credit

The 2017 Florida Legislature created section 1003.631, Florida Statutes, establishing the Schools of Excellence Program.

Beginning in 2017-2018, instructional personnel employed at a designated School of Excellence may receive 20 in-service points for each year of employment at the school (up to 60 points) as long as the school maintains the School of Excellence distinction.

“An individual who changes employment only earns credit for a year of employment at a School of Excellence if she/he/they works a minimum of ninety-nine (99) days at the designated school. Credit earned for teaching at a School of Excellence may be used only to satisfy general renewal credit. It cannot be used to satisfy credit for subject specialization or for teaching students with disabilities.” (Florida Department of Education)

Earning Inservice Points

All in-service offerings must be approved by the Professional Learning Department and led by an approved facilitator.

All inservice points will be awarded on the basis of one point per hour of class attendance provided the participant successfully completes the class requirements as established by the facilitator and/or contact. All professional learning must include follow-up activities. Successful completion is determined by the facilitator. No points will be awarded without completion of all activities required in the course. Additional points may be awarded for follow-up activities at the discretion of the facilitator.

Out-of-County Professional Technical Assistance, Conferences, and Workshops

Up to 120 points (per 5- year validity period) will be awarded on the basis of one point per hour of attendance in out-of-county professional learning activities. (Lunch hours, registration times, travel time, evening social activities, etc., are not included as inservice.) Required documentation must be submitted within the professional learning management system. Conference participants will be expected to implement strategies in the classroom, conduct faculty presentations, provide conference materials, or conduct other activities that ensure the school or department benefits from conference attendance.

The required documentation includes:

1. description of the event
2. ~~statement of impact~~ ~~2-3 paragraph impact report~~
3. evidence of attendance (i.e. agendas, certificates of completion, verification letters— leave forms are not acceptable), and
4. a pdf file of an email providing evidence of approval from your supervisor

Activities That Do Not Earn Points:

- Writing teams (not approved as “action research” or professional learning communities)
- Meetings (regularly scheduled faculty or department meetings)
- Viewing videos outside an organized in-service or action research project
- School or classroom visits outside an organized in-service project

Protocol for Offering an Inservice Activity

All inservice training offered for points and/or pay must fall under the objectives of a current Professional Learning Catalog component as outlined in this catalog.

Writing an Inservice Training Component

Why?

Rules require that a component contain specified information. Components are included in the district's Professional Learning Catalog that is reviewed by the Professional Development Advisory Committee and approved by the Clay County School Board. Assurance of Board approval is required by the Department of Education.

How?

When designing and writing a component, think of it as an outline for a course. It should be written to indicate the specific competencies the participant can expect to gain upon successful completion, the type of training activities they will be involved in, and how many points they can expect to earn. Instructors should be able to peruse components and understand what they are to present, the types of in class and follow-up activities to plan, the objectives for evaluation, and the competencies which participants will be expected to gain. Therefore, a component should be exact, concise, and informative.

All components are required to include nine criteria (SB 6A-5.071):

- 1) **Component Title** - The component title should be descriptive and unique for the component.
- 2) **Component (State Identifier) Number** - This is assigned by the Professional Learning Department.
- 3) **Assignment and Distribution of Points** - Number of points to be awarded (an hour of instruction equals one point). Points should be calculated and stated for either the total number of hours or a range of hours. One point may be awarded for each actual hour of participation, and additional points may be awarded for outside activities as valued by the coordinator/facilitator. Upon successful completion of the inservice, outside activities and follow-up, participants may receive all or a portion of the available points.

Planning

- 4) **Target Audience** – List the audience for which the component is intended (i.e. secondary Language Arts, P. E. K-12).
- 5) **General Objective Statement of the Purpose of Component** - The purpose should describe for whom the component is designed and what content the component will address. (Example: The purpose of this component is to introduce elementary teachers to updated concepts of biosystems by teaching them the latest terminology used in describing life interrelationships and showing them how to teach bio-system concepts to elementary students via demonstration and discovery approaches.)
- 6) **Specific Objectives** - Specific objectives are behaviorally written statements indicating the competencies to be gained by a participant upon successful completion of the component. Specific objectives must be:
 - sufficient in number to warrant the number of points being awarded,
 - comprehensive and detailed to indicate to the presenter and the participant the competencies to be gained, and
 - measurable.

Delivery

- 7) **Description of Activities** – In seeking to be sensitive to multiple learning styles and

preferences, delivery modes for professional learning include:

- workshop;
- electronic; interactive
- electronic; non-interactive;
- study groups and learning communities;
- action research

Follow-Up

- 8) **Description of Activities** – Classroom learning walks, and other formal and informal observations are used to ensure that teachers and administrators use what they have learned through professional learning in their classrooms and schools. All professional learning programs include follow-up via an electronic survey generated through the professional learning management system. Completion of this survey is required for in-service points to be awarded. Participants should be provided support and help as they implement their new skills and knowledge through coaching and mentoring where appropriate. Web-based resources and assistance may also be offered as follow-up support.

Implementation documentation may include:

- coaching/mentoring
- action research
- collaborative planning
- study group/learning communities
- electronic interactive
- electronic non-interactive

Evaluation

- 9) **Description of Activities** – As per Florida Statute 1012.98, the District provides for the continuous evaluation of the quality and effectiveness of professional learning in order to expand effective programs and strategies and eliminate ineffective ones. Each component should include one method of evaluation listed below:
- results of district standardized tests
 - results of school constructed student tests
 - portfolios of student work
 - checklist of student performance
 - charts, graphs of student progress
 - other performance assessment

Professional Learning Components

Component 1 – Subject Content

Component Number	Name of Component
1-000-001	Learning with Art (Visual)
1-000-002	Learning with Art (Visual): Self-Paced
1-002-001	CTE (Career & Technical Education) Learning
1-002-002	CTE (Career and Technical Education) Digital Learning
1-004-001	Foreign Language Learning
1-008-002	Learning with K-5 ELA (English Language Arts)
1-008-003	Learning with K-5 ELA: Self-Paced
1-008-004	Learning with 6-12 ELA (English Language Arts)
1-008-005	Learning with 6-12 ELA: Self-Paced
1-009-001	Learning with Math
1-009-002	Learning With Math: Self-Paced
1-010-001	Performing Arts
1-010-002	Performing Arts: Self-Paced
1-011-001	Athletic Coaching Endorsement - Instruction and Coaching Specific Sport
1-011-002	Learning Through Physical Education
1-012-001	Pre-Kindergarten
1-013-008	Learning with Reading
1-013-009	Reading Competency 1: Foundations of Reading Instruction
1-013-010	Reading Competency 2: Application of Research-Based Instructional Practices
1-013-011	Reading Competency 3: Foundations of Assessment
1-013-012	Reading Competency 4: Foundations & Applications of Differentiated Instruction
1-013-013	Reading Competency 5: Demonstration of Accomplishment
1-013-014	Reading Competency 1 and 2: Reading Foundations and Research-Based Instructional Practices
1-013-015	Exploring Structured Literacy (ESL)
1-013-016	PDA Differentiating Reading Instruction for Students: Making It Explicit
1-013-017	Emergent Literacy
1-013-018	LETRS for Administrators (Bankable/DL) The Language Essentials for Teachers of Reading and Spelling (LETRS)

1-013-019	Developmental Literacy (DL)
1-013-020	Florida Center for Reading Research (FCRR) Literacy Coach Endorsement Program
1-013-021	University of Florida (UF) Lastinger Center Literacy Coach Endorsement Program
1-015-001	Learning with Science
1-015-002	Learning with Science: Self-Paced
1-016-001	Learning with Social Studies
1-016-002	Learning with Social Studies: Self-Paced
1-016-003	Florida Civics Seal of Excellence Course
1-017-001	Learning Through K-5 Writing
1-017-002	Learning Through K-5 Writing: Self-Paced
1-017-003	Learning Through 6-12 Writing
1-017-004	Learning Through 6-12 Writing: Self-Paced
1-103-001	Athletic Coaching Endorsement - Sport Specific Rules and Procedures
1-106-001	Gifted Competency 2 - Curriculum and Instruction
1-407-001	Information Literacy
1-700-001	ESOL Endorsement: Methods of Teaching ESOL
1-701-001	ESOL Endorsement: Testing and Evaluation
1-702-001	ESOL Endorsement: Applied Linguistics
1-703-001	ESOL Endorsement: Curriculum and Materials Development
1-704-001	ESOL: Enriching Content Knowledge
1-704-002	ESOL: For Category III Teachers
1-705-001	ESOL Endorsement: Cross Cultural Communications
1-705-004	ESOL: For Administrators and School Counselors

Component 2 – Instructional Methodology

Component Number	Name of Component
2-007-002	Best Teaching Practices
2-011-001	Athletic Coaching Endorsement - Coaching Theory & Practice
2-011-002	Athletic Coaching Endorsement - Injury Care and Prevention
2-013-014	Job Embedded LETRS Course
2-100-001	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
2-100-006	Exceptional Student Education Learning Workshop (Bankable)
2-100-007	Exceptional Student Education Learning Virtual/Interactive (Bankable)

2-100-008	Exceptional Student Education Learning PLC (Bankable)
2-100-009	Instruction of Students with Disabilities (Bankable)
2-106-013	Gifted Competency 5 - Theory of Creativity
2-106-014	Gifted Competency 4 - Special Populations
2-400-004	Elementary Education
2-404-001	Culture of Learning
2-408-023	Professional Learning Communities

Component 3 – Technology

Component Number	Name of Component
3-003-003	Computer Science/Technology Education
3-003-004	Computer Science/Technology Education: Self-Paced
3-007-005	Technology - Integration into the Curriculum
3-007-006	Technology - Integration into the Curriculum: Self-Paced
3-007-007	Technology Backpacks
3-007-008	General Technology
3-100-003	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
3-422-001	Synergy
3-422-002	Synergy: Self-Paced

Component 4 – Assessment and Data Analysis

Component Number	Name of Component
4-102-005	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
4-106-006	Gifted Competency 1 - Nature and Needs of the Gifted
4-106-007	Gifted Competency 3 - Guidance and Counseling
4-401-002	Data Analysis/Assessment
4-415-001	MTSS Training for School Level Problem Solving Teams

Component 5 – Classroom Management

Component Number	Name of Component
------------------	-------------------

5-404-003	Classroom Management
-----------	--------------------------------------

Component 6 – School Safety/Safe Learning Environment

Component Number	Name of Component
6-103-005	Safe Crisis Management
6-404-001	Student Services - A Safe Learning Environment
6-409-001	Student Services - Social, Counseling, Psychological and Health
6-409-001	Youth Mental Health First Aid
6-414-002	Basic Life Saving Training
6-414-002	Basic Life Saving Training (ESE)

Component 7 – Management/Leadership/Planning

Component Number	Name of Component
7-409-001	Clinical Educator Training
7-409-002	Mentorship and Instructional Coaching
7-507-001	Athletic Leadership Best Practices
7-507-016	Administrator Development
7-517-001	Instructional Leadership

Component 8 – General Support

Component Number	Name of Component
8-005-001	Food and Nutrition Services Training
8-005-002	Nurses Health Services Training
8-014-001	Transportation Services Training
8-103-102	ESE Procedures and Practices
8-410-503	Face to Face Ethics for Instructional Personnel
8-410-513	Virtual Ethics Training for Instructional Personnel
8-413-001	Family Involvement
8-510-004	Support Services Training
8-521-001	Schools of Excellence

Specialized Professional Learning Opportunities

The MIP must pay special attention to beginning teachers, leadership development, and intensive course work for learning new instructional strategies and designs. Legislation recognizes this fact and expects the MIP to address these three areas in the following ways:

Areas	Programs
Beginning Teachers	Professional Learning Facilitators for Beginning Teachers Support Program Resident Clinical Faculty for Pre-Intern and Pre-Service Teachers
Leadership Development	Level II Principalship Certification Aspiring APs Program
Course Work	Various Colleges & Universities

These three areas are not included in this publication due to their size and complexity. Complete documentation may be examined in the following locations:

Programs	Location and Person to Contact
Professional Learning Facilitators for Beginning Teachers Support Program Resident Clinical Faculty for Pre-Intern and Pre-Service Teachers	Professional Development Department Contact: Jennifer Shepard, Director of Professional Development
Level II Principalship Certification Aspiring APs Program	Professional Development Department Contact: Jennifer Shepard, Director of Professional Development
Various Colleges & Universities	Human Resources Division Contact: Brenda Troutman, Director, Instructional Personnel

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning with Art (Visual)
Component Number:	1-000-001
Function:	1 Subject Content/Academic Standards
Focus Area:	000
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices,

1. Identify and implement research-based practices to enhance student learning in art.
2. Demonstrate knowledge of current copyright procedures and policies in art.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
4. Develop knowledge and implement techniques for motivating students in art.
5. Develop and implement techniques that will teach students how to analyze information in art.
6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Learning 2.2: Content Focused, ¶~~
~~School Learning 2.3: Learning Strategies, ¶~~
~~District Learning 2.8: District Support~~
2.1 Learning- Learning Outcomes
2.2 Learning- Learning Designs
3.1 Implementing- Implementation of Learning
4.1 Evaluating- Evaluation of Professional Learning
~~2.1 Learning Outcomes ¶~~
~~2.2 Learning Designs~~

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking

improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices to enhance student learning in art.
2. Demonstrate knowledge of current copyright procedures and policies in art.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
4. Develop knowledge and implement techniques for motivating students in art.
5. Develop and implement techniques that will teach students how to analyze information in art.
6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)

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

- Participants will develop and implement activities for students that are developmentally appropriate pertaining to the instruction of students in visual arts.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to students in visual arts.

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

- Each participant will complete one or more of the following:
 - Develop an action plan for demonstrating the objectives in the workplace.
 - Maintain a journal/folder of activities supporting the objectives.
 - Other as determined by the instructor.
- Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

N- Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded

implementation of targeted learning)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

- Changes in instructional or learning environment practices.
- Changes in observed educator proficiency in implementing targeted standards or initiatives.
- Results of school/ teacher constructed student growth measure(s) that track student progress.
- Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: 7/1/2010

Date(s) Revised: May 2021
May 2023 (pending board approval)

Department: Professional Development

Name(s) of Component Author(s): Unknown
Revised by:
-Sharon Walsh 2021
Tiffany Bazemore 2023

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title: Learning with Art (Visual): Self-Paced
Component Number: 1-000-002
Function: 1 Subject Content/Academic Standards
Focus Area: 000
Local Sequence Numbers: 002
Points to be Earned: 1-120
Primary Purpose: C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices,

1. Identify and implement research-based practices to enhance student learning in art.
2. Demonstrate knowledge of current copyright procedures and policies in art.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
4. Develop knowledge and implement techniques for motivating students in art.
5. Develop and implement techniques that will teach students how to analyze information in art.
6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Learning 2.2: Content Focused, ff~~
~~School Learning 2.3: Learning Strategies, ff~~
~~District Learning 2.8: District Support~~

2.1 Learning- Learning Outcomes
2.2 Learning- Learning Designs
3.1 Implementing- Implementation of Learning
4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

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

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices to enhance student learning in art.
2. Demonstrate knowledge of current copyright procedures and policies in art.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
4. Develop knowledge and implement techniques for motivating students in art.
5. Develop and implement techniques that will teach students how to analyze information in art.
6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Distance learning activities (e.g. webinars)

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

- Participants will develop and implement activities for students that are developmentally appropriate pertaining to the instruction of students in visual arts.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to students in visual arts.

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

- Each participant will complete one or more of the following:
 - Develop an action plan for demonstrating the objectives in the workplace.
 - Maintain a journal/folder of activities supporting the objectives.
 - Other as determined by the instructor.
- Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

S- Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

- *Changes in instructional or learning environment practices.
- *Changes in observed educator proficiency in implementing targeted standards or initiatives.
- *Results of school/ teacher constructed student growth measure(s) that track student progress.
- *Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2021
Date Revised: May 2023 ~~N/A~~
Department: Professional Development
Name(s) of Component Author(s): Sharon Walsh
Revised by: Tiffany Bazemore

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	CTE (Career and Technical Education)
Component Number:	1-002-001
Function:	1 Subject Content/Academic Standards
Focus Area:	002
Local Sequence Numbers:	001
Points to be Earned:	120 points maximum
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable all CTE teachers to improve student learning and create more efficient and effective classrooms.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Digital Learning/Technology Infusion, Instructional design and lesson planning

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Implementing Standard: 3.1: Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement research-based practices to enhance student learning in CTE.
2. Participants will demonstrate competencies related to planning between Regular Education, Exceptional Student Education and CTE.
3. Participants will research, evaluate, and implement models that promote work force readiness.
4. Participants will acquire knowledge in and demonstrate the ability to use differentiated instructional strategies in the CTE classroom.
5. Participants will identify and implement reading and math strategies within the CTE classroom.
6. Participants will develop, participate and implement Cross-curricular lessons and labs.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will acquire knowledge to improve student learning and create more efficient and effective CTE classrooms. Methods could include Lecture, Discussion, Demonstration, Audio-Visual, Laboratory Activities, Conferences and Seminars or Distance Learning Activities.

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

Participants will be provided learning materials, handouts and the opportunity to discuss best practices with fellow CTE teachers. Participants will develop and implement activities for students that are targeted at increasing the academic and CTE achievement of students.

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

Participants will take knowledge acquired from the training back to the classroom and develop an action plan to put knowledge into practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Administrators will observe a change in practice based on classroom walkthroughs, lesson plans, enrollment in programs, and Industry Certifications reported.

Who will use the evaluation impact data gathered?

Participants will use the data gathered to evaluate their program and make changes for improvement.

Administrators will use data for discussion for program improvement plans including industry certification pass rates.

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

Participants will use the findings to evaluate their program and methods of instruction to make improvements that lead to student success.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	May 2021
Department:	Career and Technical Education (CTE)
Name(s) of Component Author(s):	revised by Alice Paulk

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	CTE (Career and Technical Education) Digital Learning
Component Number:	1-002-002
Function:	1 Subject Content/Academic Standards
Focus Area:	002
Local Sequence Numbers:	002
Points to be Earned:	240 points maximum
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Participants will participate in online learning provided by FACTE (Florida Association for Career and Technical Education) to improve student learning and create more efficient and effective classrooms.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Digital Learning/Technology Infusion, Instructional design and lesson planning

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Implementing Standard: 3.1: Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement research-based practices to enhance student learning in CTE.
2. Participants will demonstrate competencies related to planning between Regular Education, Exceptional Student Education and CTE.
3. Participants will research, evaluate, and implement models that promote workforce readiness.
4. Participants will acquire knowledge in and demonstrate the ability to use differentiated instructional strategies in the CTE classroom.
5. Participants will identify and implement reading and math strategies within the CTE classroom.
6. Participants will develop, participate and implement Cross-curricular lessons and labs.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will acquire knowledge to improve student learning and create more efficient and effective CTE classrooms through an online portal and self paced activities.

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

Participants will join online classes for learning and discussion. Participants will also be required to complete reading(s) and activities on their own to complete the course.

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

Participants will take knowledge acquired from the training back to the classroom and develop an action plan to put knowledge into practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Administrators will observe a change in practice based on classroom walkthroughs, lesson plans, enrollment in programs, and Industry Certifications reported.

Who will use the evaluation impact data gathered?

Participants will use the data gathered to evaluate their program and make changes for improvement. Administrators will use data for discussion for program improvement plans including industry certification pass rates.

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

Participants will use the findings to evaluate their program and methods of instruction to make improvements that lead to student success.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	N/A
Department:	CTE (Career and Technical Education)
Name(s) of Component Author(s):	Alice Paulk

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Foreign Language Learning
Component Number:	1-004-001
Function:	1 Subject Content/Academic Standards
Focus Area:	004
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

~~The Office of World Languages has collaborated with the Office of Professional Development to deliver high quality instruction as it pertains to world language instruction.~~ Participants will receive explicit instruction on strategies to facilitate foreign language learning through comprehensible input. Participants will have opportunities to plan the implementation of instructional strategies with the support of facilitators. This professional learning opportunity is specifically geared towards teachers of World Languages.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.2 Professional Learning Resources

2.1 Learning Outcomes

2.2 Learning Designs

~~Educator Domain: Planning 1.2: Administrator Review, Educator Domain: Planning 1.3: Professional Development Plan, Educator Domain: Learning 2.1: Learning Communities~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will:

1. Identify and implement research-based practices to enhance student learning on World Languages
2. Participate in the process to select textbooks for adoption in World Languages
3. Demonstrate knowledge of current copyright procedures and policies in World Languages
4. Develop knowledge and implement techniques for motivating students to learn World Languages
5. Develop and implement techniques that will teach students to use and analyze information in World Languages
6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend either in-person or virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Coach participants will have opportunities to model, observe implementation and provide guided feedback to the teacher participants throughout the project. Each participant will have opportunities to share and gain deeper knowledge as it pertains to literacy instruction in the early learning classrooms.

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

All content will be presented through either in-person or virtual meetings. Participants will receive professional learning materials and access to online resources, if necessary. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.

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

Participants will:

1. Actively participate in discussions.
2. Implement new learning each week, and will share the results of implementation of plans with colleagues during the learning session.
3. Bring other materials specific to their classroom students, when needed.
4. Complete all assignments, in which strategies are implemented, with grade appropriate standards, evidence-based instructional practices, and activities that promote World Language learning. These lessons will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

Participants will:

1. Use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching foundational reading skills to support reading for understanding in kindergarten through third grade.
2. Interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of World Languages and the evaluation of assessments to inform future instruction.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will:

1. Provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: October 2009

Date Revised: May 2021
May 2023

Department: Department of Assessment, Accountability and School Support

Name(s) of Component Author(s): Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning with K-5 ELA (English Language Arts)
Component Number:	1-008-002
Function:	1 Subject Content/Academic Standards
Focus Area:	008
Local Sequence Numbers:	002
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of English Language Arts. It will also enable administrators to recognize and evaluate the characteristics of evidence-based curriculum and high-impact teaching strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.1 Needs & Planning- Professional Learning Needs

1.2 Needs & Planning- Professional Learning Resources

2.1 Learning- Learning Outcomes

¶

~~Educator Domain: Learning 2.2: Content Focused, Educator Domain: Learning 2.3: Learning Strategies,
District Domain: Implementing 3.2 Coaching and Mentoring~~¶

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in English Language Arts.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. standards and instructional strategies that will allow students to reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:

1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered literacy strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common standards-based assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. standards and the framework for intentional teaching.
6. Participating and implementing distance learning English Language Arts activities.
7. Developing, participating in, and implementing cross-curricula English Language Arts lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Developing and implementing appropriate language arts teaching strategies such as close reading techniques and higher order questioning.
10. Creating thematic units which integrate English Language Arts with other content areas.
11. Serving on the district or state ELA textbook adoption committee to ensure alignment with the Florida B.E.S.T. standards.
12. Developing and implementing systems to monitor student progress, conduct data chats and provide remediation for students.
13. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
14. Developing and implementing systems to provide differentiation and/or small group instruction based on the Florida B.E.S.T. standards.
15. Engaging in student work protocols to identify students' strengths and weaknesses and create a plan based on those student needs.

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

All content will be delivered through face-to-face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in hands-on tasks, and read, discuss and reflect on professional literature. Participants will demonstrate understanding through exit tickets and through planning implementation of the professional development topic.

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

1. Participants will plan quarterly common assessments and will analyze data with grade-level colleagues.
2. Participants will plan weekly formative assessments aligned with the Florida B.E.S.T. standards and will engage in student work protocols during PLCs to analyze student outcomes.
3. Participants will create common lesson plans and/or tasks based on quarterly mentor texts and/or the Florida B.E.S.T. standards.
4. Participants will implement high impact strategies and reflect on student work in weekly PLCs.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in K-12 English Language Arts.
2. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	October 2009, April 2022, May January 2023
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot, Dana Savoie

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning with K-5 ELA: Self-Paced
Component Number:	1-008-003
Function:	1 Subject Content/Academic Standards
Focus Area:	008
Local Sequence Numbers:	003
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of English Language Arts. It will also enable administrators to recognize and evaluate the characteristics of evidence-based curriculum and high-impact teaching strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

- 1.1 Needs & Planning- Professional Learning Needs
- 2.1 Learning- Learning Outcomes
- 3.1 Implementing- Implementation of Learning



~~Educator Learning 2.2: Content Focused, Educator Learning 2.3: Learning Strategies, Educator Implementing 3.2 Coaching and Mentoring~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in English Language Arts.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. standards and instructional strategies that will allow students to reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

1. Developing an in-depth understanding of the Florida B.E.S.T. standards and resources to support these standards.
2. Developing and creating student-centered lessons aligned to the Florida B.E.S.T. standards and the framework for intentional teaching.
3. Developing an understanding of systems to monitor student progress, conduct data chats and provide remediation for students.
4. Developing an understanding of standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in ELA.
5. Reviewing methods, resources, curriculum and research that enhance student learning in ELA.

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

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

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

1. Participants may actively participate in ongoing planning sessions with other educators.
2. Participants may design lessons and tasks that allow students to reach proficiency of the benchmarks.
3. Participants may analyze student performance data to determine students' needs remediation

strategies.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of English Language Arts to support reading for understanding grade K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was

planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	April 2022, May January 2023
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot, Dana Savoie

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning with 6-12 ELA (English Language Arts)
Component Number:	1-008-004
Function:	1 Subject Content/Academic Standards
Focus Area:	008
Local Sequence Numbers:	004
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of English Language Arts. It will also enable administrators to recognize and evaluate the characteristics of evidence-based curriculum and high-impact teaching strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Foundation- Leadership, Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in English Language Arts.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. standards and instructional strategies that will allow students to reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.

4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:

1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered literacy strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common standards-based assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. standards and the framework for intentional teaching.
6. Participating and implementing distance learning English Language Arts activities.
7. Developing, participating in, and implementing cross-curricula English Language Arts lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Developing and implementing appropriate language arts teaching strategies such as close reading techniques and higher order questioning.
10. Creating thematic units which integrate English Language Arts with other content areas.
11. Serving on the district or state ELA textbook adoption committee to ensure alignment with the Florida B.E.S.T. standards.
12. Developing and implementing systems to monitor student progress, conduct data chats and provide remediation for students.
13. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
14. Developing and implementing systems to provide differentiation and/or small group instruction based on the Florida B.E.S.T. standards.
15. Engaging in student work protocols to identify students' strengths and weaknesses and create a plan based on those student needs.

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

All content will be delivered through face-to-face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in hands-on tasks, and read, discuss and reflect on professional literature. Participants will demonstrate understanding through exit tickets and through planning implementation of the professional development topic.

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

1. Participants will plan quarterly common assessments and will analyze data with grade-level colleagues.
2. Participants will plan weekly formative assessments aligned with the Florida B.E.S.T. standards and will engage in student work protocols during PLCs to analyze student outcomes.
3. Participants will create common lesson plans and/or tasks based on quarterly mentor texts and/or the Florida B.E.S.T. standards.
4. Participants will implement high impact strategies and reflect on student work in weekly PLCs.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDLP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in K-12 English Language Arts.
2. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the

professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	N/A
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning with 6-12 ELA: Self-Paced
Component Number:	1-008-005
Function:	1 Subject Content/Academic Standards
Focus Area:	008
Local Sequence Numbers:	005
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of English Language Arts. It will also enable administrators to recognize and evaluate the characteristics of evidence-based curriculum and high-impact teaching strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in English Language Arts.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. standards and instructional strategies that will allow students to reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.

4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

1. Developing an in-depth understanding of the Florida B.E.S.T. standards and resources to support these standards.
2. Developing and creating student-centered lessons aligned to the Florida B.E.S.T. standards and the framework for intentional teaching.
3. Developing an understanding of systems to monitor student progress, conduct data chats and provide remediation for students.
4. Developing an understanding of standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in ELA.
5. Reviewing methods, resources, curriculum and research that enhance student learning in ELA.

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

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

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

1. Participants may actively participate in ongoing planning sessions with other educators.
2. Participants may design lessons and tasks that allow students to reach proficiency of the benchmarks.
3. Participants may analyze student performance data to determine students' needs remediation strategies.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students’ results of instruction.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of English Language Arts to support reading for understanding grade K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: April 2022

Date Revised: N/A

Department: Academic Services

**Name(s) of Component
Author(s):**

Rebecca Billiot

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning With Math
Component Number:	1-009-001
Function:	1 Subject Content/Academic Standards
Focus Area:	009
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

This professional learning opportunity is specifically geared towards classroom teachers, coaches, assistants, and school based administrators. Upon completion of this component, participants will leave with a deeper understanding of grade level mathematics standards. Participants will broaden their skillset with best practices for delivering rigorous, individualized, standards based instruction to their population of students in order to improve student learning. Participants will also gain a deeper understanding of how to use a variety of assessments to drive math remediation and instruction. School based administrators will increase their ability to identify and evaluate effective instructional strategies as well as recognize classroom content as grade level appropriate.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Evaluation system indicators/rubrics/components, Instructional design and lesson planning

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

- 1.1 Needs & Planning- Professional Learning Needs
- 1.2 Needs & Planning- Professional Learning Resources
- 2.1 Learning- Learning Outcomes
- 2.2 Learning- Learning Designs
- 3.1 Implementing- Implementation of Learning



~~Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of the facets of mathematics standards to include their present grade levels as well as vertical grade levels in order to deepen their understanding of student learning trajectories.

Participants will engage in understanding and practice with facilitating effective instructional techniques in order to identify student needs and deliver rigorous grade level appropriate instruction.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

While attending sessions relating to mathematics standards and instructional methodology, participants will collaborate with team members, review curriculum materials, analyze student work/data, and engage in practice with teaching methods.

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

Participants will engage in sessions face to face or via a virtual meeting. Relevant materials will be delivered digitally to participants participating virtually. Participants are expected to participate in collaborative discussions related to the content of the session.

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

Participants will bring relevant materials to include but not limited to student work samples, curriculum materials, access to technology.

Participants will collaborate with peers to include participants at/from different school sites and grade levels.

Participants will actively engage with teaching methods via role playing, video examples, and scholarly articles.

Participants will read and interact with text relevant to the session.

Participants may analyze student performance data.

Participants may be asked to serve on district textbook adoption committees to be aligned with B.E.S.T standards.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded

learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of said plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching mathematics in grades K-12. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the area of mathematics. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: October 2009

Date Revised: December 2020, May 2021, April 2022, **May 2023**

Department: Instructional

Name(s) of Component Author(s): **Revised by:**
Kevin Leary and Kerri Walsh (2021)
Jamie Randall, Govinda Poor (2022, **2023**)

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning With Math: Self-Paced
Component Number:	1-009-002
Function:	1 Subject Content/Academic Standards
Focus Area:	009
Local Sequence Numbers:	002
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

This professional learning opportunity is specifically geared towards classroom teachers, coaches, assistants, and school based administrators. Upon completion of this component, participants will leave with a deeper understanding of grade level mathematics standards. Participants will broaden their skillset with best practices for delivering rigorous, individualized, standards based instruction to their population of students in order to improve student learning. Participants will also gain a deeper understanding of how to use a variety of assessments to drive math remediation and instruction. School based administrators will increase their ability to identify and evaluate effective instructional strategies as well as recognize classroom content as grade level appropriate.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Evaluation system indicators/rubrics/components, Instructional design and lesson planning

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

- 1.1 Needs & Planning- Professional Learning Needs
- 1.2 Needs & Planning- Professional Learning Resources
- 2.1 Learning- Learning Outcomes
- 2.2 Learning- Learning Designs
- 3.1 Implementing- Implementation of Learning

~~Educator Domain: Planning 1.1 Needs Assessment, Educator Domain: Planning 1.3: Professional Development Plan, Educator Domain: Learning 2.2: Content Focused, School Domain: Learning 2.2: Content Focused, District Domain: Learning 2.2: Content Focused, Educator Domain: Learning 2.3: Learning Strategies, School Domain: Learning 2.3: Learning Strategies, District Domain: Learning 2.3: Learning Strategies, Educator Domain: Learning 2.4: Sustained Professional Learning, School Domain: Learning 2.4: Sustained Professional Learning, District Domain: Learning 2.4: Sustained Professional Learning, Educator Domain: Learning 2.5: Use of Technology, School Domain: Learning 2.5: Use of Technology, District Domain: Learning 2.5: Use of Technology, Educator Domain: Implementing 3.1 Implementation of Learning, Educator Domain: Implementing 3.3 Web-based Resources and Assistance, School Domain: Implementing 3.3 Web-based Resources and Assistance, District Domain: Implementing 3.3 Web-based Resources and Assistance~~



5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of the facets of mathematics standards to include their present grade level's as well as vertical grade levels in order to broaden their understanding of student learning trajectories.

Participants will engage in understanding and practice with facilitating effective instructional techniques in order to identify student needs and deliver rigorous grade level appropriate instruction.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

While interacting with self-paced sessions relating to mathematics standards and instructional methodology, participants will engage with related videos, audio clips, and scholarly articles and websites as well as analyze student work/data.

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

Participants will engage in digital self-paced sessions. Relevant materials will be made available to participants through the digital platform. Participants will be expected to engage with the content through watching videos, reading scholarly articles and websites, listening to audio clips, and through interacting with digital content asking them to reflect and comment on the content.

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

Participants will read and interact with text relevant to the session.

Participants will listen to audio clips.

Participants will watch video clips.

Participants will be expected to demonstrate engagement with session content through interaction with digital questions and activities delivered in the session.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of said plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching mathematics in grades K-12. Participants will interact with digital content to increase understanding of differentiating instruction in the area of mathematics. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	May 2023 N/A
Department:	Instructional
Name(s) of Component Author(s):	Kevin Leary, Kerri Walsh Kevin Leary & Kerri Walsh, Revised by Govinda Poor, Jamie Randall

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Performing Arts
Component Number:	1-010-001
Function:	1 Subject Content/Academic Standards
Focus Area:	010
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To broaden professional competencies of performing arts teachers in the knowledge of instruction and effective skills in teaching performing arts to students.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

2.1 Learning- Learning Outcomes
2.2 Learning- Learning Designs
3.1 Implementing- Implementation of Learning
4.1 Evaluating- Evaluation of Professional Learning
~~Educator Learning 2.2: Content Focused, ¶~~
~~School Learning 2.3: Learning Strategies, ¶~~
~~District Learning 2.8: District Support~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Select appropriate instructional strategies for performing arts.
2. Outline the development of performing arts program philosophy, including goals and objectives.
3. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.
4. Distinguish characteristics of teaching performing arts.

5. List feedback methods used in performing arts.
6. Define methods used to evaluate students in performing arts and program effectiveness.
7. Analyze and utilize evaluated data when redesigning programs.
Identify available and suitable professional resources for performing arts instructors.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)

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

- Participants will develop and implement activities for students that are developmentally appropriate pertaining to the instruction of students in performing arts.
- Teachers will engage in self-paced electronic notebooks, focused on instructional improvement and student achievement pertaining to students in performing arts.

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

- Each participant may complete one or more of the following:
 - Develop an action plan for demonstrating the objectives in the workplace.
 - Maintain a journal/folder of activities supporting the objectives.
 - Other as determined by the instructor.
- Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

N- Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on

educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method
Student:*

F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

- Changes in instructional or learning environment practices.
- Changes in observed educator proficiency in implementing targeted standards or initiatives.
- Results of school/ teacher constructed student growth measure(s) that track student progress.
- Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: 12/10/2020

Date Revised: May 2021, [May 2023](#)

Department: Professional Development

**Name(s) of Component
Author(s):** Ann Yaros, [Revised by Sharon Walsh \(2021\)](#), [Tiffany Bazemore \(2023\)](#)

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Performing Arts: Self-Paced
Component Number:	1-010-002
Function:	1 Subject Content/Academic Standards
Focus Area:	010
Local Sequence Numbers:	002
Points to be Earned:	1-10
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To broaden professional competencies of performing arts teachers in the knowledge of instruction and effective skills in teaching performing arts to students.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

- 2.1 Learning- Learning Outcomes
- 2.2 Learning- Learning Designs
- 3.1 Implementing- Implementation of Learning
- 4.1 Evaluating- Evaluation of Professional Learning

~~Educator Learning 2.2: Content Focused, School-
Learning 2.3: Learning Strategies,
District Learning 2.8: District Support~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Select appropriate instructional strategies for performing arts.
2. Outline the development of performing arts program philosophy, including goals and objectives.
3. Recognize the importance of pre-assessment/formative assessment in establishing instructional

levels.

4. Distinguish characteristics of teaching performing arts.
5. List feedback methods used in performing arts.
6. Define methods used to evaluate students in performing arts and program effectiveness.
7. Analyze and utilize evaluated data when redesigning programs.
Identify available and suitable professional resources for performing arts instructors.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Distance learning activities (e.g. webinars)

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

- Participants will develop and implement activities for students that are developmentally appropriate pertaining to the instruction of students in performing arts.
- Teachers will engage in self-paced electronic notebooks, focused on instructional improvement and student achievement pertaining to students in performing arts.

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

- Each participant may complete one or more of the following:
 - Develop an action plan for demonstrating the objectives in the workplace.
 - Maintain a journal/folder of activities supporting the objectives.
 - Other as determined by the instructor.
- Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

S- Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method
Student:

F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

- Changes in instructional or learning environment practices.
- Changes in observed educator proficiency in implementing targeted standards or initiatives.
- Results of school/ teacher constructed student growth measure(s) that track student progress.
- Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	N/A
Department:	Professional Development
Name(s) of Component Author(s):	Sharon Walsh, Revised by: Tiffany Bazemore

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Athletic Coaching Endorsement- Instruction and Coaching Specific Sport
Component Number:	1-011-001
Function:	1 Subject Content/Academic Standards
Focus Area:	011
Local Sequence Numbers:	001
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

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

3. LINK(S) TO PRIORITY INITIATIVES:

To provide Clay County students with the highest quality teaching and learning processes available

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Domain: Learning 2.2: Content Focused, School Domain: Learning 2.3: Learning Strategies, District Domain: Implementing 3.2 Coaching and Mentoring~~
2.1 Learning- Learning Outcomes
3.1 Implementing- Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Select appropriate instructional strategies for athletic coaching.
2. Outline the development of athletic program philosophy, including goals and objectives.
3. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.

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

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

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

Participants will develop and implement activities for students that are developmentally appropriate pertaining to the coaching of a specific sport.

Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to the coaching of a specific sport.

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

- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: D- Observation of student performance

Changes in instructional or learning environment practices. “A”
 Changes in observed educator proficiency in implementing targeted standards or initiatives. “F”
 Results of school/teacher constructed student growth measure(s) that track student progress. “B”
 Observation of student performance. “D”

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers’ mastery of the focus area goals and

objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	December 2020
Date Revised:	May 2020, May 2023
Department:	Academic Services K-12- Athletics
Name(s) of Component Author(s):	John Sgromolo

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning Through Physical Education
Component Number:	1-011-002
Function:	1 Subject Content/Academic Standards
Focus Area:	011
Local Sequence Numbers:	001
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To broaden professional competencies of physical education teachers in the knowledge of instruction and effective skills in teaching physical education to students.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Continuous Improvement practices, Instructional design and lesson planning

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Learning 2.2: Content Focused, District Learning 2.8: District Support~~

- 2.1 Learning- Learning Outcomes
- 2.2 Learning- Learning Designs
- 3.1 Implementing- Implementation of Learning
- 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices to enhance student learning in physical education, athletic coaching, health, physical science, and NJROTC.
2. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.
3. Demonstrate knowledge of current copyright and legal procedures and

policies in physical education, athletic coaching, health, physical science, and NJROTC.

4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.

5. Develop knowledge in and implement techniques for motivating students in physical education, athletic coaching, health, physical science, and NJROTC.

6. Develop and implement techniques that will teach students how to analyze information in physical education, athletic coaching, health, physical science, and NJROTC.

7. Distinguish characteristics of teaching physical education.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Learning opportunities may include:

1. Participating in professional learning communities that reflect on 21st century skills that could be taught using art to advance student learning.

2. Serving on District or State textbook adoption committee to insure alignment with the Florida State Standards and Next Generation Sunshine State Standards (NGSSS).

3. Developing, participating in, and implementing a physical education/athletic coaching copyright or tort liability in athletics presentation.

4. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), or lectures or role-playing pertaining to physical education/athletic coaching in school.

5. Participating in distance learning physical education/athletic coaching activities.

6. Developing, participating in, and implementing a community physical education awareness program, such as a Health and Physical Fitness Fair.

7. Developing, participating in, and implementing cross-curricula physical education, health, and NJROTC lessons.

8. Developing, participating in, and implementing a physical education/athletic coaching/NJROTC program involving parents and children in physical education/athletic coaching.

9. Developing and implementing programs that enhance student and parent knowledge of rules, safety regulations, skills, and social opportunities found in selected interscholastic sports and NJROTC programs.

10. Participating in and implementing District/school curriculum articulation in physical education.

11. Developing and implementing the District Health and Physical Fitness curriculum.

12. Developing and implementing programs that enhance awareness of the social, motivational, psychological, physiological, and maturational advantages of participation in interscholastic sports and NJROTC programs

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

Professional Learning Communities ~~PLC Meetings~~/Workshops

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

Each participant may complete one or more of the following:

Participants will be active members of the PE department learning team and Professional Learning Community. ~~actively participate in PE department PLC Meetings~~

Develop an action plan for demonstrating the objectives in the workplace.

Maintain a journal/folder of activities supporting the objectives.

Other as determined by the instructor.

Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and the component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: D- Observation of student performance

Changes in instructional practices and teacher efficacy as measured by lesson planning, implementation of said lesson plan, and participation in reporting students’ results of instruction.

Results of student growth measure(s) that track student progress. Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching physical education skills to support all levels of PE.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	April 2022, May 2023
Department:	Academic Services K12
Name(s) of Component Author(s):	Sharon Walsh and John Sgromolo, Revised by:- Tiffany Bazemore

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Pre-Kindergarten
Component Number:	1-012-001
Function:	1 Subject Content/Academic Standards
Focus Area:	012
Local Sequence Numbers:	001
Points to be Earned:	1-60
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to prepare early childhood educators to learn and expand upon their skills and knowledge in the delivery of high quality instruction and implementation of developmentally appropriate curriculum to support and improve the learning experience within the structure of school-based and contractual pre-kindergarten programs providing services to students with disabilities and other varying exceptionalities. It will also enable administrators to recognize and evaluate the delivery of high quality instruction and implementation of developmentally appropriate curriculum within the structure of school-based and contractual pre-kindergarten programs providing services to students with disabilities and other varying exceptionalities.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Learning 2.2: Content Focused, Educator Learning 2.3: Learning Strategies, Educator Learning 2.4: Sustained Professional Learning, Educator Learning 2.5: Use of Technology, Educator Implementing 3.1 Implementation of Learning, Educator Evaluating 4.2 Changes in Educator Practice, Educator Evaluating 4.3 Changes in Students, Educator Evaluating 4.4 Evaluation Measures, School Evaluating 4.3 Changes in Students, School Evaluating 4.4 Evaluation Measures, District Planning 1.3: Research/Evidence Basis, District Planning 1.4: Content Standards for Student Outcomes, District Planning 1.5: Integration of Initiatives, District Learning 2.2: Content Focused, District Learning 2.3: Learning Strategies, District Learning 2.4: Sustained Professional Learning, District Learning 2.5: Use of Technology, District Learning 2.7: Coordinated Records, District Learning 2.8: District Support, District Learning 2.9: Learning Organization, District Implementing 3.2 Coaching and Mentoring, District Evaluating 4.3 Changes in Students, District Evaluating 4.4 Evaluation Measures~~
2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will engage in interactive learning that connects professional knowledge to daily practice through practical strategies that bolster best instructional approaches.
2. Participants will observe best practice in action and have meaningful opportunities for reflection and discussion.
3. Participants will develop best practice and quality environments for children in pre-kindergarten education settings to improve learning outcomes.
4. Participants will learn how to create inclusive environments and learning experiences that support the development of diverse learners.
5. Participants will demonstrate the ability to balance the “what” (standards, curriculum, and assessment) and the “how” (instructional and assessment practices) in classrooms designed to meet the developmental and academic needs of pre-kindergartners.
6. Participants will learn how to balance knowledge about how young children learn and develop with the numerous curricula, assessments, and growing performance expectations—for teachers and for children.
7. Participants will develop deep learning of the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (VFSP) and developmentally appropriate instructional strategies for preschool age children.
8. Participants will learn how to use the Florida Early Learning and Developmental Standards to determine each child's skill sets and levels of functioning to drive explicit small group instruction (specialized techniques) for diverse learners and students with disabilities and other varying exceptionalities (“age anchoring”).
9. Participants will learn how to use individual classroom data to guide and inform practice in the pre-kindergarten learning environment.
10. Participants will identify and implement evidence-based practices to enhance student learning in pre-kindergarten through the implementation of universal supports, targeted/specialized supports, and intensive intervention.
11. Participants will develop instructional practices that promote the development and learning in areas that predict positive outcomes for children—for example, in oral language and vocabulary, collaboration, small and gross motor coordination, dramatic play, and higher-order thinking.
12. Participants will increase their knowledge of the five domains of early learning and development: approaches to play and learning, emotional and social development, health and physical development, language development and communication, and cognitive development.
13. Participants will learn about the research and data that support evidence-based practices to provide children with developmentally appropriate learning experiences.
14. Participants will develop knowledge in, and implement techniques for motivating students in pre-kindergarten elementary classrooms.
15. Participants will learn how to effectively implement morning meetings, circle time, center time, outside time, and small group instruction.
16. Participants will develop deep knowledge and understanding of how to implement and advocate for developmentally appropriate practices in the early learning environments.
17. Participants will demonstrate competencies related to cooperative consultations and planning between regular pre-kindergarten education and pre-kindergarten exceptional student education staff.
18. Participants will learn how to promote children’s social and emotional development to reduce challenging behaviors in the pre-kindergarten learning environment.
19. Participants will learn how to establish positive partnerships with children’s families and the community to promote early childhood education and the development of the whole child.
20. Participants will learn how to promote collaboration across the pre-K–K community to ensure smooth, efficient, and seamless transitions between pre-K and kindergarten.

21. Participants will demonstrate knowledge of current copyright procedures and policies in pre-kindergarten elementary education.

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members, and hold discussions with colleagues concerning the content presented. The facilitator of each professional learning session will model, demonstrate, or provide direct, explicit instruction to present the content. Participants will engage in a variety of activities designed to meet the objectives of each training session, including skill practice exercises, small and large group activities, multimedia presentations, discussions/questions/handout analysis, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, coaching/data collection activities, cooperative learning experiences, project design, or interactive role-playing. The facilitator will provide teacher participants opportunities to share and gain deeper knowledge as it pertains to the specific content learning targets of the professional learning session. *The intensity and duration will vary depending on the content and learning targets of the professional learning session and the individual learning needs of participants.

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

All content will be presented through various platforms: live, face-to-face training onsite at your school or educational organization, live, virtual training using Zoom or Google Meets, hybrid-online training that combines online courses with live, virtual facilitated sessions using Zoom or Google Meets, asynchronous online courses completed by teachers at their own pace. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in conversations and learning activities during each face-to-face, virtual, or hybrid-online training session. Participants are expected to support each other throughout the professional learning opportunity in a collaborative fashion.

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

1. Participants will create lesson plans based on new learning, and will share those lesson plans and the results of implementation of plans with colleagues and the school leadership team.
2. Participants will implement model lessons based on new learning for colleagues or the school leadership team.
3. Participants will audiotape or videotape lessons based on new learning to self-reflect and grow their instructional practices.
4. Participants will collect samples of student work resulting from planned lessons and model lessons to form connections between their instruction and student learning.
5. Participants will implement the new learning and produce a written reflection on lessons learned.
6. Participants will train their colleagues on the new learning.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

1. Participants will use the data gathered as part of each professional learning session designed to increase teacher capacity in the area of implementing best practice and quality environments for children in pre-kindergarten education settings to improve the learning outcomes for diverse learners, English language learners, students with disabilities and other varying exceptionalities.
2. The school leadership team and the teacher will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for the participant based on the school leader evaluation system indicators and student progress in response to instruction from the new learning.

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

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: Submitted October 2009, Effective 7/1/2010

Date Revised: May 2021, [May 2023](#)

Department: Elementary Education-ESE

Name(s) of Component Bianca Montoro

Author(s):

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning With Reading (Bankable)
Component Number:	1-013-008
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	008
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to use best practices in reading instruction to teach content for improving students' literacy skills across the curriculum. Upon successful completion of the component, all participants will have an understanding of a variety of strategies to use in order to explicitly instruct in reading while simultaneously teaching content in the subject areas to extend and build discussions of text in order to deepen understanding. It will also assist administrators with recognizing and evaluating effective implementation of evidence-based instructional strategies in the content areas.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Planning 1.1 Needs Assessment, Educator Planning 1.2: Administrator Review, Educator Planning 1.3: Professional Development Plan, Educator Learning 2.1: Learning Communities, Educator Learning 2.2: Content Focused, Educator Learning 2.3: Learning Strategies, Educator Learning 2.4: Sustained Professional Learning, Educator Implementing 3.1 Implementation of Learning, Educator Evaluating 4.2 Changes in Educator Practice, Educator Evaluating 4.3 Changes in Students, Educator Evaluating 4.4 Evaluation Measures, Educator Evaluating 4.5 Use of Results, School Planning 1.1 Needs Assessment, School Planning 1.2: Reviewing Professional Development Plans, School Planning 1.3: Reviewing Annual Appraisal Data, School Planning 1.4 Generating a School-wide Professional Development Plan, School Learning 2.1: Learning Communities, School Learning 2.2: Content Focused, School Learning 2.3: Learning Strategies, School Learning 2.4: Sustained Professional Learning, School Evaluating 4.2 Changes in Educator Practice, School Evaluating 4.3 Changes in Students, School Evaluating 4.4 Evaluation Measures, School Evaluating 4.5 Use of Results, District Planning 1.1 District Needs Assessment, District Planning 1.2: Generating a District-wide Professional Development System, District Planning 1.3: Research/Evidence Basis, District Planning 1.4: Content Standards for Student Outcomes, District Planning 1.5: Integration of Initiatives, District Learning 2.1: Learning Communities, District Learning 2.2: Content Focused, District Learning 2.3: Learning Strategies, District Learning 2.4: Sustained Professional Learning,~~

~~District Learning 2.7: Coordinated Records, District Learning 2.8: District Support, District Implementing 3.2 Coaching and Mentoring, District Evaluating 4.4 Evaluation Measures, District Evaluating 4.5 Use of Results~~

2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based reading instructional practices to enhance student learning in the content areas (e.g., guided reading, interactive read alouds, close reading).
2. Participants will ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
3. Participants will learn how to incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
4. Participants will develop a variety of evidence-based reading strategies to use in order to explicitly instruct in reading while simultaneously teaching content to prepare students for college and career readiness.
5. Participants will gain in-depth knowledge of how to deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
6. Participants will demonstrate the ability to balance the "what" (B.E.S.T. standards, curriculum, and assessment) and the "how" (instructional and assessment practices) in classrooms designed to meet the developmental and academic needs of all learners.
7. Participants will learn how to regularly assess their students' reading skills to inform their lesson planning for students at different levels (differentiated instruction).
8. Participants will become knowledgeable about the structure of oral and written language, language and literacy skill development, and related pedagogy.
9. Participants will become familiar with the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) and the B.E.S.T. standards strand (reading, communication).
10. Participants will learn how to support their students' language and literacy development to improve student achievement in the content areas.
11. Participants will learn the importance of providing equitable learning opportunities by anticipating gaps in students' background knowledge and designing instruction to address those gaps so that diverse learners have the ability to thoroughly understand academic texts.
12. Participants will learn that building literacy skills across the curriculum increases retention and comprehension and fosters better critical and analytical skills.
13. Participants will develop knowledge and implement techniques for increasing student interest and motivation in reading.
14. Participants will identify what causes reading difficulties while simultaneously gaining a deeper understanding of how to assist students with overcoming reading difficulties through direct, explicit systematic, and intensive instruction using domain specific content with supports and scaffolds for struggling readers (e.g., Gradual Release of Responsibility (GRR) framework, Responsive Teaching).
15. Participants will learn how to create inclusive environments and learning experiences that support the development of diverse learners, English language learners, and students with disabilities and other

varying exceptionalities.

16. Participants will learn how to teach strategies for supporting English Learners in reading across the content areas (e.g., multidimensional instruction, backfilling, frontloading, graphic organizers).

17. Participants will learn how to teach strategies for supporting students with disabilities and other varying exceptionalities in reading across the content areas (e.g., read aloud directions and written materials, provide extended time to complete reading assignments, embed reading strategies in the content instruction, build in frequent breaks).

18. Participants will learn how to routinely include close reading, rereading, and use of text dependent questions to deepen student understanding of text by incorporating writing in response to text and text-based discussions with students.

19. Participants will develop knowledge of how to effectively implement the Multi-Tiered System of Supports (MTSS) process to provide evidence-based reading strategies and intervention for students with diverse needs.

20. Participants will develop and implement techniques that will teach students how to analyze student data from formative, summative, and benchmark assessments to increase student ownership and accountability and to measure the instructional impact on student learning.

21. Participants will describe the process used to select textbooks for adoption in reading and participate in the district curriculum adoption for literacy.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members, and hold discussions with colleagues concerning the content presented. The facilitator of each professional learning session will model, demonstrate, or provide direct, explicit instruction to present the content. Participants will engage in a variety of activities designed to meet the objectives of each training session, including skill practice exercises, small and large group activities, multimedia presentations, discussions/questions/handout analysis, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, coaching/data collection activities, cooperative learning experiences, project design, or interactive role-playing. The facilitator will provide teacher participants opportunities to share and gain deeper knowledge as it pertains to the specific content learning targets of the professional learning session. *The intensity and duration will vary depending on the content and learning targets of the professional learning session.

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

All content will be presented through various platforms: live, face-to-face training onsite at the school or educational organization, live, virtual training using Zoom or Google Meets, hybrid-online training that combines online courses with live, virtual facilitated sessions using Zoom or Google Meets, asynchronous online courses completed by teachers at their own pace. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in conversations and learning activities during each face-to-face, virtual, or hybrid-online training session. Participants are expected to support each other throughout the professional learning opportunity in a collaborative fashion.

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

1. Participants will create lesson plans based on new learning, and will share those lesson plans and the results of implementation of plans with colleagues and the school leadership team.
2. Participants will implement model lessons based on new learning for colleagues or the school leadership team.
3. Participants will audiotape or videotape lessons based on new learning to self-reflect and grow their instructional practices.
4. Participants will collect samples of student work resulting from planned lessons and model lessons to form connections between their instruction and student learning.
5. Participants will implement the new learning and produce a written reflection on lessons learned.
6. Participants will train their colleagues on the new learning.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

1. Participants will use the data gathered as part of each professional learning session designed to increase teacher instructional capacity in the area of reading across the content areas to ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments for diverse learners, English language learners, students with disabilities and other varying exceptionalities.
2. The school leadership team and the teacher will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for the participant based on the school leader evaluation system indicators and student progress in response to instruction from the new learning.

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

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Submitted October 2009, Effective 7/1/2010
Date Revised:	May 2021, May 2023
Department:	Literacy-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Reading Competency 1: Foundations of Reading Instruction (Bankable/DL)
Component Number:	1-013-009
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	009
Points to be Earned:	60 points maximum
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

This course will provide the opportunity for educators to develop, increase, and demonstrate knowledge of evidence-based instructional and intervention strategies grounded in the science of reading. This course addresses the characteristics of conditions such as dyslexia, implementation of evidence-based classroom instruction and interventions including evidence-based reading instruction and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. The element's of Florida's Formula for Success are integrated throughout the course by focusing on the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core interventions for students substantially below grade level in reading (Tier 3). This course will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

~~The purpose of this component is for participants to develop substantive understanding of the six components of reading as a process: (comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary). Participants will build their capacity to use and apply explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies aligned with the science of reading for teaching children how to read while addressing the individual learning needs of students including English language learners, students with dyslexia, and students with disabilities and other varying exceptionalities. This component meets the 40-hour in-service DL requirement identified in Florida Statute s. 1012.585(3) F.S.~~

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Planning 1.1 Needs Assessment, Educator Planning 1.2: Administrator Review, Educator Planning 1.3: Professional Development Plan, Educator Learning 2.1: Learning Communities,~~

~~Educator Learning 2.2: Content Focused, Educator Learning 2.3: Learning Strategies, Educator Learning 2.4: Sustained Professional Learning, Educator Learning 2.5: Use of Technology, Educator Implementing 3.1 Implementation of Learning, Educator Implementing 3.2 Coaching and Mentoring, Educator Evaluating 4.1 Implementing the Plan, Educator Evaluating 4.2 Changes in Educator Practice, Educator Evaluating 4.3 Changes in Students, Educator Evaluating 4.4 Evaluation Measures, Educator Evaluating 4.5 Use of Results, School Evaluating 4.4 Evaluation Measures, District Planning 1.1 District Needs Assessment, District Planning 1.2: Generating a District-wide Professional Development System, District Planning 1.3: Research/Evidence Basis, District Planning 1.4: Content Standards for Student Outcomes, District Planning 1.5: Integration of Initiatives, District Learning 2.2: Content Focused, District Learning 2.3: Learning Strategies, District Learning 2.4: Sustained Professional Learning, District Learning 2.5: Use of Technology, District Learning 2.7: Coordinated Records, District Learning 2.8: District Support, District Learning 2.9: Learning Organization, District Implementing 3.2 Coaching and Mentoring, District Evaluating 4.3 Changes in Students, District Evaluating 4.4 Evaluation Measures, District Evaluating 4.5 Use of Results, District Evaluating 4.6 Fiscal Resources, District Evaluating 4.7 Student Gains~~

~~2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES: Based upon the component's specific indicators, participants will:

Performance Indicator A: Oral Language

1.A.1 Understand how the students' development of oral language (i.e., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension.

1.A.2 Understand the differences between social and academic language.

1.A.3 Understand that writing enhances the development of oral language.

1.A.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.

1.A.5 Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.

1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.

1.A.7 Recognize the importance of English learners' home languages and their significance in learning to read English.

1.A.8 Understand the role of informal and formal oral language assessment, including documentation of results to inform instruction determined by individual student strengths and needs.

~~Performance Indicator A: Comprehension~~

~~1.A.1 Understand that building oral and written language facilitates comprehension.~~

~~1.A.2 Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language."~~

~~1.A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).~~

~~1.A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.~~

~~1.A.5 Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.~~

- ~~1.A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.¶~~
- ~~1.A.7 Understand the reading demands posed by domain specific texts.¶~~
- ~~1.A.8 Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.¶~~
- ~~1.A.9 Understand how English language learners' linguistic and cultural background will influence their comprehension.¶~~
- ~~1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.~~

Performance Indicator B: Phonological Awareness

- 1.B.1 Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes) and that they develop independently from one another.
- 1.B.2 Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.
- 1.B.3 Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters).
- 1.B.4 Understand how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language development and reading (e.g., phonological processing, body-coda, phonemic analysis and synthesis).
- 1.B.5 Understand how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).
- 1.B.6 Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.
- 1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonemic awareness.
- 1.B.8 Understand evidence-based practices for teaching phonemic awareness to English learners.
- 1.B.9 Understand the role of informal and formal phonological awareness assessment, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.

Oral Language¶

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

Performance Indicator C: Phonics

- 1.C.1 Understand the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.
- 1.C.2 Understand grapheme-phoneme patterns and how they relate to spelling and written expression.
- 1.C.3 Understand structural analysis and morphology of words.
- 1.C.4 Understand that evidence-based spelling and writing practices can enhance phonics instruction and connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).
- 1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development.
- 1.C.6 Understand an English learner's home language as a foundation and strength to support the development of phonics in English.
- 1.C.7 Understand the role of phonics informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

Phonological Awareness

- ~~1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).¶¶~~
- ~~1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset rimes and phonemes).¶¶~~
- ~~1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.¶¶~~
- ~~1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).¶¶~~
- ~~1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English. ¶¶~~
- ~~1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.¶¶~~
- ~~1.C.7 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.~~

Performance Indicator: D: Fluency

- 1.D.1 Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension.
- 1.D.2 Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.
- 1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.
- 1.D.4 Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text
- 1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.
- 1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency development and reading endurance.
- 1.D.7 Understand the role of informal and formal fluency assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

Phonics

- ~~1.D.1 Understand that phonological units (words, syllables, onset rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.¶¶~~
- ~~1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).¶¶~~
- ~~1.D.3 Understand structural analysis of words.¶¶~~
- ~~1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction.¶¶~~
- ~~1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.¶¶~~

Performance Indicator E: Fluency¶¶

- ~~1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.¶¶~~
- ~~1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.¶¶~~
- ~~1.E.3 Understand the relationships among fluency, word recognition, and comprehension.¶¶~~
- ~~1.E.4 Understand that both oral language and writing enhance fluency instruction.¶¶~~
- ~~1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.~~

Performance Indicator EF: Vocabulary

- 1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension.
- 1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.

- 1.E.3 Identify intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).
- 1.E.4 Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary.
- 1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary.
- 1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
- 1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.
- 1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).
- 1.E.9 Understand the role of informal and formal vocabulary assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator F: Comprehension

- 1.F.1 Understand that evidence-based oral language and written experiences (i.e., language experiences, dictation, summary writing) facilitate comprehension.
- 1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).
- 1.F.3 Understand the varying demands of text on readers' comprehension, including the demands of domain-specific texts.
- 1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students' capacity for comprehension.
- 1.F.5 Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity and purpose of reading, impacts comprehension and student engagement.
- 1.F.6 Understand the importance of planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.
- 1.F.7 Understand cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
- 1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading).
- 1.F.9 Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension.
- 1.F.10 Understand evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.
- 1.F.11 Understand how English learners' linguistic and cultural background will influence their comprehension, including English learners with characteristics of reading difficulties and dyslexia.
- 1.F.12 Understand the role of informal and formal comprehension assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

~~1.F.1 Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts. ¶~~

~~1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis). ¶~~

~~1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.). ¶~~

~~1.F.4 Understand the domain specific vocabulary demands of academic language. ¶~~

~~1.F.5 Understand that writing can be used to enhance vocabulary instruction. ¶~~

~~1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.~~

Performance Indicator G: Integration of the Reading Components

- 1.G.1 Identify phonemic, semantic and syntactic variability between English and other languages.

- 1.G.2 Identify appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).
- 1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.
- 1.G.4 Understand how oral language and an information intensive environment impact reading and writing development.
- 1.G.5 Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.
- 1.G.6 Understand the relationships among decoding, automatic word recognition, fluency and comprehension.
- 1.G.7 Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.
- 1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect the integration of the components of reading instruction.
- 1.G.9 Understand how to engage and support caregivers and families in the evidence-based language and reading development activities for their children and adolescents.
- 1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.
- 1.G.11 Understand the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to address individual student strengths and needs.
- ~~1.G.1 Identify language characteristics related to social and academic language.¶~~
- ~~1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.¶~~
- ~~1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.¶~~
- ~~1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.¶~~
- ~~1.G.5 Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.¶~~
- ~~1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.~~

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

The course consists of nine modules with nine one hour live webinar training sessions (for a total of 60 hours), which explicitly address the Florida Reading Endorsement Performance Indicators. The modules are designed to be delivered in order and are as follows:

1. Bridging the Theory to Policy to Practice Gap
2. Oral Language
3. Phonology
4. Understanding Dyslexia and Other Reading Disorders
5. Phonics
6. Fluency
7. Vocabulary
8. Comprehension
9. Writing (Encoding)

~~Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation, and provide guided feedback to~~

~~participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of explicit, systematic, and sequential reading instruction and implementing multisensory intervention strategies. *Face to face meetings may be required throughout the course.~~

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

~~All content is delivered virtually using a highly engaging format that includes videos, interactive activities, handouts, module pre and post assessments, reflective assignments, and self-evaluations required to be completed at mastery level. A trained facilitator provides interactive instruction through live webinar virtual training sessions. The facilitator also provides participants with feedback for growth on assignments. Participants are expected to pass an end-of-course comprehensive assessment and submit an end-of-course reflection essay to certify their knowledge of the Reading Endorsement Matrix Performance Indicators. All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.~~

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

~~Participants will engage in the following to meet the goals of the course:~~

- ~~1. Complete 9 comprehensive online modules.~~
- ~~2. Complete content focused readings, discussion forums, pre and post module assessments, reflection assignments, self-evaluations, analyzing exemplar videos, and collaboratively participating in relevant professional learning sessions related to the Reading Endorsement Matrix Performance Indicators.~~
- ~~3. Compose a culminating reflection essay to demonstrate knowledge and abilities.~~
- ~~4. All participants are expected to pass a comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.~~
- ~~1. Participants will engage in on-line learning through the Reading Competency 1: Foundations of Reading Google Classroom.~~
- ~~2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.~~
- ~~3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.~~
- ~~4. Participants will bring other materials specific to their classroom students, when needed.~~
- ~~5. Participants will complete weekly reflections.~~
- ~~6. Participants will complete various job embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.~~

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

1. Participants are expected to pass an end-of-course comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.

2. Participants will complete an end-course reflection essay and survey.

~~1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.~~

~~2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.~~

Who will use the evaluation impact data gathered?

1. District Reading and Professional Learning Departments

2. The Participants

~~1. Participants will use the data gathered as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read.~~

~~2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.~~

~~3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~

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

1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments and module post assessments.

2. The participants will use their end-of-course reflection essay to evaluate the impact of the course on their professional growth and the effectiveness of the course's facilitator.

3. End-of-Course Survey data will be used by the District's Reading and Professional Learning Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator.

4. Participants who successfully pass the end-of-course comprehensive exam at mastery level along with successful completion of the course's other required items will have met Competency 1 of the 5 Reading Endorsement Competency Courses.

~~1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.~~

~~2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.~~

~~3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.~~

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	April 2022, May 2023
Department:	Literacy-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Reading Competency 2: Application of Evidence-Based Instructional Practices (Bankable/DL)
Component Number:	1-013-010
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	010
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

This course will provide the opportunity for educators to apply their knowledge of evidence-based instructional and intervention strategies grounded in the science of reading by implementing evidence-based classroom instruction and interventions including evidence-based reading instruction and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. The element's of Florida's Formula for Success are integrated throughout the course by focusing on the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core interventions for students substantially below grade level in reading (Tier 3). This course will provide K-12 educators the opportunity to apply their knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

~~The purpose of this component is for participants to develop substantive understanding of the five essential elements of teaching reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency to apply effective reading instruction to native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities. Upon successful completion of the component, all participants will have an understanding of the formative assessment process, six components of reading and Florida's formula for effective approaches to teaching reading. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.~~

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Planning 1.1 Needs Assessment, Educator Planning 1.2: Administrator Review, Educator Planning 1.3: Professional Development Plan, Educator Learning 2.1: Learning Communities,~~

~~Educator Learning 2.2: Content Focused, Educator Learning 2.3: Learning Strategies, Educator Learning 2.4: Sustained Professional Learning, Educator Learning 2.5: Use of Technology, Educator Implementing 3.1 Implementation of Learning, Educator Implementing 3.2 Coaching and Mentoring, Educator Evaluating 4.1 Implementing the Plan, Educator Evaluating 4.2 Changes in Educator Practice, Educator Evaluating 4.3 Changes in Students, Educator Evaluating 4.4 Evaluation Measures, Educator Evaluating 4.5 Use of Results, School Planning 1.1 Needs Assessment, School Planning 1.2: Reviewing Professional Development Plans, School Planning 1.3: Reviewing Annual Appraisal Data, School Planning 1.4 Generating a School-wide Professional Development Plan, School Planning 1.5 Individual Leadership Development Plan, School Learning 2.2: Content Focused, School Learning 2.3: Learning Strategies, School Learning 2.4: Sustained Professional Learning, School Learning 2.5: Use of Technology, School Learning 2.7 Coordinated Records, School Implementing 3.2 Coaching and Mentoring, School Evaluating 4.3 Changes in Students, School Evaluating 4.4 Evaluation Measures, School Evaluating 4.5 Use of Results, District Planning 1.2: Generating a District-wide Professional Development System, District Planning 1.3: Research/Evidence Basis, District Planning 1.4: Content Standards for Student Outcomes, District Planning 1.5: Integration of Initiatives, District Learning 2.2: Content Focused, District Learning 2.3: Learning Strategies, District Learning 2.4: Sustained Professional Learning, District Learning 2.5: Use of Technology, District Learning 2.7: Coordinated Records, District Learning 2.8: District Support, District Learning 2.9: Learning Organization, District Implementing 3.2 Coaching and Mentoring, District Evaluating 4.3 Changes in Students, District Evaluating 4.4 Evaluation Measures, District Evaluating 4.5 Use of Results, District Evaluating 4.6 Fiscal Resources~~

2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Based upon the components specific indicators, participants will:

Performance Indicator A: Oral Language

2.A.1 Apply intentional, explicit, systematic and sequential instructional practices for scaffolding development of oral/aural language skills.

2.A.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.

2.A.3 Use word building and writing experiences to enhance oral language (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).

2.A.4 Differentiate instruction to account for variation in students' oral language exposure and development, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.

2.A.5 Provide and document opportunities for extended discussion in discerning text meaning and interpretation.

2.A.6 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve oral language development.

2.A.7 Apply an English learner's home language proficiency as a foundation and strength to support the development of oral language in English and scaffold discussions to facilitate the comprehension of text for students with varying English proficiency levels.

2.A.8 Administer and document appropriate informal and formal oral language assessments to inform instruction determined by individual student strengths and needs.

~~Comprehension~~

- ~~2.A.1 Identify intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud," etc.).~~
- ~~2.A.2 Use both oral language and writing experiences to enhance comprehension.~~
- ~~2.A.3 Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.~~
- ~~2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.~~
- ~~2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.~~
- ~~2.A.6 Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.~~
- ~~2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.~~
- ~~2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.~~
- ~~2.A.8 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.~~

Performance Indicator B: Phonological Awareness~~Oral Language~~

- 2.B.1 Apply explicit, systematic and sequential evidence-based practices in phonological awareness and phonemic awareness.
- 2.B.2 Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity.
- 2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters).
- 2.B.4 Apply knowledge of how variations in phonology across dialects and speech patterns affect the development of phonemic awareness.
- 2.B.5 Apply knowledge of how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).
- 2.B.6 Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills.
- 2.B.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonemic awareness.
- 2.B.8 Apply evidence-based practices for teaching phonemic awareness to English learners.
- 2.B.9 Administer and document appropriate informal and formal phonological awareness assessments to inform instruction to meet individual student strengths and needs.
- ~~2.B.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning). Language (e.g., orthographic skills, phonetic and structural analysis, rules, patterns, and generalizations).~~
- ~~2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.~~
- ~~2.B.3 Recognize and apply English language learner's home language proficiency as a foundation and strength to support the development of oral language in English.~~
- ~~2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).~~
- ~~2.B.5 Recognize, describe, and incorporate appropriate oral language assessment to guide instruction.~~

~~Performance Indicator C: Phonological Awareness~~

- ~~2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset rimes, and phonemes).~~
- ~~2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).~~
- ~~2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.~~

~~2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).~~

~~2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.~~

~~2.C.6 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.~~

Performance Indicator CD: Phonics

2.C.1 Apply explicit, systematic and sequential evidence-based instruction in single- and multisyllabic word reading, including orthographic mapping for regular and irregular words.

2.C.2 Apply evidence-based instruction in grapheme-phoneme patterns in spelling and written expression.

2.C.3 Apply evidence-based instruction in structural analysis and morphology of words.

2.C.4 Incorporate evidence-based spelling and writing practices that connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).

2.C.6 Apply an English learner's home language as a foundation and strength to support the development of phonics in English.

2.C.7 Administer and document appropriate phonics informal and formal assessments to inform instruction to meet individual student strengths and needs.

~~2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multisyllabic word level.~~

~~2.D.2 Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.~~

~~2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).~~

~~2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.~~

Performance Indicator DE: Fluency

2.D.1 Apply intentional, explicit, systematic and sequential instructional practices to develop accuracy, rate and prosody (e.g., paired reading, repeated reading, echo reading, cued phrase reading).

2.D.2 Teach readers to adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.

2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text.

2.D.4 Teach readers explicitly how to activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.

2.D.5 Provide daily opportunities for readers to practice reading, with support and corrective feedback, to increase accuracy, rate, prosody and reading endurance.

2.D.6 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve fluency development and reading endurance.

2.D.7 Administer and document informal and formal fluency assessments to inform instruction to meet individual student strengths and needs.

~~2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).~~

~~2.E.2 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.~~

~~2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.~~

Performance Indicator EF: Vocabulary

2.E.1 Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension.

2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis.

2.E.3 Apply intentional, explicit, systematic and sequential evidence-based practices to vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic

mapping, etc.).

2.E.4 Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple meaning words and domain specific vocabulary.

2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary.

2.E.6 Provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.

2.E.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve vocabulary development.

2.E.8 Incorporate instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).

2.E.9 Administer and document appropriate informal and formal vocabulary assessments to inform instruction to meet individual student strengths and needs.

~~2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).~~

~~2.F.2 Provide for continuous integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.~~

~~2.F.3 Incorporate vocabulary instruction through analogies (e.g. cognates, Greek and Latin roots).~~

~~2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literacy, to enhance vocabulary.~~

~~2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.~~

~~2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).~~

~~2.F.7 Use multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations, etc.).~~

~~2.F.8 Recognize, describe, and incorporate vocabulary assessments to guide instruction.~~

Performance Indicator F: Comprehension

2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences, dictation, summary writing) to enhance comprehension.

2.F.2 Apply explicit, systematic and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).

2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student's strengths and needs.

2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to build students' capacity for comprehension.

2.F.5 Use the interaction of readers' characteristics (background knowledge, interests, strengths and needs) along with motivation, text complexity and purpose for reading to impact comprehension and student engagement.

2.F.6 Plan, provide and document daily opportunities for reading of connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.

2.F.7 Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader's cognitive development in the construction of meaning of literary and informational texts.

2.F.8 Select from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading).

2.F.9 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making inferences, activating background knowledge), higher order thinking, comprehension monitoring and self-correcting to increase understanding of text.

2.F.10 Apply evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.

2.F.11 Use knowledge of English learners' linguistic and cultural background to support comprehension, including English learners with characteristics of reading difficulties and dyslexia.

2.F.12 Administer and document appropriate informal and formal comprehension assessments to inform instruction determined by individual student strengths and needs.

Performance Indicator G: Integration of the Reading Components

2.G.1 Apply the knowledge of phonemic, semantic and syntactic variability between English and other languages to inform instruction.

2.G.2 Employ appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).

2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.

2.G.4 Use oral language and an information intensive environment to impact reading and writing development.

2.G.5 Use evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.

2.G.6 Apply knowledge of the relationships among decoding, automatic word recognition, fluency and comprehension in reading instruction.

2.G.7 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.

2.G.8 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to integrate the components of reading.

2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.

2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.

2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs.

~~2.G.1 Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.~~

~~2.G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).~~

~~2.G.3 Use resources and evidence based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).~~

~~2.G.4 Use research based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).~~

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

The course consists of nine modules with nine one hour live webinar training sessions (for a total of 60 hours), which explicitly address the Florida Reading Endorsement Performance Indicators. The modules are designed to be delivered in order and are as follows:

1. Bridging the Theory to Policy to Practice Gap
2. Oral Language
3. Phonology
4. Understanding Dyslexia and Other Reading Disorders
5. Phonics
6. Fluency
7. Vocabulary
8. Comprehension
9. Writing (Encoding)

~~Participants will attend virtual professional learning sessions, during which time they will receive content~~

~~information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the application of evidence-based instructional practices. *Face-to-face meetings may be required throughout the course.~~

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

All content is delivered virtually using a highly engaging format that includes videos, interactive activities, handouts, module pre and post assessments, reflective assignments, self-evaluations, and theory to practice performance tasks required to be completed at mastery level. A trained facilitator provides interactive instruction through live webinar virtual training sessions. The facilitator also provides participants with feedback for growth on assignments. Participants are expected to pass an end-of-course comprehensive assessment and submit an end-of-course reflection essay to certify their knowledge of the Reading Endorsement Matrix Performance Indicators. ~~1. All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources in the Reading Competency 2: Application of Research-Based Instructional Practices Google Classroom. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.~~

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

Participants will engage in the following to meet the goals of the course:

1. Complete 9 comprehensive online modules.
2. Complete content focused readings, discussion forums, pre and post module assessments, reflection assignments, self-evaluations, analyzing exemplar videos, and theory to practice performance tasks related to the Reading Endorsement Matrix Performance Indicators.
3. Compose a culminating reflection essay to demonstrate knowledge and abilities.
4. All participants are expected to pass a comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.
- ~~1. Participants will engage in on-line learning through the Reading Competency 2: Application of Research-Based Instructional Practices.↵~~
- ~~2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.↵~~
- ~~3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the five elements of reading and the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.↵~~
- ~~4. Participants will bring other materials specific to their classroom students, when needed relating to the formative assessment process.↵~~
- ~~5. Participants will complete weekly reflections.↵~~
- ~~6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.~~

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

1. Participants are expected to complete seven theory to practice performance tasks to demonstrate knowledge of the Reading Endorsement Matrix Performance Indicators, and their ability to apply that knowledge.
2. Participants are expected to pass an end-of-course comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.
3. Participants will complete an end-course reflection essay and survey.
- ~~4. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.~~
- ~~2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of the formative assessment process, evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.~~

Who will use the evaluation impact data gathered?

1. District Reading and Professional Learning Departments
2. The Participants
- ~~1. Participants will use formative, diagnostic, and summative data as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read.~~
- ~~2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.~~
- ~~3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~

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

1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments, module post assessments, and on each of the theory to practice performance

tasks.

2. The participants will use their end-of-course reflection essay to evaluate the impact of the course on their professional growth and the effectiveness of the course's facilitator.

3. End-of-Course Survey data will be used by the District's Professional Learning and Reading Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator.

4. Participants who successfully pass the end-of-course comprehensive exam at mastery level along with successful completion of the course's other required items will have met Competency 2 of the 5 Reading Endorsement Competency Courses.

~~1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.~~

~~2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.~~

~~3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.~~

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	April 2022, May 2023
Department:	Reading-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Reading Competency 3: Foundations of Assessment (Bankable)
Component Number:	1-013-011
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	011
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The purpose of this component is for participants to learn how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students by engaging in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, providing appropriate interventions and conducting effective progress monitoring. ~~develop skills and knowledge in using the results of screening, diagnosis, progress monitoring and outcome reading assessments to guide instructional decision making in grades K-12.~~ Upon successful completion of the component, all participants will have an understanding of formal and informal assessments necessary for the implementation of quantitative and qualitative instructional assessment to respond to the individual needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Planning 1.1 Needs Assessment, Educator Planning 1.2: Administrator Review, Educator Planning 1.3: Professional Development Plan, Educator Learning 2.1: Learning Communities, Educator Learning 2.2: Content Focused, Educator Learning 2.3: Learning Strategies, Educator Learning 2.4: Sustained Professional Learning, Educator Learning 2.5: Use of Technology, Educator Implementing 3.1 Implementation of Learning, Educator Implementing 3.2 Coaching and Mentoring, Educator Evaluating 4.1 Implementing the Plan, Educator Evaluating 4.2 Changes in Educator Practice, Educator Evaluating 4.3 Changes in Students, Educator Evaluating 4.4 Evaluation Measures, Educator Evaluating 4.5 Use of Results, School Planning 1.2: Reviewing Professional Development Plans, School Planning 1.3: Reviewing Annual Appraisal Data, School Planning 1.4 Generating a School-wide Professional Development Plan, School Planning 1.5 Individual Leadership Development Plan, School Learning 2.2: Content Focused, School Learning 2.3: Learning Strategies, School Learning 2.4: Sustained Professional Learning, School Learning 2.5: Use of Technology, School Learning 2.7 Coordinated Records, School Implementing 3.2 Coaching and Mentoring, School Evaluating 4.3~~

~~Changes in Students, School-Evaluating 4.4 Evaluation Measures, School-Evaluating 4.5 Use of Results, District-Planning 1.2: Generating a District-wide Professional Development System, District-Planning 1.3: Research/Evidence Basis, District-Planning 1.4: Content Standards for Student Outcomes, District-Planning 1.5: Integration of Initiatives, District-Learning 2.2: Content Focused, District-Learning 2.3: Learning Strategies, District-Learning 2.4: Sustained Professional Learning, District-Learning 2.7: Coordinated Records, District-Learning 2.8: District Support, District-Learning 2.9: Learning Organization, District-Implementing 3.2 Coaching and Mentoring, District-Evaluating 4.3 Changes in Students, District-Evaluating 4.4 Evaluation Measures, District-Evaluating 4.5 Use of Results, District-Evaluating 4.6 Fiscal Resources~~

2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Based upon the component's specific indicators, participants will:

3.1 Understand and apply measurement concepts and characteristics of reading assessments to identify students' strengths and needs.

3.2 Administer formative and summative assessments, including screening, progress monitoring, diagnostic and outcome measures and understand their purposes and functions.

3.3 Administer various informal reading assessments across each component of reading development and understand their purposes and functions.

3.4 Understand the purposes of various formal reading assessments administered by school-based educators, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.

3.5 Understand the meaning of test reliability, validity and standard error of measurement and describe major types of derived scores from standardized reading tests.

3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and qualitative reading assessments, including for use in triangulating data and planning instruction.

3.7 Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of dyslexia.

3.8 Understand how reading disabilities, including dyslexia, vary in presentation and degree and know when to refer a student for additional assessment.

3.9 Know how to read and interpret standardized reading diagnostic test results administered by psychologists, speech-language professionals and educational evaluators.

3.10 Understand how to document and use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and dyslexia.

3.11 Analyze data to identify trends that indicate adequate progress in student reading development.

3.12 Identify appropriate assessments and accommodations for progress monitoring all students.

3.13 Identify, select and administer language-appropriate assessments in reading to students who are English learners.

3.14 Understand how to analyze and interpret assessment results and make modifications to an assessment administered in English to an English learner.

3.15 Identify and implement appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.

3.16 Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.

- ~~3.1 Understand and apply measurement concepts and characteristics of reading assessments.~~
- ~~3.2 Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching the reader to text.~~
- ~~3.3 Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.~~
- ~~3.4 Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.~~
- ~~3.5 Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress-monitoring, diagnosis and outcome measures).~~
- ~~3.6 Analyze data to identify trends that indicate adequate progress in student reading development.~~
- ~~3.7 Develop knowledge of how to effectively implement the Multi-Tiered System of Supports (MTSS) process to provide evidence-based reading strategies and intervention for students with diverse needs using the District's K-12 Comprehensive Evidence-Based Reading Plan (GERP) as a guide for systematic problem-solving and decision-making to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).~~
- ~~3.8 Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.~~
- ~~3.9 Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.~~
- ~~3.10 Identify appropriate assessments and accommodations for monitoring reading progress of all students.~~
- ~~3.11 Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.~~

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of assessment. *Face-to-face meetings may be required throughout the course.

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

~~All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion. The facilitation will support the participant with on-the-job implementation of assessments with students to collect data to identify appropriate instruction, interventions, and accommodations for monitoring reading progress of all students.~~

All content is delivered virtually using a highly engaging format that includes videos, interactive activities,

handouts, module pre and post assessments, reflective assignments, self-evaluations, and theory to practice performance tasks required to be completed at mastery level. A trained facilitator provides interactive instruction through live webinar virtual training sessions. The facilitator also provides participants with feedback for growth on assignments. Participants are expected to pass an end-of-course comprehensive assessment and submit an end-of-course reflection essay to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.

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

1. Participants will engage in on-line learning through the Reading Competency 3: Foundations of Assessment.
2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.
3. Participants will engage in weekly and bi-weekly interactive and job embedded activities relating to administering various informal assessments (e.g., informal reading inventories, analyzing writing samples) as well as administering and interpreting both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures). Additional activities may include, creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused types of assessments, data collection, interpreting data, and responding to data, engaging in scenario based learning, posting responses and responding to other participants' posts.
4. Participants will bring other materials specific to their classroom students, when needed.
5. Participants will complete weekly reflections based on new learning.
6. Participants will complete various job embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.

Participants will engage in the following to meet the goals of the course:

1. Complete the comprehensive online modules.
2. Complete content focused readings, discussion forums, pre and post module assessments, reflection assignments, self-evaluations, analyzing exemplar videos, and theory to practice performance tasks related to the Reading Endorsement Matrix Performance Indicators.
3. Compose a culminating reflection essay to demonstrate knowledge and abilities.
4. All participants are expected to pass a comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school

level processes for tracking student progress)

*Evaluation Method
Student:*

A- Results of national, state or district-developed/standardized student performance measure(s)

- ~~1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction through the formative assessment process.~~
- ~~2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of the various types of assessments through the implementation of screening, progress-monitoring, diagnosis and outcome measures.~~
 1. Participants are expected to complete theory to practice performance tasks to demonstrate knowledge of the Reading Endorsement Matrix Performance Indicators, and their ability to apply that knowledge.
 2. Participants are expected to pass an end-of-course comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.
 3. Participants will complete an end-course reflection essay and survey.

Who will use the evaluation impact data gathered?

- ~~1. Participants will use formative, diagnostic, and summative data as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read.~~
- ~~2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.~~
- ~~3. CGDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~
 1. District Reading and Professional Learning Departments
 2. The Participants

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

- ~~1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.~~
- ~~2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.~~
- ~~3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.~~
 1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments, module post assessments, and on each of the theory to practice performance tasks.
 2. The participants will use their end-of-course reflection essay to evaluate the impact of the course on their professional growth and the effectiveness of the course's facilitator.
 3. End-of-Course Survey data will be used by the District's Professional Learning and Reading Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator.

4. Participants who successfully pass the end-of-course comprehensive exam at mastery level along with successful completion of the course's other required items will have met Competency 3 of the 5 Reading Endorsement Competency Courses.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	April 2022, May 2023
Department:	Reading-Professional Development
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Reading Competency 4: Foundations & Applications of Differentiated Instruction (Bankable/DL)
Component Number:	1-013-012
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	012
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The purpose of this component is ~~for participants to gain broad knowledge of students from differing profiles in order to understand and apply evidence-based instructional practices by differentiating process, product and context. Participants will learn how to engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. to enable participants to prescribe, differentiate instruction, and utilize appropriate strategies and materials from scientifically based reading research to address prevention, identification, and remediation to plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups in all subject areas.~~ Upon successful completion of the component, ~~all~~ participants will use ~~evidence-based~~ ~~best~~ practices in reading instruction to meet the learning needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Domain: Foundation Standard: 0.1: Leadership, Educator Planning 1.1 Needs Assessment, Educator Planning 1.2: Administrator Review, Educator Planning 1.3: Professional Development Plan, Educator Learning 2.1: Learning Communities, Educator Learning 2.2: Content Focused, Educator Learning 2.3: Learning Strategies, Educator Learning 2.4: Sustained Professional Learning, Educator Learning 2.5: Use of Technology, Educator Implementing 3.1 Implementation of Learning, Educator Implementing 3.2~~

~~Coaching and Mentoring, Educator Evaluating 4.2 Changes in Educator Practice, Educator Evaluating 4.3 Changes in Students, Educator Evaluating 4.4 Evaluation Measures, Educator Evaluating 4.5 Use of Results, School Planning 1.1 Needs Assessment, School Planning 1.2: Reviewing Professional Development Plans, School Planning 1.3: Reviewing Annual Appraisal Data, School Planning 1.4 Generating a School-wide Professional Development Plan, School Planning 1.5 Individual Leadership Development Plan, School Learning 2.2: Content Focused, School Learning 2.3: Learning Strategies, School Learning 2.4: Sustained Professional Learning, School Learning 2.5: Use of Technology, School Learning 2.7 Coordinated Records, School Implementing 3.2 Coaching and Mentoring, School Evaluating 4.3 Changes in Students, School Evaluating 4.4 Evaluation Measures, School Evaluating 4.5 Use of Results, District Planning 1.2: Generating a District-wide Professional Development System, District Planning 1.3: Research/Evidence Basis, District Planning 1.4: Content Standards for Student Outcomes, District Planning 1.5: Integration of Initiatives, District Learning 2.2: Content Focused, District Learning 2.3: Learning Strategies, District Learning 2.4: Sustained Professional Learning, District Learning 2.5: Use of Technology, District Learning 2.7: Coordinated Records, District Learning 2.8: District Support, District Learning 2.9: Learning Organization, District Implementing 3.2 Coaching and Mentoring, District Evaluating 4.3 Changes in Students, District Evaluating 4.4 Evaluation Measures, District Evaluating 4.5 Use of Results, District Evaluating 4.6 Fiscal Resources~~
2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

- ~~4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.↵~~
- ~~4.2 Understand the stages of English acquisition for English Language Learners↵ and differentiate reading instruction for students at different levels of English language proficiency.↵~~
- ~~4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English Language Learners of diverse backgrounds and various levels of prior education.↵~~
- ~~4.4 Identify factors impeding student reading development in each of the reading↵ components or the integration of these components.↵~~
- ~~4.5 Recognize how characteristics of both language and cognitive development impact reading↵ proficiency.↵~~
- ~~4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.↵~~
- ~~4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate,↵ secondary levels) and abilities.↵~~
- ~~4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic↵ differences.↵~~
- ~~4.9 Plan for instruction that utilizes increasingly complex print and digital text, embeds↵ assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small↵ groups.↵~~
- ~~4.10 Differentiate reading instruction of English Language Learners with various levels of first language↵ literacy.↵~~
- ~~4.11 Differentiate reading instruction of English Language Learners with various levels of first language↵ literacy.↵~~
- ~~4.12 Implement a classroom-level plan for monitoring student reading progress and differentiating↵ instruction.↵~~
- ~~4.13 Plan for instruction that utilizes increasingly complex print and digital text, embeds↵~~

~~assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.~~

~~4.14 Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary to differentiate instruction for all students.~~

~~4.15 Implement research-based instructional practices for developing student's higher order thinking.~~

~~4.16 Implement instructional practices for developing students' ability to read critically.~~

~~4.17 Implement research-based instructional practices using writing to develop student comprehension of text.~~

~~4.18 Implement appropriate and allowable instructional accommodations as specified in an Individual Education or 504 Plan when differentiating instruction for students with disabilities.~~

~~4.19 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.~~

4.1 Differentiate evidence-based reading instruction in oral language, phonological awareness, phonics, fluency, vocabulary and comprehension, ranging from enrichment practices to intensifying interventions.

4.2 Understand the stages of English acquisition for English learners and differentiate evidence-based reading instruction for students at different levels of English proficiency.

4.3 Understand and apply current theories of second language acquisition to differentiate reading instruction for English learners of diverse backgrounds and various levels of prior education.

4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components based on informal and formal assessments.

4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency to differentiate instruction.

4.6 Recognize the characteristics of competent and skilled readers to differentiate instruction more effectively.

4.7 Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform differentiated instruction.

4.8 Select and use developmentally appropriate multisensory materials that address students' strengths and needs in order to differentiate instruction.

4.9 Plan for differentiated instruction that utilizes increasingly complex text, embeds assessment, includes scaffolding and provides reteaching when necessary for individuals and small groups.

4.10 Differentiate reading instruction for English learners across various levels of literacy development in their first language.

4.11 Implement evidence-based intervention practices for students with substantial reading difficulties, including those who exhibit the characteristics of dyslexia.

4.12 Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of dyslexia in each of the components of reading.

4.13 Implement a classroom level plan for monitoring student reading progress and differentiating instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

4.14 Monitor student progress and use data to differentiate instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

4.15 Implement evidence-based practices for developing students' higher order thinking as part of differentiated instruction.

4.16 Implement evidence-based practices for developing students' background knowledge as needed through differentiated instruction, enhancing the ability to read critically.

4.17 Implement evidence-based differentiated instructional practices using writing to develop students' comprehension of text.

4.18 Implement appropriate and allowable instructional accommodations, including use of technology, as specified in the Individual Educational Plan or 504 Plan when differentiating reading instruction for students with disabilities, including students with characteristics of dyslexia.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations and applications of differentiated instruction. *Face-to-face meetings may be required throughout the course.

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

~~All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources through the Reading Competency 4: Foundations & Applications of Differentiated Instruction Google Classroom. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.~~

All content is delivered virtually using a highly engaging format that includes videos, interactive activities, handouts, module pre and post assessments, reflective assignments, self-evaluations, and theory to practice performance tasks required to be completed at mastery level. A trained facilitator provides interactive instruction through live webinar virtual training sessions. The facilitator also provides participants with feedback for growth on assignments. Participants are expected to pass an end-of-course comprehensive assessment and submit an end-of-course reflection essay to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.

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

- ~~1. Participants will engage in on-line learning through the Reading Competency 4: Foundations & Applications of Differentiated Instruction.~~
- ~~2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.~~
- ~~3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLGs) focused lessons, engaging in scenario based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.~~
- ~~4. Participants will bring other materials specific to their classroom students, when needed.~~
- ~~5. Participants will complete weekly reflections.~~
- ~~6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts, and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary with native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.~~

Participants will engage in the following to meet the goals of the course:

1. Complete the comprehensive online modules.
2. Complete content focused readings, discussion forums, pre and post module assessments, reflection

assignments, self-evaluations, analyzing exemplar videos, and theory to practice performance tasks related to the Reading Endorsement Matrix Performance Indicators.

3. Compose a culminating reflection essay to demonstrate knowledge and abilities.

4. All participants are expected to pass a comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

~~1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.~~
~~2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction while meeting the individual needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities.~~

1. Participants are expected to complete theory to practice performance tasks to demonstrate knowledge of the Reading Endorsement Matrix Performance Indicators, and their ability to apply that knowledge.

2. Participants are expected to pass an end-of-course comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.

3. Participants will complete an end-course reflection essay and survey.

Who will use the evaluation impact data gathered?

~~1. Participants will use formative, diagnostic, and summative data as part of the professional learning designed to increase teacher capacity in the area of foundations and applications of differentiated instruction.~~

~~2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.~~

~~3. CGDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~

1. District Reading and Professional Learning Departments

2. The Participants

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

- ~~1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.~~
- ~~2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.~~
- ~~3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.~~
1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments, module post assessments, and on each of the theory to practice performance tasks.
2. The participants will use their end-of-course reflection essay to evaluate the impact of the course on their professional growth and the effectiveness of the course's facilitator.
3. End-of-Course Survey data will be used by the District's Professional Learning and Reading Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator.
4. Participants who successfully pass the end-of-course comprehensive exam at mastery level along with successful completion of the course's other required items will have met Competency 4 of the 5 Reading Endorsement Competency Courses.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	April 2022, May 2023
Department:	Reading-Professional Development
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Reading Competency 5: Demonstration of Accomplishment (Bankable/DL)
Component Number:	1-013-013
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	013
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The purpose of this component is to enable participants to demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive evidence-based reading plan of instruction for all students through a culminating practicum. Teachers will engage in the systematic problem solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. ~~demonstrate their ability to use scientifically based research and evidence based instructional practices to address prevention, identification, and remediation of reading difficulties in real time to increase student performance and close achievement gaps.~~ Upon successful completion of this component, all participants will have an understanding of how to administer assessment and perform data analysis to differentiate instruction for learners from diverse backgrounds. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Planning 1.1 Needs Assessment, Educator Planning 1.2: Administrator Review, Educator Planning 1.3: Professional Development Plan, Educator Learning 2.1: Learning Communities, Educator Learning 2.2: Content Focused, Educator Learning 2.3: Learning Strategies, Educator Learning 2.4: Sustained Professional Learning, Educator Learning 2.5: Use of Technology, Educator Learning 2.6 Time Resources, Educator Implementing 3.2 Coaching and Mentoring, Educator Implementing 3.3 Web-based Resources and Assistance, Educator Evaluating 4.2 Changes in Educator Practice, Educator Evaluating 4.3 Changes in Students, Educator Evaluating 4.4 Evaluation Measures, Educator Evaluating 4.5 Use of Results, School Planning 1.1 Needs Assessment, School Planning 1.2: Reviewing Professional Development Plans, School Planning 1.3: Reviewing Annual Appraisal Data, School Planning 1.4 Generating a School-wide Professional Development Plan, School Planning 1.5~~

~~Individual Leadership Development Plan, School Learning 2.2: Content Focused, School Learning 2.3: Learning Strategies, School Learning 2.4: Sustained Professional Learning, School Learning 2.5: Use of Technology, School Learning 2.7 Coordinated Records, School Implementing 3.2 Coaching and Mentoring, School Evaluating 4.3 Changes in Students, School Evaluating 4.4 Evaluation Measures, School Evaluating 4.5 Use of Results, District Planning 1.2: Generating a District-wide Professional Development System, District Planning 1.3: Research/Evidence Basis, District Planning 1.4: Content Standards for Student Outcomes, District Planning 1.5: Integration of Initiatives, District Learning 2.2: Content Focused, District Learning 2.3: Learning Strategies, District Learning 2.4: Sustained Professional Learning, District Learning 2.5: Use of Technology, District Learning 2.7: Coordinated Records, District Learning 2.8: District Support, District Learning 2.9: Learning Organization, District Implementing 3.2 Coaching and Mentoring, District Evaluating 4.3 Changes in Students, District Evaluating 4.4 Evaluation Measures, District Evaluating 4.5 Use of Results, District Evaluating 4.6 Fiscal Resources~~

2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

- ~~5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.~~
- ~~5.2 Demonstrate evidence-based instructional practices for facilitating reading comprehension.~~
- ~~5.3 Demonstrate evidence-based instructional practices for developing oral/aural language development.~~
- ~~5.4 Demonstrate evidence-based instructional practices for developing students' phonological awareness.~~
- ~~5.5 Demonstrate evidence-based instructional practices for developing phonics skills and word recognition.~~
- ~~5.6 Demonstrate evidence-based instructional practices for developing reading fluency and reading endurance.~~
- ~~5.7 Demonstrate evidence-based instructional practices for developing both academic and domain-specific vocabulary.~~
- ~~5.8 Demonstrate evidence-based instructional practices to facilitate students' monitoring and self-correcting in reading.~~
- ~~5.9 Demonstrate evidence-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.~~
- ~~5.10 Demonstrate evidence-based instructional practices for developing students' ability to read critically.~~
- ~~5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.~~
- ~~5.12 Demonstrate skills in assessment and instructional with English language learners from diverse backgrounds and at varying English proficiency levels.~~
- ~~5.13 Create an information-intensive environment that includes print and digital text.~~
- ~~5.14 Use a variety of instructional practices to motivate and engage students in reading.~~
- ~~5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.~~
- ~~5.16 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.~~

- 5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.
- 5.2 Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 5.3 Demonstrate evidence-based practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 5.4 Demonstrate evidence-based practices for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 5.5 Demonstrate evidence-based practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 5.6 Demonstrate evidence-based practices for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia.
- 5.7 Demonstrate evidence-based practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 5.8 Demonstrate evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 5.9 Demonstrate evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the demonstration of accomplishment. *Face-to-face meetings may be required throughout the course. *Job embedded activities are a requirement of the professional learning opportunity.

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

All content will be presented via Google virtual meetings via the Reading Competency 5: Demonstration of Accomplishment Google Classroom. Participants will receive professional learning materials and access to online resources. Individual support will be provided to participants on an as needed basis throughout the implementation of the accomplished practices either virtually or at the participant's school site. Each participant is expected to participate in both live conversations and implement required job-embedded activities. Participants are expected to engage in video chats during virtual sessions and be supportive of classmates throughout the professional learning in a collaborative fashion.

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

- ~~1. Participants will engage in on-line learning through the Reading Competency 5: Demonstration of Accomplishment Google Classroom.~~
- ~~2. Participants will actively participate in weekly discussions, including but not limited to in-class viewing of videos and completion of video reflections and activities.~~
- ~~3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLGs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.~~
- ~~4. Participants will bring other materials specific to their classroom students, when needed.~~
- ~~5. Participants will complete weekly reflections.~~
- ~~6. Participants will complete various job-embedded assignments aligned with grade-appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.~~

Participants will engage in the following to meet the goals of the course:

1. Complete the comprehensive online modules.
2. Complete content focused readings, discussion forums, pre and post module assessments, reflection assignments, self-evaluations, analyzing exemplar videos, and theory to practice performance tasks related to the Reading Endorsement Matrix Performance Indicators.
3. Compose a culminating reflection essay to demonstrate knowledge and abilities.
4. Receive onsite practicum support from the course facilitator.
4. All participants are expected to pass a comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

- ~~1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.~~
- ~~2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate~~

~~his/her learning of scientifically based research and evidence-based instructional practices designed to address prevention, identification, and remediation of reading difficulties in real time to increase student performance and close achievement gaps in the areas of oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension.~~

- ~~1. Participants are expected to complete theory to practice performance tasks to demonstrate knowledge of the Reading Endorsement Matrix Performance Indicators, and their ability to apply that knowledge.~~
- ~~2. Participants are expected to pass an end-of-course comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.~~
- ~~3. Participants will complete an end-course reflection essay and survey.~~
- ~~4. Successful completion of the culminating practicum.~~

Who will use the evaluation impact data gathered?

- ~~1. Participants will use the gathered impact data to guide future instruction through teacher modeling, guided practice, writing, listening, and speaking activities.~~
- ~~2. Participants will interact with the instructor and other participants to increase their understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction in alignment with the Science of Reading: Simple View of Reading (SVR) and Scarborough's Reading Rope.~~
- ~~3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~

- ~~1. District Reading and Professional Learning Departments~~

- ~~2. The Participants~~

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

- ~~1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.~~
- ~~2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.~~
- ~~3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.~~

- ~~1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments, module post assessments, and on each of the theory to practice performance tasks.~~

- ~~2. The participants will use their end-of-course reflection essay to evaluate the impact of the course on their professional growth and the effectiveness of the course's facilitator.~~

- ~~3. End-of-Course Survey data will be used by the District's Professional Learning and Reading Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator.~~

- ~~4. Participants who successfully pass the end-of-course comprehensive exam and culminating practicum at mastery level will have met Competency 5 of the 5 Reading Endorsement Competency Courses.~~

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: unknown

Date Revised: April 2022, May 2023
Department: Reading-Professional Development
Name(s) of Component Author(s): Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Reading Competency 1 and 2: Reading Foundations and Evidence-Based Instructional Practices (Bankable/DL)
Component Number:	1-013-014
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	014
Points to be Earned:	120
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

This course will provide the opportunity for K-6 educators to develop, increase, and demonstrate knowledge of evidence-based practices in reading instruction as outlined in the Competencies 1 and 2 of the 2011 Reading Endorsement Competencies. The emphasis of this professional learning opportunity is focused on evidence-based practices in teaching foundational reading skills, assessment, and support for English Language Learners in order for educators to effectively meet the reading needs of all learners. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Multi-tiered System of Supports (MTSS), To provide Clay County students with the highest quality teaching and learning through evidence-based practices (EBPs).

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Learning 2.2: Content Focused, School Learning 2.3: Learning Strategies, District Learning 2.8: District Support~~
2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
2. Understand the differences between social and academic language.
3. Understand that writing enhances the development of oral language.
4. Understand that the variation in students' oral language exposure and development requires differentiated instruction.
5. Recognize the importance of English language learners' home languages, and their significance for learning to read English.
6. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.
7. Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
8. Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words and syllables) and progressing to small and abstract units of sound (i.e., onset-rimes and phonemes).
9. Understand that writing, in conjunction with phonological awareness, enhances reading development.
10. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language and dialect differences).
11. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
12. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.
13. Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
14. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
15. Understand structural analysis of words.
16. Understand that both oral language and writing can be used to enhance phonics instruction.
17. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.
18. Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
19. Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
20. Understand the relationships among fluency, word recognition, and comprehension.
21. Understand that both oral language and writing enhance fluency instruction.
22. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.
23. Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word

meanings to multiple oral and written contexts.

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

25. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language).

26. Understand the domain specific vocabulary demands of academic language.

27. Understand that writing can be used to enhance vocabulary instruction.

28. Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

29. Understand that building oral and written language facilitates comprehension.

30. Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language."

31. Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).

32. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.

33. Identify cognitive targets (e.g., locate/recall, integrate/interpret, critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.

34. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.

35. Understand the reading demands posed by domain specific texts.

36. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.

37. Understand how English language learners' linguistic and cultural background will influence their comprehension.

38. Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

39. Identify language characteristics related to social and academic language.

40. Identify phonemic, semantic, and syntactic variability between English and other languages.

41. Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.

42. Understand the impact of oral language, writing, and an information intensive environment upon reading development.

43. Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.

44. Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

45. Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).

46. Create an environment where students practice appropriate social and academic language to discuss diverse texts.

47. Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of

oral language in English.

49. Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).

50. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.

51. Apply intentional, explicit, and systematic instructional practices for scaffolding development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).

52. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).

53. Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.

54. Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).

55. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

56. Apply intentional, explicit, and systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multisyllabic word level.

57. Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.

58. Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).

59. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

60. Apply intentional, explicit, systematic instructional practices for scaffolding accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater).

61. Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).

62. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

63. Apply intentional, explicit, systematic instructional practices for scaffolding vocabulary and concept development (e.g., shared reading, semantic mapping).

64. Provide for continuous integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.

65. Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).

66. Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.

67. Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.

68. Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).

69. Use multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations).

70. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

71. Apply intentional, explicit, and systematic instructional practices for

scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud”).

72. Use both oral language and writing experiences to enhance comprehension.

73. Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.

74. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.

75. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.

76. Provide comprehension instruction that supports students’ ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.

77. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.

78. Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.

79. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

80. Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.

81. Identify instructional practices to develop students’ metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).

82. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).

83. Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency (e.g., young adult literature, informational texts).

84. Demonstrate understanding of similarities and differences between home language and second language reading development.

85. Triangulate data from appropriate reading assessments to guide instruction.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. lecture
2. discussion
3. demonstration
4. audio-visual aids
5. laboratory activities (role-play and practice)

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

1. The platform for learning will be online, distance learning within a Google classroom specifically created for such delivery.
2. Participants will develop and implement activities for students that are in alignment with the Clay County reading plan as well as best practices based on the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide released by the Institute of Education Sciences (IES).
3. Participants will actively engage in the context of a collaborative Professional Learning Community, focusing on the foundational reading skills that enable students to read words, relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they have read.

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

1. Participants will actively participate in weekly discussions, including but not limited to in class viewing of demonstration videos and completion of Video Viewing Guides.
2. Participants will create weekly lesson plans based on new learning each week, and will share those lesson plans and the results of implementation of plans with colleagues during the learning session.
3. Participants will bring other materials specific to their classroom students, when needed.
4. Participants will complete other activities in writing from the Professional Learning Communities Participant's Activities (For the What Works Clearinghouse Practice Guide), Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.
5. Participants will complete a final project, in which at least five related lessons are implemented, with grade appropriate standards. These lessons will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These lessons will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.
6. Participants will present this final project to colleagues and complete and submit a Reflection Sheet.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school

level processes for tracking student progress)

Evaluation Method
Student:

C- Portfolios of student work

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. The final culminating project completed by each participant will be evaluated using the provided rubric, and the final culminating project will provide the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

Who will use the evaluation impact data gathered?

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching foundational reading skills to support reading for understanding in kindergarten through third grade.
2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

1. Weekly activities will be completed during the instructional time and evaluated to the need for further discussion and collaborative activities to increase teacher capacity in the area of differentiated instruction in comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
2. Lesson plans will be created and implemented by teachers outside of weekly lecture, and results will be shared during collaborative discussion during class time. These lesson plans will be evaluated holistically to determine the effectiveness of instruction and to inform future instruction to be implemented.
3. The final culminating project completed by each participant will be evaluated to inform future instruction in the Competency 1&2 Hybrid course.
4. The final culminating project completed by each participant which provides the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction will be evaluated using a rubric. The quality and scores of the participants' final projects will be used to address the quality of implementation of the PD. In addition, a survey will be submitted to participants prior to and following the course to determine participants' evaluation of the quality of implementation of the PD.

5. The instructor of the course will use this evaluation data to inform future instruction and implementation of Competency 1&2 Hybrid course, and Clay County School District will have access to all participant materials and surveys upon request.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	December 2020
Date Revised:	April 2022, May 2023
Department:	Reading
Name(s) of Component Author(s):	Amber Rockwell/Bianca Montoro/Robin Rae

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Exploring Structured Literacy (ESL) (Bankable/DL/SWD)
Component Number:	1-013-015
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	015
Points to be Earned:	40 points
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is for participants to develop a substantive understanding that Structured Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator- Planning 1.1 Needs Assessment, Educator-Learning 2.2: Content Focused, Educator-Learning 2.3: Learning Strategies, Educator-Learning 2.4: Sustained Professional Learning, Educator-Learning 2.5: Use of Technology, Educator-Learning 2.7 Coordinated Records, Educator-Implementing 3.1 Implementation of Learning, Educator-Implementing 3.2 Coaching and Mentoring, Educator-Implementing 3.3 Web-based Resources and Assistance, Educator-Evaluating 4.1 Implementing the Plan, Educator-Evaluating 4.2 Changes in Educator Practice, Educator-Evaluating 4.3 Changes in Students, Educator-Evaluating 4.4 Evaluation Measures, Educator-Evaluating 4.5 Use of Results, School-Evaluating 4.3 Changes in Students, School-Evaluating 4.4 Evaluation Measures, School-Evaluating 4.5 Use of Results, District-Planning 1.3: Research/Evidence Basis, District-Planning 1.4: Content Standards for Student Outcomes, District-Planning 1.5: Integration of Initiatives, District-Learning 2.2: Content Focused, District-Learning 2.3: Learning Strategies, District-Learning 2.4: Sustained Professional Learning, District-Learning 2.5: Use of Technology, District-Learning 2.7: Coordinated Records, District-Learning 2.8: District Support, District-Learning 2.9: Learning~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will become proficient with implementing the Knowledge and Practice Standards (KPS) published by the International Dyslexia Association.
2. Participants will develop the knowledge and skills required to provide Structured Literacy instruction for all students in the classroom or for struggling readers in a small group or one-on-one intervention program.
3. Participants will understand that Structured Literacy instruction is built around a scope and sequence as outlined in the Simple View of Reading & and the Scarborough Reading Rope model, including both word recognition/decoding and oral language skills.
4. Participants will gain an in-depth understanding of the components of Structured Literacy instruction: explicit, systematic, cumulative, frequent assessments (progress monitoring) and error analyses, corrective feedback, meaningful interactions with language, practice, engagement, and supportsupportive.
5. Participants will learn how to teach the structure of language across the speech sound system (phonology).
6. Participants will learn how to teach the structure of language across the writing system (orthography).
7. Participants will learn how to teach the structure of sentences (syntax).
8. Participants will learn how to teach the structure of language across the meaningful parts of words (morphology).
9. Participants will learn how to teach the structure of language across the relationships among words (semantics).
10. Participants will learn how to teach the structure of language across the organization of spoken and written discourse.
11. Participants will learn why Structured Literacy instruction is the most effective way to teach all emergent readers in the classroom.
12. Participants will learn why Structured Literacy instruction is essential for struggling readers.
13. Participants will develop their knowledge and understanding of the historical perspective on reading.
14. Participants will identify the kinds and characteristics of readers categorized by the Simple View of Reading.
15. Participants will recognize the language and neurobiological basis of reading disabilities, including dyslexia.
16. Participants will ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
17. Participants explain various projects, entities, and resources available to Florida educators supporting evidence-based literacy learning.
18. Participants learn how to align reading instruction, intervention, and assessment with Florida's B.E.S.T. Standards for English Language Arts at the appropriate level of rigor: Foundations, Reading, Communication, and Vocabulary Strands.
19. Participants will define what is meant by Universal Design for Learning and Assistive Technology.

20. Explain the importance of structured literacy instruction in developing morphological awareness, especially for students with reading difficulties and disabilities.
21. Participants will describe how phonetics is foundational knowledge for educators for teaching students to read and spell.
22. Participants will recognize that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.
23. Participants will increase their knowledge and understanding of the components of oral language, phonological awareness and phonemic awareness.
24. Participants will learn how to implement activities for teaching phonological awareness and phonemic awareness skills.
25. Participants will learn to implement multisensory intervention strategies by combining listening, speaking, reading, and a tactile or kinesthetic activity.
26. Develop your knowledge and understanding of the history of writing systems and their impact on modern English.
27. Explain the correspondence between phonemes and graphemes in English.
28. Describe English orthographic conventions and the predictability of the English language
29. Define the three ways language derives meaning.
30. Participants will develop knowledge of how to effectively implement the Multi-Tiered System of Supports (MTSS) process to provide evidence-based reading strategies and intervention for students with diverse needs using the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP) as a guide for problem-solving and decision-making.
31. Participants will gain a clear understanding of how Structured Literacy Instruction differs from Whole Language and Balanced Literacy Instruction.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Over a twelve week timeframe, participants will ~~complete six two-week modules and participate in attend a 12-hour virtual introductory professional learning session followed by~~ twelve 1.5-hour virtual professional learning sessions via Google Meets, during which time they will receive content information, collaborate and hold discussions with other teacher participants concerning the content presented. The facilitator will provide direct, explicit instruction on **the Science of Reading** and Structured Literacy. **The six modules are designed to be delivered in order and are as follows:**

1. Bridging the Theory to Policy to Practice Gap
 - Science of Reading
 - Florida's Formula for Success
 - Structured Literacy
2. Oral Language
3. Phonology
4. Understanding Dyslexia and Other Reading Disorders
5. Orthography
6. Morphology

~~Each teacher participant will have opportunities to share and gain deeper knowledge as it pertains to Structured Literacy instruction in the K-12 classrooms.~~

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

All content is delivered virtually using a highly engaging format that includes videos, interactive activities, handouts, module pre and post assessments, reflective assignments, self-evaluations, and theory to practice performance tasks required to be completed at mastery level. A trained facilitator provides interactive instruction through live webinar virtual training sessions. The facilitator also provides participants with feedback for growth on assignments. Participants are expected to pass an end-of-course comprehensive assessment and submit an end-of-course reflection essay to certify their knowledge of the Course's Specific Learner Outcomes. ~~All content will be presented via Google virtual meetings. Participants will be assigned to a Google Classroom where they will post weekly assignments, discussion posts, communications, reflections, quizzes, unit assessments, student work samples, lesson plans, etc. Participants will receive a professional learning packet and access to online resources via the Google Classroom. Each participant is expected to participate in both live collegial conversations and video chats during the weekly Google Meets virtual sessions.~~

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

Participants will engage in the following to meet the goals of the course:

1. Complete 6 comprehensive online modules.
2. Complete content focused readings, discussion forums, pre and post module assessments, reflection assignments, self-evaluations, analyzing exemplar videos, collaboratively participating in relevant professional learning sessions and theory to practice performance tasks related to the Course's Specific Learner Outcomes.
3. Compose a culminating reflection essay to demonstrate knowledge and abilities.
4. All participants are expected to pass a comprehensive assessment to certify their knowledge of the Course's Specific Learner Outcomes.
- ~~1. Participants will actively participate in weekly discussions, including but not limited to in class viewing of demonstration videos and completion of Video Viewing Guides.~~
- ~~2. Participants will create and implement lesson plans based on new learning in their classrooms. Participants will be expected to share those lesson plans with colleagues during the learning session.~~
- ~~3. Participants will bring other materials specific to their classroom students, when needed.~~
- ~~4. Participants will complete other activities relating to Structured relating Structured Literacy instruction.~~
- ~~5. Participants will complete a job embedded case study with a student portfolio, in which student work samples are collected based on implemented Structured Literacy instruction, intervention, and assessment. The case study with the student portfolio will include collected data from a pre and post dyslexia screener. Participants will plan, deliver, and reflect on Structured Literacy lessons focused on phonological and phonemic awareness, phonics, and vocabulary based on the pre screener data. Structured Literacy lessons are required to be explicit and systematic. Participants will select one multisensory intervention strategy in the area of phonics directly linked to student need to implement. After delivering the instructional plan, the participant will collect post-assessment data to determine intervention effectiveness.~~
- ~~6. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.~~

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: C- Portfolios of student work

1. Participants are expected to complete seven theory to practice performance tasks to demonstrate knowledge of the Course's Specific Learner Outcomes, and their ability to apply that knowledge.
2. Participants are expected to pass an end-of-course comprehensive assessment to certify their knowledge of the Course's Specific Learner Outcomes.
3. Participants will complete an end-course reflection essay and survey.
- ~~1. Changes in instructional practices and teacher efficacy as measured by lesson planning, implementation of said lesson plan, and participation in reporting students' results of Structured Literacy instruction focused on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels.~~
- ~~2. Participants will achieve mastery of the specific objectives/learning targets relating to Structured Literacy by completing the online course in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the course: Quizzes and Unit Assessments with at least 80% accuracy. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.~~
- ~~3. The final culminating case study with a student portfolio completed by each participant will be evaluated using the provided rubric, and the final culminating case study will provide the opportunity for each participant to demonstrate his/her learning in a series of lessons, intervention, and assessment incorporating Structured Literacy evidence based instructional practices and activities that build a strong, cumulative, and logical foundation of phonology, sound symbol associations, syllables, morphology, semantics, and syntax to respond to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia.~~

Who will use the evaluation impact data gathered?

1. District Reading and Professional Learning Departments

2. The Participants

- ~~1. Participants will use the data gathered as part of the Professional Learning case study with the student portfolio to increase teacher capacity in the area of implementing Structured Literacy lessons with embedded evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary development to effectively meet the needs of students in kindergarten through sixth grade with persistent reading difficulties and disabilities, including dyslexia.~~
- ~~2. Participants will interact with the instructor and other participants to increase their understanding of evidence-based sequence of reading instruction and strategies (Structured Literacy) to meet the needs of students at the school level by determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).~~
- ~~3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~

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

1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments, module post assessments, and on each of the theory to practice performance tasks.
2. The participants will use their end-of-course reflection essay to evaluate the impact of the course on their professional growth and the effectiveness of the course's facilitator.
3. End-of-Course Survey data will be used by the District's Professional Learning and Reading Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator. ~~Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the professional development survey at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the professional development survey at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the professional development survey data to reflect on practices and inform the planning of future sessions.~~

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: April 2022

Date Revised: May 2023 ~~N/A~~

Department: ~~Reading Literacy~~-Professional Learning

Name(s) of Component Author(s): Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	PDA Differentiating Reading Instruction for Students: Making It Explicit
Component Number:	1-013-016
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	016
Points to be Earned:	60
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is for participants to develop, increase and demonstrate knowledge about using the guidelines for differentiation and strategies that support differentiation to improve instruction for all students, especially students with persistent or significant reading difficulties. Emphasis is on the instructional design principles and teacher delivery methods that can be applied at appropriate levels of intensity and duration to increase the explicitness and intensity of language arts instruction in order to achieve optimal results for students who are challenged by learning to read or reading to learn. Conspicuous strategies, strategically integrated skills, and judicious review, delivered with appropriate pacing and precise monitoring, are all part of carefully scaffolded instruction to ensure that each learner is able to comprehend increasingly complex text. This component aligns with current Florida reading initiatives and awards credit for competency four of the Florida Reading Endorsement. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Instructional design and lesson planning

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Regulatory or compliance requirements

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will understand the importance of scientific research-based instruction and evidence-based practices by reviewing the history of reading instruction.
2. Participants will review current scientific research-based instruction and evidence-based practices for the basis of differentiating instruction to meet individual learning needs.
3. Participants will identify Florida initiatives and resources for teaching reading effectively.
4. Participants will compare stages of language and reading development of different age groups.
5. Participants will understand the rationale for differentiating instruction by considering variables that impact student achievement.
6. Participants will identify the alterable and instructionally relevant variables, such as language proficiency, readiness for what is being taught, background knowledge, learning preferences, and interests, that should be considered to meet individual learning needs.
7. Participants will examine research on why reading failure is unnecessary.
8. Participants will apply the guidelines of differentiated instruction in order to ensure that students are developing the reading skills necessary to comprehend increasingly complex text.
9. Participants will identify strategies and activities that support the development of a responsive learning environment that addresses the needs of individual learners, including but not limited to, students with persistent or significant reading difficulties, students learning English as a second language, and students with identified disabilities.
10. Participants will apply instructional design principles and teacher delivery methods to provide differentiated instruction at increasing levels of explicitness, intensity, and duration.
11. Participants will understand that careful analysis of assessment data must be used to meaningfully differentiate instruction and monitor student reading progress.
12. Participants will review purposes, types, and models of reading assessment.
13. Participants will describe features of Florida's reading assessment plan for elementary and secondary students.
14. Participants will activate background knowledge regarding phonological awareness.
15. Participants will clarify the relationship between phonological awareness, phonemic awareness, and skilled reading.
16. Participants will review the supporting research regarding phonological awareness.
17. Participants will discuss phonological awareness difficulties.
18. Participants will extend and apply knowledge of systematic instructional design principles and intensive teacher delivery methods to provide differentiated and explicit instruction in phonological awareness.
19. Participants will understand the goal of phonics instruction and the important role it plays in reading instruction.
20. Participants will review the research evidence-based practices for effective phonics instruction.
21. Participants will define the role of decodable text in beginning reading instruction.
22. Participants will apply the guidelines of differentiated instruction to phonics instruction to meet individual learning needs.
23. Participants will apply instructional design principles and teacher delivery methods to increase the explicitness, intensity and duration of phonics instruction to meet individual learning needs.
24. Participants will examine curriculum materials, to determine appropriateness for meeting individual learning needs, by using the guidelines for differentiating instruction and the instructional design principles that increase the explicitness and intensity of instruction.
25. Participants will define fluency.
26. Participants will determine the reasons why students are dysfluent.
27. Participants will examine the connection between proficient reading and reading fluency.
28. Participants will learn how to differentiate assessment and instruction of reading fluency for students experiencing reading difficulties.

29. Participants will understand the importance of vocabulary instruction and the role it plays in the reading process.
30. Participants will review research and evidence-based practices for effective oral language development and vocabulary instruction.
31. Participants will examine the continuum of vocabulary strategies and the relationship to levels of word knowledge.
32. Participants will understand how to choose words for instruction.
33. Participants will define academic vocabulary and understand its relationship to comprehending increasingly complex text.
34. Participants will identify the components of an effective vocabulary lesson.
35. Participants will apply the guidelines for differentiating instruction, instructional design principles and teacher delivery methods to vocabulary instruction in order to meet individual learning needs.
36. Participants will define reading comprehension.
37. Participants will list the skills, knowledge, and attitudes that are required for comprehending text.
38. Participants will recognize student behavior that may interfere with accurate text comprehension.
39. Participants will discuss the relationship between other areas of reading and the ability to comprehend increasingly complex text.
40. Participants will identify the behaviors of successful readers.
41. Participants will clarify how to differentiate comprehension instruction for students, including but not limited to students with persistent and significant reading difficulties, students learning English as a second language, and students with disabilities.
42. Participants will understand how close analytical reading can develop a student's higher order thinking and ability to think critically in order to independently comprehend challenging text.
43. Participants will contrast the difference between accommodation and instruction.
44. Participants will implement instructional practices for writing in order to develop students' comprehension of text.
45. Participants will plan comprehension instruction to meet individual learning needs by using evidence-based practices, the guidelines for effective differentiation, instructional design principles to increase explicitness, and teacher delivery methods to increase intensity.
46. Participants will plan instruction with the understanding that the goal of all reading instruction is for each learner to independently comprehend challenging text.
47. Participants will develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction.
48. Participants will learn to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia.
49. Participants will implement Florida's Formula for Success as outlined in the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members, and hold discussions with colleagues concerning the content presented. The facilitator of each professional learning session will model, demonstrate, or provide direct, explicit instruction to present the content. Participants will engage in a variety of activities designed to meet the objectives of each training session, including skill practice exercises, small and large group activities, multimedia presentations, discussions/questions/handout analysis, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, coaching/data collection activities, cooperative learning experiences, project design, or interactive role-playing. The facilitator will provide teacher participants opportunities to share and gain deeper knowledge as it pertains to the specific content learning targets of the professional

learning session. *The intensity and duration will vary depending on the content and learning targets of the professional learning session.

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

All content will be presented through various platforms: live, face-to-face training onsite at the school or educational organization, live, virtual training using Zoom or Google Meets, hybrid-online training that combines online courses with live, virtual facilitated sessions using Zoom or Google Meets, asynchronous online courses completed by teachers at their own pace. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in conversations and learning activities during each face-to-face, virtual, or hybrid-online training session. Participants are expected to support each other throughout the professional learning opportunity in a collaborative fashion.

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

1. Participants will create lesson plans based on new learning, and will share those lesson plans and the results of implementation of plans with colleagues and the school leadership team.
2. Participants will implement model lessons based on new learning for colleagues or the school leadership team.
3. Participants will audiotape or videotape lessons based on new learning to self-reflect and grow their instructional practices.
4. Participants will collect samples of student work resulting from planned lessons and model lessons to form connections between their instruction and student learning.
5. Participants will implement the new learning and produce a written reflection on lessons learned.
6. Participants will train their colleagues on the new learning.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: C- Portfolios of student work

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. The final culminating project completed by each participant will be evaluated using the provided rubric, and the final culminating project will provide the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

Who will use the evaluation impact data gathered?

1. Participants will use the data gathered as part of the Professional Learning case study with the student portfolio to increase teacher capacity in the area of implementing Structured Literacy lessons with embedded evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary development to effectively meet the needs of students in kindergarten through sixth grade with persistent reading difficulties and disabilities, including dyslexia.
2. Participants will interact with the instructor and other participants to increase their understanding of evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level by determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the professional development survey at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the professional development survey at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the professional development survey data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	N/A
Department:	Literacy Department
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Emergent Literacy
Component Number:	1-013-017
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	017
Points to be Earned:	1-60
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is for participants to develop substantive understanding of how children learn and grow their speech and language skills. Upon successful completion of the component, participants will have a deep understanding of oral language, phonological processing, vocabulary, and print knowledge. It will also assist participants with interpreting assessment data to differentiate instruction focused on early literacy and language development to provide children the foundation needed to become proficient readers, writers, and communicators. House Bills 7011 and 419 requires that all Florida VPK instructors complete three 5-hour emergent literacy courses.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Learning- Learning Outcomes, Implementing- Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants gain understanding of early literacy foundations through developmentally appropriate practice (DAP) with assessments and considerations to improve instruction.
2. Participants gain understanding of oral language and how phonological development and interactive language strategies support early literacy skills.
3. Participants gain understanding of the essential components of print knowledge and the progression of concepts.

4. Participants learn how to provide the highest-quality literacy interactions that weave cognitive, social-emotional, and physical development through intentional, and purposeful play.
5. Participants learn how early learners acquire foundational literacy and language skills.
6. Participants learn how to help young students who have not yet learned vital early literacy skills.
7. Participants learn how to involve parents and guardians in guiding children's success in emergent reading.
8. Participants learn how to implement print knowledge, phonological awareness, vocabulary, and oral language lessons to improve student outcomes.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

1. Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of reading instruction in teaching students how to read. Teachers will implement their learning in their classrooms with their students. *Face-to-face meetings may be required throughout the course.
2. Participants will complete online, self-paced learning sessions containing content modules with embedded videos, quizzes, interactive activities, and a post assessment. Teachers will implement their learning in their classrooms with their students.

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

1. Online self-paced training opportunities
2. Instructor-led training

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

1. Complete all course activities
2. Complete quizzes and assessments with 80% or higher accuracy
3. Theory to practice application
4. Participate in discussions and collaborative activities if applicable

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: C- Portfolios of student work

1. Changes in instructional practices and teacher efficacy:
 - the teacher is able to provide the highest-quality literacy interactions that weave cognitive, social-emotional, and physical development through intentional, purposeful play;
 - the teacher ensures early learners acquire foundational literacy and language skills; and
 - the teacher helps young students who have not yet learned vital early literacy skills.
2. The teacher supports early literacy foundations through developmentally appropriate practice (DAP) with assessment considerations to improve instruction:
 - the teacher is able to interpret assessment data to differentiate instruction.

Who will use the evaluation impact data gathered?

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	N/A
Department:	Literacy Department
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title: ~~The Language Essentials for Teachers of Reading and Spelling (LETRS)~~
~~LETRS for Administrators (Bankable/DL)~~

Component Number: 1-013-018

Function: 1 Subject Content/Academic Standards

Focus Area: 013

Local Sequence Numbers: 018

Points to be Earned: 300 points maximum

Primary Purpose: ~~A* Add-on Endorsement~~ C - Florida Educators Certificate Renewal

2. DESCRIPTION:

~~The Language Essentials for Teachers of Reading and Spelling (LETRS) will allow educators to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. In order for educators to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, emphasis of this professional learning opportunity is focused on reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound-symbol associations, syllables, morphology, semantics, and syntax as outlined in the 20-hour in-service requirement in teaching students with disabilities (SWD) per Senate Bill 1108 (SB 1108). The LETRS professional development course of study is approved by the Florida Department of Education as a pathway for the reading endorsement. The total scope of work required for the completion of the LETRS course equals 300 in-service hours of which 260 are reading bankable.~~

LETRS® for Administrators is a professional learning opportunity designed to guide state, district, or building administrators and instructional leaders to create a Multi-Tiered System of Support (MTSS) and structures to improve overall literacy instruction. School leaders will receive an overview of the LETRS program for teachers as well as a course that helps leaders build a strong literacy plan focused on the foundational skills of reading instruction. LETRS® for Administrators will assist school leaders in developing, increasing, and demonstrating knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. LETRS® for Administrators teaches school leaders how to build capacity, collaborate with school leadership teams, manage goal setting, develop assessment plans, and make effective data-based decisions to have systemic impact on student literacy achievement. It is a comprehensive, flexible, research-based, and relevant professional learning course of study.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Needs & Planning~~ Professional Learning Needs, ~~Learning~~ Learning Outcomes, ~~Learning~~ Learning Designs, ~~Implementing~~ Implementation of Learning, ~~Evaluating~~ Evaluation of Professional Learning
2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

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

- ~~1. Develop participant's knowledge and understanding of the historical perspective on reading.~~
1. Develop the knowledge and skills to create a strong literacy plan.
- ~~2. Identify the kinds and characteristics of readers categorized by the Simple View of Reading.~~
2. Develop in-depth knowledge of foundational skills of reading instruction to support teachers with teaching children how to read.
- ~~3. Recognize the language and neurobiological basis of reading disabilities, including dyslexia.~~
3. Develop the knowledge and skills to implement a Multi-tiered System of Support® (MTSS®) within the Literacy Framework.
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.~~
5. Develop the knowledge and skills to establish a sustainable literacy system for student success.
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 participant 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. 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.~~

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process (focused on modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

~~The LETRS Professional Development Course of Study is self-guided and consists of the following components:~~

~~1. An online learning platform with a LETRS textbook study, both of which include eight units of study with opportunities for self-evaluations/reflections, formal/informal assessments, and an embedded "Bridge to Classroom" portfolio/case study. Each unit consists of approximately 15-25 hours of coursework that align to the five competencies of the Florida Reading Endorsement which are a supplemental feature for Florida Reading Endorsement participants to emphasize the application of this content into the classroom.~~

~~2. Approximately of 5 hours of Florida Reading Endorsement activities aligned with each LETRS unit.~~

~~3. LETRS Face-to-Face Training or Virtual Live Webinar Training: Introductory Launch Training – Half day (4 hours) and 8 Post-Unit Face-to-Face Trainings – Whole day (7 hours).~~

~~LETRS for Administrators is offered in flexible implementation models consisting of online professional development and in-person training, coaching, and support sessions led by first-rate literacy experts.~~

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

~~Lexia Learning LLC, a Cambium Learning® Group company Online Learning Platform, ZOOM Live Webinar In-person Training Sessions with On-going Coaching Support~~

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

~~1. Participants will complete a pre assessment.~~

~~2. Participants will complete all required reading assignments.~~

~~3. Participants will complete all online learning activities including video viewing, reflection activities, interactive virtual learning participation.~~

~~4. Participants will complete unit quizzes.~~

~~5. Participants will complete unit assessments.~~

~~6. Participants will complete the job-embedded case study activities (Bridge to Classroom).~~

~~7. Participants will participate in as many of the live webinar unit training sessions as possible.~~

~~8. Participants will complete the post assessment.~~

Participants will complete online learning modules, journal responses and reflections, and attend face-to-face training sessions.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: C- Portfolios of student work

~~LETRS (Language Essentials for Teachers of Reading and Spelling) is the most comprehensive and effective course of study to address the five essential components of effective reading instruction in a flexible delivery model, allowing educators to bridge research-based professional development into classroom success through the completion of a job-embedded case study. Participants will be provided a list of the case study activities that must be completed with three students to collect portfolio work samples. Upon completion of the LETRS textbook study and online learning activities, each participant will submit their completed case study to the district literacy supervisor for review. The case study will be kept on file at the district office for a period of five years for state auditing purposes.~~

LETRS for Administrators complements LETRS professional learning as it provides both a LETRS overview component as well as a course that helps leaders build a strong literacy plan. School leaders will learn how that practice correlates to the foundational skills of reading instruction and will understand the program's Literacy Framework.

Who will use the evaluation impact data gathered?

-Participants will use the data gathered as part of the LETRS **for Administrators** training to increase their capacity in the area of language and literacy foundational skills aligned with the science of reading and brain-based learning to support the implementation of evidence-based reading instruction and intervention.

-Participants will interact with the LETRS **for Administrators** facilitator and other participants to increase understanding of ~~differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.~~ to implement a Multi-tiered System of Support® (MTSS©) within the District's Literacy Framework to establish a sustainable literacy system for teacher and student success.

-CCDS Professional Development and Literacy Departments will oversee the results of impact data to ~~determine additional professional development needs as well as to determine next steps for this course.~~

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

- Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
- Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
- The literacy supervisor and LETRS **for Administrators** facilitator will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	May 2023 N/A
Department:	Literacy Department
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Developmental Literacy (DL)
Component Number:	1-013-019
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	019
Points to be Earned:	1-80
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is for participants to develop a substantive understanding that Developmental Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.1 Needs & Planning- Professional Learning Needs, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will learn about Chall's six stages of reading development.
2. Participants will learn why literacy is dependent on instruction.
3. Participants will acquire an in-depth understanding of a teacher's role in arranging tasks and activities in such a way that students are developing.

4. Participants will acquire an in-depth understanding of how children and adolescents become proficient or expert readers.
5. Participants will learn why teaching children to read has to be done through a coordinated approach.
6. Participants will gain an understanding of how literacy acquisition is influenced by language/literacy processing factors, ecological factors, psychological factors, and cognitive factors.
7. Participants will learn how Structured Literacy supports all learners learning to read.
8. Participants will learn how to identify the kinds and characteristics of readers categorized by the Simple View of Reading.
9. Participants will recognize the language and neurobiological basis of reading disabilities, including dyslexia.
10. Participants will become proficient in implementing the Knowledge and Practice Standards (KPS) published by the International Dyslexia Association.
11. Participants will learn about the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) and how they relate to Florida's Formula for Success.
12. Participants will ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
13. Participants learn how to align reading instruction, intervention, and assessment with Florida's B.E.S.T. Standards for English Language Arts at the appropriate level of rigor: Foundations, Reading, Communication, and Vocabulary Strands.
14. Participants will learn to implement multisensory intervention strategies by combining listening, speaking, reading, and a tactile or kinesthetic activity.
15. Participants will develop knowledge of how to utilize Florida's Formula for Success to effectively implement the Multi-Tiered System of Supports (MTSS) to support students identified with substantial reading deficiencies.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Developmental Literacy courses are implemented either through facilitated or independent learning modules. Facilitated learning modules range from one-day modules to 20-week modules. Independent learning modules are self-paced delivered over a span of two to nine months. Facilitated and independent learning modules embed educational videos, required reading, infographics, data charts, links to resources, and various learning tasks. Facilitated learning modules include face-to-face and virtual professional learning sessions via Google Meets with a course facilitator. During the facilitated learning sessions, the facilitator provides explicit, systematic, cumulative instruction that supports transference of the newly learned content. Participants collaborate and hold discussions with other participants to share and gain deeper knowledge as it pertains to Developmental Literacy.

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

Course content will be presented through Google Classroom or other online platforms. Participants will be required to access and submit assignments, discussion posts, communications, reflections, quizzes, unit assessments, student work samples, lesson plans and other course related activities through the learning platform. During facilitated learning sessions, participants are expected to participate in collegial conversations and video chats.

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

1. Participants will actively participate in course assignments involving discussions, demonstration videos, evidence-based reflective process, and collaborative tasks.
2. Participants will create and implement lesson plans based on new classroom learning. Participants will share those lesson plans with colleagues during the learning session.
3. Participants will bring other materials specific to their classroom students when needed.
4. Participants will complete other activities relating to Developmental Literacy as assigned by the facilitator.
5. Participants will deliver screening and diagnostic reading assessments.
6. Participants will plan, deliver, and reflect on Developmental Literacy/Structured Literacy lessons embedded with multi sensory strategies focused on phonological and phonemic awareness, phonics, and vocabulary.
7. Participants will compile a portfolio of their completed coursework. Student work samples may also be required by the facilitator.
8. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: C- Portfolios of student work

1. Changes in instructional practices and teacher efficacy as measured by lesson planning, implementation of said lesson plan, and participation in reporting students' results of Developmental Literacy/Structured Literacy instruction focused on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels.
2. Participants will achieve mastery of the specific objectives/learning targets relating to Developmental Literacy/Structured Literacy by completing the online course in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the course: Quizzes and Unit Assessments with at least 80% accuracy. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.
3. The final culminating portfolio completed by each participant will be evaluated using the provided

rubric. The final culminating portfolio will provide the opportunity for each participant to demonstrate his/her learning in a series of lessons, intervention, and assessment incorporating Developmental Literacy/Structured Literacy evidence based instructional practices and activities that build a strong, cumulative, and logical foundation of phonology, sound symbol associations, syllables, morphology, semantics, and syntax infused with multi sensory strategies to respond to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia.

Who will use the evaluation impact data gathered?

1. Participants will use the data gathered as part of the Professional Learning portfolio to increase their capacity in the area of implementing Developmental Literacy/Structured Literacy lessons with embedded multi sensory strategies and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary development to effectively meet the needs of students in Pre K-12th grade with persistent reading difficulties and disabilities, including dyslexia.
2. Participants will interact with the instructor and other participants to increase their understanding of the evidence-based sequence of reading instruction and strategies (Developmental Literacy/Structured Literacy) to meet the needs of students at the school level by determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs and the next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the professional development survey at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the professional development survey at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the professional development survey data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2023 (pending board approval)
Date Revised:	N/A
Department:	Literacy-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Florida Center for Reading Research (FCRR) Literacy Coach Endorsement Program
Component Number:	1-013-020
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	020
Points to be Earned:	120
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The purpose of this course is to prepare individuals to carry out the role of a literacy coach as defined by the Florida Department of Education Literacy Coach Definition Domains and Standards. The course consists of 5 modules (15 sessions, for a total of 120 hours) and provides an opportunity for coaches to improve their coaching knowledge and skills by engaging in reading, analyzing videos, collaboratively participating in activities related to the literacy coach standards, and developing culminating projects for each module to demonstrate their growing knowledge and abilities. Upon successful completion, participants will meet the requirements for the Florida Department of Education Literacy Coach Endorsement. A literacy coach is an instructional leader with specialized knowledge in the science of reading, evidence based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. The coach provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. Coaches accomplish this by collaborating with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations and data chats with teachers to build teacher and school capacity to improve student achievement for all.

To participate in the Florida Center for Reading Research (FCRR) Literacy Coach Endorsement Program and successfully earn the literacy coach endorsement, participants must be certified or endorsed in reading (Reading Endorsement must be on Florida Professional Certificate).

For district literacy leaders interested in earning the literacy coach endorsement and becoming a facilitator, the following minimum qualifications are required:

- Five (5) years of literacy teaching experience;
- Three (3) years of literacy coaching experience and leading professional learning in literacy; and
- Possess extensive knowledge in:
 - Science of reading;
 - Evidence-based practices as defined pursuant to s. 1011.62(8), F.S.; and
 - Literacy coaching.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Professional and ethical behavior, Regulatory or compliance requirements, Literacy Coach Standards

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.1 Needs & Planning- Professional Learning Needs, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Increase the participants' knowledge and ability to carry out the role of a literacy coach as defined by the literacy coach endorsement program.
2. Complete the course and earn the literacy coach endorsement.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

The course consists of five face-to-face modules of 15 sessions, which explicitly address the FDOE Literacy Coach Domains and Standards. The modules are designed to be delivered in order and are as follows:

Applying Principles and Practices that Foster a Positive Culture
Applying Effective Pedagogy and Andragogy
Collecting Data to Inform Professional Learning
Planning, Implementing, and Analyzing Literacy Instruction
Growing Professionally

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

FCRR, in collaboration with FDOE, has developed a face-to-face Literacy Coach Endorsement Program designed to meet the FDOE Literacy Coaching Domains and Standards. The course provides an opportunity for coaches to improve their coaching knowledge and skills by engaging in reading, analyzing videos, collaboratively participating in activities related to the literacy coach standards, and developing

culminating projects for each module to demonstrate their growing knowledge and abilities.

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

Participants will engage in the following to meet the goals of the course:

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: C- Portfolios of student work

Completion of a culminating project after each face-to-face module, for a total of five projects, to demonstrate knowledge of the domains and standards of the coaching program and their ability to apply that knowledge.

Participants will complete an end-course reflection essay and survey.

Who will use the evaluation impact data gathered?

1. Upper CCDS Leadership, the Florida Center for Reading Research, and the Florida Department of Education.

2. The participant.

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

1. The State Regional Literacy Directors (SRLDs) will provide participants with support with evidence-based literacy coaching and evidence-based reading practices, identified pursuant to s. 1001.215(8), Florida Statutes (F.S.). as well as provide feedback on the culminating project. Participants who successfully meet the requirements for the Florida Department of Education Literacy Coach Endorsement will earn the literacy coach endorsement from the FDOE.
2. The participant will use their end-of course reflection essay to engage in the evidence-based reflective process for on-going professional growth.
3. Participants will complete a survey consisting of approximately five questions to evaluate the impact of the program on their professional growth and the effectiveness of the program's facilitators (SRLDs). Survey data will be used by FCRR and FDOE to evaluate the effectiveness and efficiency of the program.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2023 - pending board approval
Date Revised:	N/A
Department:	Reading-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	University of Florida (UF) Lastinger Center Literacy Coach Endorsement Program
Component Number:	1-013-021
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	021
Points to be Earned:	120
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The purpose of this online course is to prepare individuals to carry out the role of a literacy coach as defined by the Florida Department of Education Literacy Coach Definition, Domains and Standards. This is a comprehensive online program consisting of 5 modules (for a total of 120 hours) and created to equip literacy coaches with the skills, expertise, and resources they need to collaborate with educators to increase the effectiveness of literacy instruction, and thereby improve literacy outcomes for all students. Coaches will improve their knowledge and skills asynchronously (choosing when to incorporate this course content into their busy schedules) by engaging in readings, discussion forums, reflection assignments, self-evaluations, analyzing exemplar videos, and collaboratively participating in relevant, job-embedded performance tasks related to the literacy coach standards. A trained facilitator will provide participants with feedback for growth on assignments. Culminating projects include video submissions to demonstrate knowledge and abilities. All participants are expected to pass a comprehensive assessment to certify their knowledge of literacy instruction and coaching. Upon successful completion, participants will meet requirements for the Florida Department of Education Literacy Coach Endorsement. A literacy coach is an instructional leader with specialized knowledge in the science of reading, evidence based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. The coach provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. Coaches accomplish this by collaborating with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations and data chats with teachers to build teacher and school capacity to improve student achievement for all.

To participate in the University of Florida (UF) Lastinger Center Literacy Coach Endorsement Program and successfully earn the literacy coach endorsement, participants must be certified or endorsed in reading (Reading Endorsement must be on Florida Professional Certificate).

For district literacy leaders interested in earning the literacy coach endorsement and becoming a facilitator, the following minimum qualifications are required:

Five (5) years of literacy teaching experience;
Three (3) years of literacy coaching experience and leading professional learning in literacy; and
Possess extensive knowledge in:
Science of reading;
Evidence-based practices as defined pursuant to s. 1011.62(8), F.S.; and
Literacy coaching.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Professional and ethical behavior, Regulatory or compliance requirements, Literacy Coach Standards

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.1 Needs & Planning- Professional Learning Needs, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Increase the participants' knowledge and ability to carry out the role of a literacy coach as defined by the literacy coach endorsement program.
2. Complete the course and earn the literacy coach endorsement.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

The course consists of five online modules of 15 sessions (for a total of 120 hours), which explicitly address the FDOE Literacy Coach Domains and Standards. The modules are designed to be delivered in order and are as follows:

Knowledge Building of Coaches
Use of Data to Inform Coaching
Application of Pedagogy and Andragogy
Building Relationships to Establish a Culture of Coaching
Continuous Improvement and Professional Growth

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

All content is delivered virtually using a highly engaging format that includes videos, interactive activities, handouts, reflective assignments, self-evaluations, and relevant, job-embedded performance tasks. A trained facilitator provides participants with feedback for growth on assignments. Participants are expected to pass a comprehensive assessment to certify their knowledge of literacy instruction and coaching.

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

Participants will engage in the following to meet the goals of the course:

1. Complete 5 comprehensive online program modules (for a total of 120 hours).
2. Content focused readings, discussion forums, reflection assignments, self-evaluations, analyzing exemplar videos, and collaboratively participating in relevant, job-embedded performance tasks related to the literacy coach standards.
3. Complete culminating projects that include video submissions to demonstrate knowledge and abilities.
4. All participants are expected to pass a comprehensive assessment to certify their knowledge of literacy instruction and coaching.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: C- Portfolios of student work

1. Participants are expected to complete a culminating project after each module, for a total of five projects, to demonstrate knowledge of the domains and standards of the coaching program and their ability to apply that knowledge.
2. Participants are expected to pass a comprehensive assessment to certify their knowledge of literacy instruction and coaching.
3. Participants will complete an end-course reflection essay and survey.

Who will use the evaluation impact data gathered?

1. Upper CCDS Leadership, the UF Lastinger Center, and the Florida Department of Education.
2. The participant.

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

1. A trained facilitator will provide participants with support with evidence-based literacy coaching and evidence-based reading practices, identified pursuant to s. 1001.215(8), Florida Statutes (F.S.). as well as provide feedback on the culminating project. Participants who successfully meet the requirements for the Florida Department of Education Literacy Coach Endorsement will earn the literacy coach endorsement from the FDOE.
2. The participant will use their end-of course reflection essay to engage in the evidence-based reflective process for on-going professional growth.
3. Participants will complete a survey consisting of approximately five questions to evaluate the impact of the program on their professional growth and the effectiveness of the program's facilitator. Survey data will be used by the UF Lastinger Center and FDOE to evaluate the effectiveness and efficiency of the program.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2023 - pending board approval
Date Revised:	N/A
Department:	Reading-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning with Science
Component Number:	1-015-001
Function:	1 Subject Content/Academic Standards
Focus Area:	015
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning on science benchmarks and pedagogical best practices to create more efficient and effective learning environments at all grade levels. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

- 1.1 Needs & Planning: Professional Learning Needs
- 1.2 Needs & Planning: Professional Learning Resources
- 2.1 Learning: Learning Outcomes
- 2.2 Learning: Learning Designs
- 3.1 Implementing: Implementation of Learning

~~Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices to enhance student learning in science.
2. Demonstrate deep learning of the science benchmarks and instructional strategies that will allow students to reach proficiency.
3. Plan inquiry-based, rigorous, and aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Describe the process used to select textbooks for adoption in science.
6. Develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:

1. Participating in collaborative professional development, PLCs, and planning periods that focus on the science benchmarks, science pedagogical best practices.
2. Analyze state, district, or school based common assessments to determine remediation needs so that all learners can reach proficiency.
3. Planning STEM lessons with other content area teachers that allow students to explore higher order thinking skills.
4. Serving on the district or state science textbook adoption committee to ensure alignment with Next Generation Sunshine State Standards (NGSSS).

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

All content will be delivered through face to face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in activities, and create a product to demonstrate their understanding.

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

Participants may actively participate in ongoing planning sessions with other educators.
Participants may collaboratively design lessons that allow students to reach proficiency of the benchmarks.
Participants may analyze student performance data to determine remediation strategies.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of said plan, and participation in reporting students’ results of instruction.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching science to support reading for understanding grades K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: 7.1.2010
Date Revised: May 2021, May 2023
Department: K-12 Science Department
Name(s) of Component Author(s): Unknown
Revised by Chris Okamoto, Chris Simmons, Lisa McGovern (2021), Katie Ruelas (2023)

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning with Science: Self-Paced
Component Number:	1-015-002
Function:	1 Subject Content/Academic Standards
Focus Area:	015
Local Sequence Numbers:	002
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning on science benchmarks and pedagogical best practices to create more efficient and effective learning environments at all grade levels. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

- 1.1 Needs & Planning: Professional Learning Needs
- 1.2 Needs & Planning: Professional Learning Resources
- 2.1 Learning: Learning Outcomes
- 2.2 Learning: Learning Designs
- 3.1 Implementing: Implementation of Learning

~~Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices to enhance student learning in science.
2. Demonstrate deep learning of the science benchmarks and instructional strategies that will allow students to reach proficiency.
3. Plan inquiry-based, rigorous, and aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Describe the process used to select textbooks for adoption in science.
6. Develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Activities may include:

1. Participating in collaborative professional development, PLCs, and planning periods that focus on the science benchmarks, science pedagogical best practices.
2. Analyze state, district, or school based common assessments to determine remediation needs so that all learners can reach proficiency.
3. Planning STEM lessons with other content area teachers that allow students to explore higher order thinking skills.
4. Serving on the district or state science textbook adoption committee to ensure alignment with Next Generation Sunshine State Standards (NGSSS).

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

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

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

Participants may actively participate in ongoing planning sessions with other educators.
Participants may collaboratively design lessons that allow students to reach proficiency of the benchmarks.
Participants may analyze student performance data to determine remediation strategies.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of said plan, and participation in reporting students’ results of instruction.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching science to support reading for understanding grades K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: 7.1.2010
Date Revised: May 2021, May 2023
Department: K-12 Science Department
Name(s) of Component Author(s): Unknown
Revised by Chris Okamoto, Chris Simmons, Lisa McGovern (2021), Katie Ruelas (2023)

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning with Social Studies
Component Number:	1-016-001
Function:	1 Subject Content/Academic Standards
Focus Area:	016
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning on social studies standards and pedagogical best practices to create more efficient and effective learning environments at all grade levels. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning, [Domain: Planning Standard: 4.1 Evaluation of Professional Learning](#)

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement research-based practices to enhance student learning in social studies.
2. Participants will demonstrate deep learning of the social studies standards and instructional strategies that will allow students to reach proficiency.
3. Participants will plan inquiry-based, rigorous, and aligned instruction that allows students to explore

concepts and foster student ownership of learning.

4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.

5. Participants will select instructional resources that meet students' diverse needs while raising student achievement

6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

A - Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:

1. Participating in collaborative professional development, PLCs, and planning periods that focus on social studies standards and pedagogical best practices.

2. Analyze state, district, or school based common assessments to determine remediation needs so that all learners can reach proficiency.

3. Identifying and implementing research-based practices to enhance student learning in social studies

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

Participants will take part in a collaborative learning experience that has been tailored to their unique needs. The in-person, on-site training may include reviewing research-based literature, data analysis, collegial discussions, observing instructional methods, and collaborative lesson planning.

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

1. Participants may actively participate in ongoing planning sessions with other educators.

2. Participants may collaboratively design lessons that allow students to reach proficiency of the benchmarks.

3. Participants may analyze student performance data to determine remediation strategies.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students’ results of instruction.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching social studies to support reading for understanding grade K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: July 1, 2010
Date Revised: May 2021, **January 2023**
Department: K-12 Social Studies Department

**Name(s) of Component
Author(s):**

Revised by Kelly Watt 2021, Revised by Mary Owen 2023

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning with Social Studies: Self-Paced
Component Number:	1-016-002
Function:	1 Subject Content/Academic Standards
Focus Area:	016
Local Sequence Numbers:	002
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning on social studies standards and pedagogical best practices to create more efficient and effective learning environments at all grade levels. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning, [Domain: Planning Standard: 4.1: Evaluation of Professional Learning](#)

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement research-based practices to enhance student learning in social studies.
2. Participants will demonstrate deep learning of the social studies standards and instructional strategies that will allow students to reach proficiency.
3. Participants will plan inquiry-based, rigorous, and aligned instruction that allows students to explore

concepts and foster student ownership of learning.

4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.

5. Participants will select instructional resources that meet students' diverse needs while raising student achievement

6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Activities may include:

1. Participants will review methods, resources and research that enhance student learning in social studies.
2. Participants will develop standards-based lessons that address students' needs and foster inquiry.

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

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

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

1. Participants may actively participate in ongoing planning sessions with other educator
2. Participants may collaboratively design lessons that allow students to reach proficiency of the benchmarks.
3. Participants may analyze student performance data to determine remediation strategies.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader

evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student:

A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching social studies to support reading for understanding grade K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2021

Date Revised: May 2023

Department: K-12 Social Studies Department

Name(s) of Component Author(s): Revised by Kelly Watt 2021, Revised by Mary Owen 2023 ~~Kelly Watt~~

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Florida Civics Seal of Excellence Course
Component Number:	1-016-003
Function:	1 Subject Content/Academic Standards
Focus Area:	016
Local Sequence Numbers:	003
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The Florida Department of Education designed and developed the content of this first-of-its-kind teacher training program, which aligns with Florida's revised civics and government academic standards. In each lesson, participants will study video-based lessons created and delivered by 53 expert scholars and practitioners in history, government, and political science from Florida and around the country. In most lessons, participants will submit responses to reflection activities and complete interactive assessments. For the average participant, the course should take about 50 hours, and participants have two months to complete the course.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

2.1 Learning- Learning Outcomes, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will:

- Identify the most significant historical and intellectual influences on the American Founders as they debated and adopted the Declaration of Independence, the Articles of Confederation, and the Constitution of the United States of America.

- Describe the major debates and events from the signing of the Declaration of Independence to the ratification of the Constitution of the United States of America, such as the adoption and ratification of the Articles of Confederation, the writing of constitutions by the new state governments, and the events and debates surrounding the Constitutional Convention, including the issue of slavery, and the views of the Federalists and the Anti-Federalists.

- Describe the importance, meaning, and how to think about the United States Constitution, and examine the Congress, the President, the Courts, Articles IV through VII, federalism, and modern government, and identify misconceptions. Describe the history and development of Florida and examine the Florida Constitution.

- Describe human rights and the Constitution, amending the Constitution, substantive rights, procedural rights, other rights and individual and state powers, the Civil War and Reconstruction amendments, Black Codes, Jim Crow laws and the modern Civil Rights movement, all other constitutional amendments, and how government secures rights.

- Describe the meaning and importance of American citizenship, the importance of civil discourse, the relationship between free speech, media and civic education, political knowledge and civic involvement, civic obligations and responsibilities, the citizen as a public servant, and political ideologies and totalitarian regimes.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will engage in online lessons, during which they will receive content information, and will complete online tasks to be scored by a facilitator. Participants will use feedback to gain deeper knowledge as it pertains to Civics content.

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

All content will be presented via the Civics Seal of Excellence platform at www.civicsexcellence.org. Each participant is expected to participate in online content and submit reflection activities and quizzes and will receive feedback from a facilitator.

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

- Participants will actively participate in online coursework according to the pacing schedule of the course.

- Participants will study video-based lessons and submit responses based on their observations.

- Participants will submit reflection activities for each module of the course.

- Participants will complete interactive assessments aligned to the content of each module within the course.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

An increase in teacher knowledge of Civics and Government academic standards resulting in increased teacher efficacy and student learning.

Who will use the evaluation impact data gathered?

- Participants will use the knowledge learned to increase capacity in teaching Civics and Government standards.
- CCDS Professional Development Department will review the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

- Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
- The professional development department will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2023 (pending board approval)

Date Revised: N/A

Department: Academic Services

Name(s) of Component Author(s): Maryam Owen

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title: Learning Through K-5 Writing
Component Number: 1-017-001
Function: 1 Subject Content/Academic Standards
Focus Area: 017
Local Sequence Numbers: 001
Points to be Earned: 1-120
Primary Purpose: C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of writing. It will also enable administrators to recognize and evaluate the characteristics of high-impact writing curriculum and teaching strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.1 Needs & Planning- Professional Learning Needs

1.2 Needs & Planning- Professional Learning Resources

2.1 Learning- Learning Outcomes

ff

~~Educator Learning 2.2: Content Focused, Educator Learning 2.3: Learning Strategies, Educator Implementing 3.2 Coaching and Mentoring~~ff

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in writing.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. writing standards and instructional strategies that will allow students to improve writing and reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:

1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered writing strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common writing tasks and assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
6. Participating and implementing distance learning writing tasks.
7. Developing, participating in, and implementing cross-curricula writing tasks and lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
10. Identifying ways to monitor student progress and assess student performance in writing.
11. Identifying ways to teach students how to assess and reflect on their own writing.
12. Modeling a variety of techniques for pre-writing, drafting, revising and editing student writing.
13. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
14. Applying and modeling questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
15. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
16. Engaging in student work protocols to identify students' strengths and weaknesses pertaining to writing and create a plan based on those student needs.

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

All content will be delivered through face-to-face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in hands-on tasks, and read, discuss and reflect on professional literature. Participants will demonstrate understanding through exit tickets and through planning implementation of the professional development topic.

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

1. Participants will plan common writing tasks and assessments and will analyze data with grade-level colleagues.
2. Participants will plan weekly short formative writing tasks aligned with the Florida B.E.S.T. standards and will engage in student work protocols during PLCs to analyze student outcomes.
3. Participants will create common text-based writing lesson plans and/or tasks based on the Florida B.E.S.T. standards.
4. Participants will implement high-impact writing strategies and reflect on student work in weekly PLCs.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in K-12 writing.
2. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	October 2009, December 2020, May 2021, April 2022, May 2023
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot, Dana Savoie

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning Through K-5 Writing: Self-Paced
Component Number:	1-017-002
Function:	1 Subject Content/Academic Standards
Focus Area:	017
Local Sequence Numbers:	002
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of writing. It will also enable administrators to recognize and evaluate the characteristics of high-impact writing curriculum and teaching strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.1 Needs & Planning- Professional Learning Needs

1.2 Needs & Planning- Professional Learning Resources

2.1 Learning- Learning Outcomes

~~Educator Learning 2.2: Content Focused, Educator Learning 2.3: Learning Strategies, Educator Implementing 3.2 Coaching and Mentoring~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in writing.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. writing standards and instructional strategies that will allow students to improve writing and reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

1. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
2. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
3. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
4. Identifying ways to monitor student progress and assess student performance in writing.
5. Identifying ways to teach students how to assess and reflect on their own writing.
6. Developing an understanding of a variety of techniques for pre-writing, drafting, revising and editing student writing.
7. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
8. Developing questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
9. Developing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in the area of writing.
10. Reviewing methods, resources, curriculum and research that enhance student learning in the area of writing.

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

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

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

1. Participants may actively participate in ongoing planning sessions with other educators.
2. Participants may collaboratively design lessons that allow students to reach proficiency of the writing benchmarks.
3. Participants may analyze student performance data to determine students' needs and/or remediation strategies.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching writing in grades K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	April 2022, May 2023
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot, Dana Savoie

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning Through 6-12 Writing
Component Number:	1-017-003
Function:	1 Subject Content/Academic Standards
Focus Area:	017
Local Sequence Numbers:	003
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of writing. It will also enable administrators to recognize and evaluate the characteristics of high-impact writing curriculum and teaching strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Foundation- Leadership, Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in writing.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. writing standards and instructional strategies that will allow students to improve writing and reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to

explore concepts and foster student ownership of learning.4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.

5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

6. Participants will develop knowledge and effective implementation of differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:

1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered writing strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common writing tasks and assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
6. Participating and implementing distance learning writing tasks.
7. Developing, participating in, and implementing cross-curricula writing tasks and lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
10. Identifying ways to monitor student progress and assess student performance in writing.
11. Identifying ways to teach students how to assess and reflect on their own writing.
12. Modeling a variety of techniques for pre-writing, drafting, revising and editing student writing.
13. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
14. Applying and modeling questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
15. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
16. Engaging in student work protocols to identify students' strengths and weaknesses pertaining to writing and create a plan based on those student needs.

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

All content will be delivered through face-to-face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in hands-on tasks, and read, discuss and reflect on professional literature. Participants will demonstrate understanding through exit tickets and through planning implementation of the professional development topic.

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

1. Participants will plan common writing tasks and assessments and will analyze data with grade-level colleagues.
2. Participants will plan weekly short formative writing tasks aligned with the Florida B.E.S.T. standards and will engage in student work protocols during PLCs to analyze student outcomes.
3. Participants will create common text-based writing lesson plans and/or tasks based on the Florida B.E.S.T. standards.
4. Participants will implement high-impact writing strategies and reflect on student work in weekly PLCs.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in K-12 writing.
2. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	N/A
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning Through 6-12 Writing: Self-Paced
Component Number:	1-017-004
Function:	1 Subject Content/Academic Standards
Focus Area:	017
Local Sequence Numbers:	004
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of writing. It will also enable administrators to recognize and evaluate the characteristics of high-impact writing curriculum and teaching strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Foundation- Leadership, Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in writing.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. writing standards and instructional strategies that will allow students to improve writing and reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to

explore concepts and foster student ownership of learning.

4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.

5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

1. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
2. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
3. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
4. Identifying ways to monitor student progress and assess student performance in writing.
5. Identifying ways to teach students how to assess and reflect on their own writing.
6. Developing an understanding of a variety of techniques for pre-writing, drafting, revising and editing student writing.
7. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
8. Developing questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
9. Developing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in the area of writing.
10. Reviewing methods, resources, curriculum and research that enhance student learning in the area of writing.

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

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

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

1. Participants may actively participate in ongoing planning sessions with other educators.
2. Participants may collaboratively design lessons that allow students to reach proficiency of the writing benchmarks.
3. Participants may analyze student performance data to determine students' needs and/or remediation strategies.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching writing in grades K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will

use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	N/A
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Athletic Coaching Endorsement - Sport Specific Rules and Procedures
Component Number:	1-103-001
Function:	1 Subject Content/Academic Standards
Focus Area:	103
Local Sequence Numbers:	001
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about specific sporting rules and procedures.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Domain: Learning 2.2: Content Focused, School Domain: Learning 2.3: Learning Strategies, District Domain: Implementing 3.2 Coaching and Mentoring~~
2.1 Learning- Learning Outcomes
3.1 Implementing- Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Select appropriate coaching strategies for students who participate in specific sports.
2. Understand and implement effective athletic assessment of students in a specific sport.
3. Outline the development of effective lessons for athletic students.
4. Distinguish characteristics of positive behavior supports for

effective instruction of students in athletics.

5. Define methods used to evaluate student progress and program effectiveness.

6. Analyze and utilize evaluated data when redesigning programs.

7. Utilizing data, identify areas of growth and determine effective strategies for students in a specific sport.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Lecture

Discussion

Demonstration

Audio-visual aids

Laboratory activities (role-playing)

Conferences and Seminars (with proper documentation)

Distance Learning Activities (e.g. webinars)

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

Participants will develop and implement activities for students that are targeted at increasing the academic and athletic achievement of students.

Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional and coaching improvement and student athletic achievement.

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

i. Develop an action plan for demonstrating the objectives in the workplace.

ii. Maintain a journal/folder of activities supporting the objectives.

iii. Other as determined by the instructor.

iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

N- Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: D- Observation of student performance

Changes in instructional or learning environment practices.

"A"

Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"

Results of school/teacher constructed student growth measure(s) that track student progress. "B"

Observation of student performance. "D"

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: December 2020
Date Revised: May 2021, [May 2023](#)
Department: K-12 Academic Services- Athletics
Name(s) of Component Author(s): John Sgromolo

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Gifted Competency 2 - Curriculum and Instruction
Component Number:	1-106-001
Function:	1 Subject Content/Academic Standards
Focus Area:	106
Local Sequence Numbers:	001
Points to be Earned:	60 points
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

Curriculum and Instructional Strategies for Teaching Gifted Students provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. Participants will be able to demonstrate adaptations in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Planning Standard: 1.2: Professional Learning Resources
Learning Standard: 2.2: Learning Designs

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues.

- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation.
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.
- Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted.
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Lecture
 Discussion
 Demonstration
 Audio-visual aids
 Laboratory activities (role-playing)
 Conferences and Seminars (with proper documentation)
 Distance Learning Activities (e.g. webinars)

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

Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program.

Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

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

Each participant will complete one or more of the following:

- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

Evaluation Method Student: C- Portfolios of student work

Changes in instructional or learning environment practices.
Changes in observed educator proficiency in implementing targeted standards or initiatives.
Results of school/teacher constructed student growth measure(s) that track student progress.
Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	April 2022
Department:	ESE
Name(s) of Component Author(s):	Jessica Ehlinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Information Literacy
Component Number:	1-407-001
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	407
Local Sequence Numbers:	001
Points to be Earned:	3-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment.

Participants will also be recognized and evaluate effective research-based instructional strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Continuous Improvement practices, Digital Learning/Technology Infusion, Non-Classroom Instructional staff proficiencies supporting student success

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

District- Domain: Implementing 3.1 Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices to enhance student learning in information literacy.
2. Describe the process used to select materials for the media center.
3. Demonstrate knowledge of current copyright procedures and policies.
4. Demonstrate competencies related to cooperative consultants and planning between regular education, media, technology, and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in library media/information

literacy.

6. Develop and implement techniques that will teach students how to analyze information.

7. Acquire skills in motivating students to become active and enthusiastic readers.

8. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. Participating in professional learning communities that reflect 21st century skills that could be taught using information literacy to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with Florida's Benchmarks for Excellent Student Thinking Standards (B.E.S.T.)
3. Developing, participating in, and implementing a copyright presentation.
4. Developing, participating in, and implementing research-based workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided paperwork is submitted), lectures, or role-playing.
5. Participating in and implementing distance learning activities.
6. Developing (through collaboration with classroom teachers), participating in, and implementing cross-curricula information literacy lessons.
7. Demonstrating knowledge of and skills in library/media programs and instructional resources.
8. Using interlibrary loan services through various providers.
9. Identifying and using services and training available through distance learning.
10. Demonstrating the ability to operate and maintain audiovisual materials and equipment.
11. Demonstrating ethical behavior in regard to information and information technology.
12. Developing and describing strategies to encourage students to read age appropriate literature.
13. Participating in the selection of research-based adolescent and/or children's literature within the field of general education or a specific content area.
14. Identifying ways to monitor student progress as competent and motivated readers.
15. Developing readers and describing collaborative strategies to assist and encourage classroom teachers in introducing specific titles/resources to their students.

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

Learning will take place via face-to-face, Google Meets, or self-paced.

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

Participants will actively participate in discussions, including but not limited to technology integration and library resources.

Participants will present final project to colleagues and complete survey form in Elevate.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Changes in instructional practices and teacher efficacy as measured by implementation of learned methodology.

Who will use the evaluation impact data gathered?

Participants will interact with the instructor and other participants to increase understanding of learned methodologies.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development survey form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development survey at the conclusion of the course. The professional development and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Dec 2020
Date Revised:	May 2021
Department:	Library Media
Name(s) of Component Author(s):	Revised- Suzy Gannon

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	ESOL Endorsement: Methods of Teaching ESOL (Bankable)
Component Number:	1-700-001
Function:	1 Subject Content/Academic Standards
Focus Area:	700
Local Sequence Numbers:	001
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

To broaden professional competencies of teachers of ESOL students that includes effective methodology for teaching English to speakers of other languages

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Instructional design and lesson planning, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.2 Professional Learning Resources
2.1 Learning Outcomes
2.2 Learning Designs
3.1 Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will:
Understand and practice the effective methodology for teaching English to students that speak other languages.
Outline the development of effective curriculum and design for students that are speakers of other languages.
Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.
Define methods used to evaluate student progress and program effectiveness.

Analyze and utilize evaluated data when redesigning programs.
Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend a six-week virtual professional learning session, during which time they will receive content information via Google Classroom and interact with a facilitator who will provide guided feedback throughout the project. Each participant will have opportunity to gain deeper knowledge pertaining to English language learners.

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

Instruction will be provided through Google Classroom.

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

Participants will:
Complete weekly assignments through the virtual format
Review all materials, including but not limited to, websites, articles, and videos
Respond to all required assignment prompts with compelling, reflective insights
Complete work in a timely manner

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

Participants will:

Use the knowledge to increase teacher capacity in the area of teaching English language learners.

Interact with the instructor to increase understanding of differentiating instruction in the areas of listening, speaking, reading, and writing.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will also provide feedback regarding how well the course was planned and facilitated as part of the Professional Development evaluation form. The professional development department and the facilitator of the professional learning experience will use the evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, May 2023
Department:	Assessment, Accountability, and School Support
Name(s) of Component Author(s):	Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	ESOL Endorsement: Testing and Evaluation (Bankable)
Component Number:	1-701-001
Function:	1 Subject Content/Academic Standards
Focus Area:	701
Local Sequence Numbers:	001
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

To broaden professional competencies of teachers of students that are English language learners that includes the effective testing and evaluation of students.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Instructional design and lesson planning, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.2 Professional Learning Resources
2.1 Learning Outcomes
2.2 Learning Designs
3.1 Implementation of Learning
~~Not significantly related to any PL Standard~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will:
Understand and implement effective testing and evaluations for students that are ESOL.
Outline the development of effective curriculum and assessment for students that are speakers of other languages.
Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.
Define methods used to evaluate student progress and program

effectiveness.

Analyze and utilize evaluated data when redesigning programs.

Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend a six-week virtual professional learning session, during which time they will receive content information via Google Classroom and interact with a facilitator who will provide guided feedback throughout the project. Each participant will have an opportunity to gain deeper knowledge pertaining to English language learners.

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

Instruction will be provided through Google Classroom.

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

Participants will:

Complete weekly assignments through the virtual format

Review all materials, including but not limited to, websites, articles, and videos

Respond to all required assignment prompts with compelling, reflective insights

Complete work in a timely manner

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method B- Results of school/teacher-constructed student growth measure(s) that

Student: track student progress

Evidence of changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

Participants will:

Use the knowledge to increase teacher capacity in the area of teaching English language learners.

Interact with the instructor to increase understanding of differentiating instruction in the areas of listening, speaking, reading, and writing.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will also provide feedback regarding how well the course was planned and facilitated as part of the Professional Development evaluation form. The professional development department and the facilitator of the professional learning experience will use the evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, May 2023
Department:	Assessment, Accountability, and School Support
Name(s) of Component Author(s):	Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	ESOL Endorsement: Applied Linguistics (Bankable)
Component Number:	1-702-001
Function:	1 Subject Content/Academic Standards
Focus Area:	702
Local Sequence Numbers:	001
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

To broaden professional competencies of teachers of ESOL students that includes effective linguistic knowledge for teaching English to speakers of other languages.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Instructional design and lesson planning, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.2 Professional Learning Resources
2.1 Learning Outcomes
2.2 Learning Designs
3.1 Implementation of Learning
~~Not significantly related to any PL Standard~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will:
Select appropriate accommodations and modifications for students that speak English as a second language.
Understand and practice the applied linguistics for teaching English to students that speak other languages.
Outline the implementation of applied linguistics for students that are speakers of other languages.
Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.

Define methods used to evaluate student progress and program effectiveness.

Analyze and utilize evaluated data when redesigning programs.

Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend a six-week virtual professional learning session, during which time they will receive content information via Google Classroom and interact with a facilitator who will provide guided feedback throughout the project. Each participant will have an opportunity to gain deeper knowledge pertaining to English language learners.

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

Instruction will be provided through Google Classroom,

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

Participants will:

Complete weekly assignments through the virtual format

Review all materials, including but not limited to, websites, articles, and videos

Respond to all required assignment prompts with compelling, reflective insights

Complete work in a timely manner

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method B- Results of school/teacher-constructed student growth measure(s) that

Student: track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

Participants will:

Use the knowledge to increase teacher capacity in the area of teaching English language learners.

Interact with the instructor to increase understanding of differentiating instruction in the areas of listening, speaking, reading, and writing.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will also provide feedback regarding how well the course was planned and facilitated as part of the Professional Development evaluation form. The professional development department and the facilitator of the professional learning experience will use the evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, May 2023
Department:	Assessment, Accountability, and School Support
Name(s) of Component Author(s):	Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	ESOL Endorsement: Curriculum and Materials Development (Bankable)
Component Number:	1-703-001
Function:	1 Subject Content/Academic Standards
Focus Area:	703
Local Sequence Numbers:	001
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

To broaden professional competencies of teachers of ESOL students that includes the effective development of curriculum and materials for teaching students that are learning English as a second language.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Instructional design and lesson planning, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.2 Professional Learning Resources
2.1 Learning Outcomes
2.2 Learning Designs
3.1 Implementation of Learning
~~Not significantly related to any PL Standard~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will:
Select appropriate accommodations and modifications for students that speak English as a second language.
Outline the development of effective curriculum and design for students that are speakers of other languages.
Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.

Define methods used to evaluate student progress and program effectiveness.

Analyze and utilize evaluated data when redesigning programs.

Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend a six-week virtual professional learning session, during which time they will receive content information via Google Classroom and interact with a facilitator who will provide guided feedback throughout the project. Each participant will have opportunity to gain deeper knowledge pertaining to English language learners.

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

Instruction will be provided through Google Classroom.

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

Participants will:

Complete weekly assignments through the virtual format

Review all materials, including but not limited to, websites, articles, and videos

Respond to all required assignment prompts with compelling, reflective insights

Complete work in a timely manner

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method B- Results of school/teacher-constructed student growth measure(s) that

Student: track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

Participants will:

Use the knowledge to increase teacher capacity in the area of teaching English language learners.

Interact with the instructor to increase understanding of differentiating instruction in the areas of listening, speaking, reading, and writing.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will also provide feedback regarding how well the course was planned and facilitated as part of the Professional Development evaluation form. The professional development department and the facilitator of the professional learning experience will use the evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, May 2023
Department:	Assessment, Accountability, and School Support
Name(s) of Component Author(s):	Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	ESOL: Enriching Content Knowledge (Bankable)
Component Number:	1-704-001
Function:	1 Subject Content/Academic Standards
Focus Area:	704
Local Sequence Numbers:	001
Points to be Earned:	1-60
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To broaden the professional competencies of personnel who work with ESOL students to include enriching the various content classes and providing program support to all students who are learning English as a second language.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.2 Professional Learning Resources

2.1 Learning Outcomes

2.2 Learning Designs

3.1 Implementation of Learning

~~Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will:
Select appropriate accommodations and modifications for

students that speak English as a second language.
Understand and practice incorporating engagement strategies for students that are ESOL into other content areas.
Outline effective enrichment strategies for students that are speakers of other languages into other content areas.
Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.
Define methods used to evaluate student progress and program effectiveness.
Analyze and utilize evaluated data when redesigning programs.
Utilizing data, identify areas of growth and determine effective strategies for students that are English language learners.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented.

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

Participants will:
Develop and implement activities for students that are targeted at increasing the academic achievement of English language learners.
Engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to English language learners.

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

Participants will:
Develop an action plan for demonstrating the objectives of the professional learning.
Maintain a journal/folder of activities supporting the objectives.
Other as determined by the instructor.
Implement an agreement defining what participants will do in the follow-up portion of the component which may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students’ results of instruction.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers’ mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: Unknown
Date Revised: May 2021, **May 2023**
Department: Assessment, Accountability, and School Support
Name(s) of Component Author(s): Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	ESOL: For Category III Teachers (Bankable)
Component Number:	1-704-002
Function:	1 Subject Content/Academic Standards
Focus Area:	704
Local Sequence Numbers:	002
Points to be Earned:	18
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To broaden the professional competencies of Category III teachers of ESOL students that includes effective methodology for teaching students that are learning English as a second language.

3. LINK(S) TO PRIORITY INITIATIVES:

Collegial learning practices, Continuous Improvement practices

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.2 Professional Learning Resources

2.1 Learning Outcomes

2.2 Learning Designs

~~3.1 Implementation of Learning Domain: Planning Standard: 1.2: Professional Learning Resources,~~

~~Domain: Learning Standard: 2.2: Learning Designs~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will:

Select appropriate accommodations and modifications for students that speak English as a second language.

Understand and practice the effective methodology for teaching English to students that speak other languages.

Outline the development of effective curriculum and design for

students that are speakers of other languages.

Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.

Define methods used to evaluate student progress and program effectiveness.

Analyze and utilize evaluated data when redesigning programs.

Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will complete an 18-hour professional learning session, during which time they will receive content information and interact with a facilitator who will provide guided feedback to the teacher participants throughout the project. Each participant will have opportunities to gain deeper knowledge as it pertains to English language learners.

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

Participants will:

Develop and implement activities for students that are targeted at increasing the academic achievement of English language learners.

Engage actively in instructional inquiry in the context of a collaborative, professional dialogue, focused on instructional improvement and student achievement pertaining to English language learners.

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

Participants will:

Actively participate in weekly virtual activities, including but not limited to on-line articles, websites, and videos.

Participants will complete weekly assignments, based on new learning, with thoughtful, reflective responses.

Submit work in a timely manner.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: Unknown
Date Revised: May 2021, **May 2023**
Department: Assessment, Achievement, and School Support
Name(s) of Component Author(s): Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	ESOL Endorsement: Cross Cultural Communications (Bankable)
Component Number:	1-705-001
Function:	1 Subject Content/Academic Standards
Focus Area:	705
Local Sequence Numbers:	001
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

To broaden professional competencies of teachers of ESOL students that includes effective strategies for cross-cultural communication skills.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Instructional design and lesson planning, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.2 Professional Learning Resources
2.1 Learning Outcomes
2.2 Learning Designs
3.1 Implementation of Learning
~~Not significantly related to any PL Standard~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will:
Select appropriate accommodations and modifications for students that speak English as a second language.
Understand and practice cross-cultural communication skills for students that are ESOL.
Outline the development of effective curriculum and design that incorporates cross-cultural communication skills
Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.

Define methods used to evaluate student progress and program effectiveness.

Analyze and utilize evaluated data when redesigning programs.

Utilizing data, identify areas of growth and determine effective strategies for students that are English language learners

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend a six-week virtual professional learning session, during which time they will receive content information via Google Classroom and interact with a facilitator who will provide guided feedback throughout the project. Each participant will have opportunity to gain deeper knowledge pertaining to English language learners.

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

Instruction will be provided through Google Classroom.

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

Participants will:

Complete weekly assignments through the virtual format

Review all materials, including but not limited to, websites, articles, and videos

Respond to all required assignment prompts with compelling, reflective insights

Complete work in a timely manner

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

Participants will:

Use the knowledge to increase teacher capacity in the area of teaching English language learners.

Interact with the instructor to increase understanding of differentiating instruction in the areas of listening, speaking, reading, and writing.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will also provide feedback regarding how well the course was planned and facilitated as part of the Professional Development evaluation form. The Professional Development department and the facilitator of the professional learning experience will use the evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, May 2023
Department:	Assessment, Accountability, and School Support
Name(s) of Component Author(s):	Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	ESOL: For Administrators and School Counselors (Bankable)
Component Number:	1-705-004
Function:	1 Subject Content/Academic Standards
Focus Area:	705
Local Sequence Numbers:	004
Points to be Earned:	60
Primary Purpose:	G****- Approved District Leadership Development Program

2. DESCRIPTION:

To broaden professional competencies of administrators and school counselors for working with students who are learning English as a second language.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Digital Learning/Technology Infusion, Professional and ethical behavior, To provide CCDS students will the highest quality leadership and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.2 Professional Learning Resources

2.1 Learning Outcomes

2.2 Learning Designs

3.1 Implementation of Learning

~~Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will:
Inform staff of appropriate accommodations and modifications for students that speak English as a second language.
Understand and promote the effective methodology for teaching

students that speak English as a second language.
Understand the resources available for students that speak English as a second language.
Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.
Define methods used to evaluate student progress and program effectiveness.
Analyze and utilize evaluated data when redesigning programs.
Utilizing data, identify areas of growth and determine effective strategies for students that are English language learners.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will:
Work independently to complete the course requirements.
Create a portfolio, including a "Checklist for Documentation" to demonstrate completion of assignments.
Generate compelling, thoughtful responses to session prompts.

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

The instruction will be facilitated through Google Classroom.

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

Participants will:
Develop a portfolio of work demonstrating completion of coursework
Maintain a folder of activities supporting the objectives
Other as determined by the instructor

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: B- Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students)

Evaluation Method B- Results of school/teacher-constructed student growth measure(s) that

Student: track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning reviews, implementation of strategies as evidenced by classroom observations, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and progress monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/processes, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, May 2023
Department:	Assessment, Accountability, and School Support
Name(s) of Component Author(s):	Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Best Teaching Practices
Component Number:	2-007-002
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	007
Local Sequence Numbers:	002
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enhance participants' pedagogy and practice through the purposeful integration of techniques and researched based best practices. Component will enhance participants' ability to create more efficient and effective learning environments. Participants will be able to evaluate and implement instructional strategies that will create a more individualized learning environment.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Collegial learning practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Domain: Learning 2.3: Learning Strategies, Educator Domain: Evaluating 4.2 Changes in Educator Practice~~

2.1 Learning- Learning Outcomes

2.2 Learning- Learning Designs

3.1 Implementing- Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will identify and implement research-based best practices to enhance student learning. Demonstrate competencies related to cooperative consultations and planning amongst colleagues, such as interdepartmental teams, vertical teams, regular education and exceptional student education staff, teachers on specific academic pathways or school of choice programming. Develop and implement instructional strategies that support and promote student motivation, ownership, and higher order thinking.

Research, identify, and implement instructional strategies that relate to learning methods. Increase knowledge and demonstrate skills in research-based academic intervention methods in the classroom.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:

Participating in training in various formats which prompt learners to identify, analyze and implement researched based best practices.

Developing, participating in, and implementing performance-based strategies and cross-curricula activities.

Reviewing, analyzing, and identifying research related ways to integrate instruction in content areas.

Creating learning environments that meet the needs of diverse student populations.

Expanding knowledge and techniques for effective communication in the classroom.

Enhancing skills and using technology to manage, evaluate, and improve classroom instruction.

Utilizing peer observations and feedback sessions to improve teaching and student learning.

Recognizing the need and implementing the process for continuous improvement for the teacher and school.

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

All content will be delivered through face to face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in activities, and create a product to demonstrate understanding.

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

1. Participants will actively participate in ongoing discussions
2. Participants will implement strategies acquired from the training
3. Participants will bring curriculum guides, standards, and/or other materials specific to their classroom, students, and programs, when needed

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: D- Observation of student performance

Changes in instructional practices and teacher efficacy as measured by implementation of research-based effective practices that support increased student success.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the training to increase the performance of students within their classroom and programs.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	2009
Date Revised:	May 2021, May 2023
Department:	Professional Development
Name(s) of Component Author(s):	Master In-service Plan Committee

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Athletic Coaching Endorsement- Coaching Theory and Practice
Component Number:	2-011-001
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	011
Local Sequence Numbers:	001
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about coaching theory and practice.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Domain: Planning 1.2: Administrator Review, School Domain: Learning 2.2: Content Focused, District Domain: Implementing 3.2 Coaching and Mentoring~~
2.1 Learning- Learning Outcomes
3.1 Implementing- Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Select appropriate coaching strategies for students who participate in athletics.
2. Understand and implement effective athletic assessment of students in order to create a united team.
3. Outline the development of effective lessons for athletic students.
4. Distinguish characteristics of positive behavior supports for

effective instruction of students in athletics.

5. Define methods used to evaluate student progress and program effectiveness.

6. Analyze and utilize evaluated data when redesigning programs.

7. Utilizing data, identify areas of growth and determine effective strategies for students in athletics.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Lecture

Discussion

Demonstration

Audio-visual aids

Laboratory activities (role-playing)

Conferences and Seminars (with proper documentation)

Distance Learning Activities (e.g. webinars)

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

Participants will develop and implement activities for students that are targeted at increasing the academic and athletic achievement of students.

Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional and coaching improvement and student athletic achievement.

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

i. Develop an action plan for demonstrating the objectives in the workplace.

ii. Maintain a journal/folder of activities supporting the objectives.

iii. Other as determined by the instructor.

iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

N- Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: D- Observation of student performance

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	December 2020
Date Revised:	May 2021, May 2023
Department:	K-12 Academic Services- Athletics
Name(s) of Component Author(s):	John Sgromolo

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Athletic Coaching Endorsement - Injury Care and Prevention
Component Number:	2-011-002
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	011
Local Sequence Numbers:	002
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about how to care for and prevent athletic injuries.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Domain: Planning 1.2: Administrator Review, School Domain: Learning 2.3: Learning Strategies, District Domain: Implementing 3.2 Coaching and Mentoring~~
2.1 Learning- Learning Outcomes
3.1 Implementing- Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Select appropriate care strategies for athletics who get injured.
2. Understand and implement effective assessment of athletic injuries so that proper care can be provided to students.
3. Outline the development of effective injury prevention strategies to be followed by coaches.
4. Define methods used to evaluate student progress and program effectiveness.

5. Analyze and utilize evaluated data when redesigning programs.
6. Utilizing data, identify areas of growth and determine effective strategies for the care and prevention of athletic injuries.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio-visual aids
Laboratory activities (role-playing)
Conferences and Seminars (with proper documentation)
Distance Learning Activities (e.g. webinars)

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

Participants will develop and implement activities for students that are targeted at increasing the academic and athletic achievement of students.

Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional and coaching improvement and student athletic achievement.

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

- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

N- Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: D- Observation of student performance

Changes in instructional or learning environment practices. "A"

Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"

Results of school/teacher constructed student growth measure(s) that track student progress. "B"

Observation of student performance. "D"

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: December 2020
Date Revised: May 2021, **May 2023**
Department: Academic Services K-12- Athletics
Name(s) of Component Author(s): John Sgromolo

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Job Embedded LETRS Course (Bankable/DL/SWD)
Component Number:	2-013-014
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	014
Points to be Earned:	300
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The purpose of this component is to prepare all participants to learn and expand upon their skills and knowledge in the delivery of explicit, systematic, and multi-sensory instruction in the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and reading comprehension **to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring.** Upon successful completion of the component, participants will understand how the science of reading leverages decades of research including the latest neuroscience that reveals how students learn to read and how to teach reading with effective instruction with an emphasis on working memory and auditory processing. ~~Participants will receive job-embedded opportunities for the application of screening, diagnostic, progress monitoring, and formative assessment for data collection and problem-solving in response to intervention to support the individual needs of diverse learners.~~ This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Planning 1.1 Needs Assessment, Educator Planning 1.2: Administrator Review, Educator Planning 1.3: Professional Development Plan, Educator Learning 2.1: Learning Communities, Educator Learning 2.2: Content Focused, Educator Learning 2.3: Learning Strategies, Educator Learning 2.4: Sustained Professional Learning, Educator Learning 2.5: Use of Technology, Educator Learning 2.6 Time Resources, Educator Implementing 3.2 Coaching and Mentoring, Educator~~

~~Implementing 3.3 Web-based Resources and Assistance, Educator Evaluating 4.1 Implementing the Plan, Educator Evaluating 4.2 Changes in Educator Practice, Educator Evaluating 4.3 Changes in Students, Educator Evaluating 4.4 Evaluation Measures, Educator Evaluating 4.5 Use of Results, School Planning 1.1 Needs Assessment, School Planning 1.2: Reviewing Professional Development Plans, School Planning 1.3: Reviewing Annual Appraisal Data, School Planning 1.4 Generating a School-wide Professional Development Plan, School Planning 1.5 Individual Leadership Development Plan, School Learning 2.2: Content Focused, School Learning 2.3: Learning Strategies, School Learning 2.4: Sustained Professional Learning, School Learning 2.5: Use of Technology, School Learning 2.7 Coordinated Records, School Implementing 3.2 Coaching and Mentoring, School Evaluating 4.3 Changes in Students, School Evaluating 4.4 Evaluation Measures, School Evaluating 4.5 Use of Results, District Planning 1.2: Generating a District-wide Professional Development System, District Planning 1.3: Research/Evidence Basis, District Planning 1.4: Content Standards for Student Outcomes, District Planning 1.5: Integration of Initiatives, District Learning 2.2: Content Focused, District Learning 2.3: Learning Strategies, District Learning 2.4: Sustained Professional Learning, District Learning 2.5: Use of Technology, District Learning 2.7: Coordinated Records, District Learning 2.8: District Support, District Learning 2.9: Learning Organization, District Implementing 3.1 Implementation of Learning, District Implementing 3.2 Coaching and Mentoring, District Evaluating 4.3 Changes in Students, District Evaluating 4.4 Evaluation Measures, District Evaluating 4.5 Use of Results, District Evaluating 4.6 Fiscal Resources~~
2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will demonstrate deep and comprehensive knowledge and understanding of effective reading comprehension.
2. Participants will understand that reading is an ongoing strategic process taught through knowledge and practice with fluency approaches, teacher modeling, guided practice, writing, listening, and speaking activities.
3. Participants will learn how fluency, word recognition, vocabulary, oral and receptive language, phonological awareness, and phonics require strategic instruction with multiple opportunities for students to practice.
4. Participants will demonstrate deep and comprehensive knowledge and understanding of how children learn to read and write based on the Science of Reading: Simple View of Reading (SVR) and Scarborough's Reading Rope.
5. Participants will learn that teaching children how to read requires multisensory learning, explicit instruction, modeling, and practice with scaffolds (responsive teaching) and differentiation.
6. Participants will acquire and use new skills needed to effectively teach reading comprehension in primary grades with an understanding of the oral and written language that facilitates it through phonology, syntax, semantics, and pragmatics as they relate to comprehending print.
7. Participants will ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
8. Participants will learn approaches that facilitate reading comprehension and language acquisition: balanced and critical literacy, reciprocal questioning, summarizing activities, story structure, oral retelling and vocabulary strategies.
9. Participants will investigate the importance and function of receptive and expressive vocabulary

instruction, semantics, domain specific vocabulary (academic vocabulary), and morphology as it relates to vocabulary development.

10. Participants will demonstrate an understanding of the role of vocabulary as it relates to students' understanding of word meanings, repeated practice, and comprehension of print through the use of context clues, and explicit teaching.

11. Participants learn how to align reading instruction with Florida's B.E.S.T. Standards for English Language Arts at the appropriate level of rigor: Foundations, Reading, Communication, and Vocabulary Strands.

12. Participants learn how to sequence lessons and concepts to ensure coherence and required prior knowledge for students to learn to read.

13. Participants will learn how to deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.

14. Participants will learn how to cognitively challenge students through the use of "complex text" to learn content information.

15. Participants will learn how to routinely include close reading, rereading, and use of dependent questions to deepen student understanding of text by incorporating writing in response to text and text-based discussions with students.

16. Participants will explain the importance of structured literacy instruction in developing accurate decoding for all students, especially those with reading difficulties and disabilities.

17. Participants learn how to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, through reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound symbol associations, syllables, morphology, semantics, and syntax.

18. Participants will learn that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.

19. Participants will develop their knowledge of evidence-based strategies that build student capacity through teacher modeling, guided practice, particularly as it impacts text readability, complexity, coherence, structure, and overall comprehension by understanding the interdependence among reading components and their effect on the reading process for diverse learners, students with disabilities and other varying exceptionalities, and native speakers of English as well as English language learners.

20. Participants will develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction.

21. Participants will develop knowledge of how to effectively implement the Multi-Tiered System of Supports (MTSS) process to provide evidence-based reading strategies and intervention for students with diverse needs using the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP) as a guide for problem-solving and decision-making.

22. Participants will develop their ability to analyze student data from formative, summative, and benchmark assessments to measure the instructional impact on student learning to make ongoing decisions directed to individual student needs.

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will **have the opportunity to attend eight in-person** virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of reading instruction in teaching students how to read. Teachers will implement their learning in their classrooms with their students. ~~*Face-to-face meetings may be required~~

~~throughout the course.~~

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

LETRS ® is a blended learning program. Coursework is completed virtually through the Voyager Sopris Learning (VSL) Platform supported with two print manuals and eight face-to-face professional learning opportunities that correspond to the course's eight units of learning. ~~All content will be presented via Google virtual meetings.~~ Each unit incorporates Bridge to Practice activities for participants to complete as a part of the required case study. ~~Participants will receive professional learning materials and access to online resources.~~ Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion. ~~Participants are expected to complete all job-embedded activities.~~

- LETRS Online Learning Platform — Each unit in the online learning platform consists of sessions. Units 1-4 each have eight sessions, and Units 5-8 each have six sessions. To reinforce participants' understanding, they will complete activities throughout each session. Each online session ends with a Check for Understanding assessment.
- LETRS Bridge to Practice activities — Each online session has a Bridge to Practice activity, where participants will be guided to transfer what they learned to their classroom.
- LETRS Participant Manual — The printed participant manual is a companion to the online content. Participants can reference the manual before, during, or after completing the online content and activities.

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

1. Participants will attend ~~face-to-face learning opportunities, live webinars and other virtual platform learning environments.~~
2. Participants will actively participate in ~~journaling.~~
3. Participants will complete all assignments, pre and post assessments, and Bridge to Practice activities at mastery level for each of the eight units of study. ~~weekly discussions, including but not limited to in-class viewing of videos and completion of video reflections and activities.~~
- 4.3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.
4. Participants will bring other materials specific to their classroom students, when needed. ~~↵~~
5. Participants will complete weekly reflections. ~~↵~~
6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.
- 5.7. Participants will provide instruction and assessment to students identified with dyslexia, substantial reading deficiencies, specific learning disabilities in reading ~~and/or~~ other related exceptionalities to complete the Bridge to Practice Case Study.
6. Participants will complete the course pre and post assessment.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate ~~his/her learning of evidence based instructional practices and knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive evidence-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.~~

Who will use the evaluation impact data gathered?

1. District Reading and Professional Learning Departments
2. The Participants ~~1. Participants will use the data gathered as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read. ←~~
~~2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction. ←~~
3. GGDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

1. ~~Participants will use the data gathered as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read. ←~~
2. ~~Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction. ←~~

~~3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~

1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments and module post assessments.

2. End-of-Course Survey data will be used by the District's Reading and Professional Learning Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator.

3. Participants who successfully pass the end-of-course comprehensive exam at mastery level along with successful completion of the course's other required items will have met the requirement for the Reading Endorsement add-on.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	April 2022, May 2023
Department:	Literacy-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
Component Number:	2-100-001
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	100
Local Sequence Numbers:	001
Points to be Earned:	80
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Implementing Standard: 3.1: Implementation of Learning, Domain: Evaluating Standard: 4.1: Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
7. Describe methods for identifying reinforcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
13. Identify proactive and preventative methods for addressing problem behaviors.
14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies

Reading Professional Texts
Action Planning
Presentations
Action Research

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

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

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

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: C- Changes in student services/support practices

Evaluation Method Student: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

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

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	May 2021
Department:	ESE
Name(s) of Component Author(s):	Peggy Williams

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Exceptional Student Education Learning Workshop (Bankable)
Component Number:	2-100-006
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	100
Local Sequence Numbers:	006
Points to be Earned:	120 points maximum
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Upon completion of this component, participants will be able to implement research-based strategies that will create an effective learning environment for students with disabilities. Administrator participants will be able to recognize and support effective strategies that improve the success of students with disabilities.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Continuous Improvement practices, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Learning environment (as per FEAPS standards), ~~Multi-tiered System of Supports (MTSS)~~

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator-Domain: Planning 1.2: Administrator Review, Educator-Domain: Learning 2.1: Learning Communities, Educator-Domain: Learning 2.3: Learning Strategies, School-Domain: Learning 2.3: Learning Strategies, Educator-Domain: Implementing 3.1 Implementation of Learning, School-Domain: Implementing 3.1 Implementation of Learning, Educator-Domain: Evaluating 4.2 Changes in Educator Practice, Educator-Domain: Evaluating 4.3 Changes in Students, School-Domain: Evaluating 4.3 Changes in Students~~

Domain1 (Needs Assessment and Planning) 1.1 Professional learning needs 1.2 Professional Learning Resources

Domain 2 (Learning): 2.1 Learning Outcomes 2.2 Learning Designs

Domain 3 (Implementing):3.1 Implementation of Learning

Domain 4 (Evaluating): 4.1 Evaluation of Professional Learning

5. IMPACT AREA(S):

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

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of the instruction of students with disabilities in the following areas:

Identify models of support for assisting students with disabilities in accessing the general education curricula, including Universal Design for Learning and Differentiating Instruction.

Identify the principles and guidelines to eliminate barriers to learning including accommodations and modifications.

Explore how specially designed instruction for students with disabilities is related to instruction.

Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.

Identify how accommodations must be implemented in all classroom settings.

Identify ongoing informal assessment techniques for adjusting instruction and methods for using formal and informal assessments to modify instruction.

Explore behavioral strategies that support students with disabilities.

Identify state and federal legislation that has affected the education of students with disabilities.

Recognize the sequence in the exceptional education process from referral to reevaluation, [including the MTSS process](#).

Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will participate in face-to-face professional learning sessions led by ESE certified instructors. Activities may include lecture, discussion, demonstrations, video presentations, and attendance at conferences or seminars (with proper documentation).

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

Content includes presentations and activities that target increased achievement of students with disabilities. Participants will engage actively in focused professional development that provide research-based strategies.

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

Participants will actively participate in discussions, including but not limited to, presentations, role-playing activities, and informational videos.

Participants will create lesson plans or classroom models based on new learning and will share implementation of plans with colleagues during the learning session.

Participants will complete a final project that includes evidence-based instructional practices and activities that promote the successful growth of students with disabilities.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Changes in instructional and learning environment practices that indicate improvement of learning objectives and behavioral growth of students with disabilities.
Developing, participating in, and implementing research-based workshops, demonstrations, presentations, study groups, or other activities pertaining to instruction of students with disabilities.
Developing knowledge and skills for the successful use of accommodations and assistive technology for students with disabilities.
Demonstrate skill in the writing of goals and objectives for optimal learning of students with disabilities.
Develop activities and instructional practices that ensure the inclusion of students with disabilities.
Participating in professional learning communities to share effective instructional practices for students with disabilities.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of completing this component. The measures will include documentation of changes in instructional practices and changes in the performance of students with disabilities.

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

The CCDS Exceptional Student Education Department will oversee the results of impact data to determine additional professional development needs as well as to determine the next steps for this component.

Periodic data collection will determine the degree to which this component is impacting the success of students with disabilities.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: October 2009

Date Revised: October 2009, May 2021 ,May 2023

Department: Exceptional Student Education (9005)

**Name(s) of Component
Author(s):** Teresa Carlson

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Exceptional Student Education Learning Virtual/Interactive (Bankable)
Component Number:	2-100-007
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	100
Local Sequence Numbers:	007
Points to be Earned:	120 points maximum
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Upon completion of this component, participants will be able to implement research-based strategies that will create an effective learning environment for students with disabilities. Administrator participants will be able to recognize and support effective strategies that improve the success of students with disabilities.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Continuous Improvement practices, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Learning environment (as per FEAPS standards), ~~Multi-tiered System of Supports (MTSS)~~

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator-Domain: Planning 1.1 Needs Assessment, Educator-Domain: Learning 2.2: Content Focused, School-Domain: Learning 2.2: Content Focused, Educator-Domain: Learning 2.3: Learning Strategies, School-Domain: Learning 2.3: Learning Strategies, Educator-Domain: Implementing 3.1 Implementation of Learning, School-Domain: Implementing 3.1 Implementation of Learning, Educator-Domain: Implementing 3.3 Web-based Resources and Assistance, School-Domain: Implementing 3.3 Web-based Resources and Assistance, Educator-Domain: Evaluating 4.2 Changes in Educator Practice, Educator-Domain: Evaluating 4.3 Changes in Students~~

Domain 0 (Leadership): 0.1 Leadership

Domain 1 (Needs Assessment and Planning) 1.1 Professional learning needs 1.2 Professional Learning Resources

Domain 2 (Learning): 2.1 Learning Outcomes 2.2 Learning Designs

Domain 3 (Implementing):3.1 Implementation of Learning

Domain 4 (Evaluating): 4.1 Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of the instruction of students with disabilities in the following areas:

Identify models of support for assisting students with disabilities in accessing the general education curricula, including Universal Design for Learning and Differentiating Instruction.

Identify the principles and guidelines to eliminate barriers to learning including accommodations and modifications.

Explore how specially designed instruction for students with disabilities is related to instruction.

Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.

Identify how accommodations must be implemented in all classroom settings.

Identify ongoing informal assessment techniques for adjusting instruction and methods for using formal and informal assessments to modify instruction.

Explore behavioral strategies that support students with disabilities.

Identify state and federal legislation that has affected the education of students with disabilities.

Recognize the sequence in the exceptional education process from referral to reevaluation, ~~including the MTSS process.~~

Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will gain knowledge of the instruction of students with disabilities in the following areas:

Identify models of support for assisting students with disabilities in accessing the general education curricula, including Universal Design for Learning and Differentiating Instruction.

Identify the principles and guidelines to eliminate barriers to learning including accommodations and modifications.

Explore how specially designed instruction for students with disabilities is related to instruction.

Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.

Identify how accommodations must be implemented in all classroom settings.

Identify ongoing informal assessment techniques for adjusting instruction and methods for using formal and informal assessments to modify instruction.

Explore behavioral strategies that support students with disabilities.

Identify state and federal legislation that has affected the education of students with disabilities.

Recognize the sequence in the exceptional education process from referral to reevaluation, including the MTSS process.

Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.

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

Content includes online presentations and activities that target increased achievement of students with

disabilities. Participants will engage actively in focused, online facilitated professional development that provides research-based strategies. Facilitators will provide interactive lessons and activities that ensure the success of students with disabilities.

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

Participants will actively participate in online interactive lessons, including but not limited to, presentations, role-playing activities, and informational videos.

Participants will create lesson plans or classroom models based on new learning and will share implementation of plans with colleagues during the learning session.

Participants will complete a final project that includes evidence-based instructional practices and activities that promote the successful growth of students with disabilities.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Changes in instructional and learning environment practices that indicate improvement of learning objectives and behavioral growth of students with disabilities.

Developing, participating in, and implementing research-based workshops, demonstrations, presentations, study groups, or other activities pertaining to instruction of students with disabilities.

Developing knowledge and skills for the successful use of accommodations and assistive technology for students with disabilities.

Demonstrate skill in the writing of goals and objectives for optimal learning of students with disabilities.

Develop activities and instructional practices that ensure the inclusion of students with disabilities.

Participating in professional learning communities to share effective instructional practices for students with disabilities.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of completing this component. The measures will include documentation of changes in instructional practices and changes in the performance of students with disabilities.

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

The CCDS Exceptional Student Education Department will oversee the results of impact data to determine additional professional development needs as well as to determine the next steps for this component.

Periodic data collection will determine the degree to which this component is impacting the success of students with disabilities.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	October 2009, May 2021 , May 2023
Department:	Exceptional Student Education (9005)
Name(s) of Component Author(s):	Teresa Carlson

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Exceptional Student Education Learning PLC (Bankable)
Component Number:	2-100-008
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	100
Local Sequence Numbers:	008
Points to be Earned:	120 points maximum
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Upon completion of this component, participants will be able to implement research-based strategies that will create an effective learning environment for students with disabilities. Administrator participants will be able to recognize and support effective strategies that improve the success of students with disabilities.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Learning environment (as per FEAPS standards), ~~Multi-tiered System of Supports (MTSS)~~

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator-Domain: Planning 1.2: Administrator Review, Educator-Domain: Learning 2.1: Learning Communities, School-Domain: Learning 2.1: Learning Communities, District-Domain: Learning 2.1: Learning Communities, Educator-Domain: Learning 2.2: Content Focused, School-Domain: Learning 2.2: Content Focused, Educator-Domain: Learning 2.3: Learning Strategies, Educator-Domain: Evaluating 4.2 Changes in Educator Practice~~

Domain 0 (Leadership): 0.1 Leadership

Domain1 (Needs Assessment and Planning) 1.1 Professional learning needs 1.2 Professional Learning Resources

Domain 2 (Learning): 2.1 Learning Outcomes 2.2 Learning Designs

Domain 3 (Implementing):3.1 Implementation of Learning

Domain 4 (Evaluating): 4.1 Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of the instruction of students with disabilities in the following areas:

Identify models of support for assisting students with disabilities in accessing the general education curricula, including Universal Design for Learning and Differentiating Instruction.

Identify the principles and guidelines to eliminate barriers to learning including accommodations and modifications.

Explore how specially designed instruction for students with disabilities is related to instruction.

Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.

Identify how accommodations must be implemented in all classroom settings.

Identify ongoing informal assessment techniques for adjusting instruction and methods for using formal and informal assessments to modify instruction.

Explore behavioral strategies that support students with disabilities.

Identify state and federal legislation that has affected the education of students with disabilities.

Recognize the sequence in the exceptional education process from referral to reevaluation, [including the MTSS process](#).

Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.

7. LEARNING PROCEDURES (Methods):

D- Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)

WHAT will occur during this professional learning opportunity?

Participants will gain knowledge of the instruction of students with disabilities in the following areas:

Identify models of support for assisting students with disabilities in accessing the general education curricula, including Universal Design for Learning and Differentiating Instruction.

Identify the principles and guidelines to eliminate barriers to learning including accommodations and modifications.

Explore how specially designed instruction for students with disabilities is related to instruction.

Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.

Identify how accommodations must be implemented in all classroom settings.

Identify ongoing informal assessment techniques for adjusting instruction and methods for using formal and informal assessments to modify instruction.

Explore behavioral strategies that support students with disabilities.

Identify state and federal legislation that has affected the education of students with disabilities.

Recognize the sequence in the exceptional education process from referral to reevaluation, [including the MTSS process](#).

Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.

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

Content includes presentations and activities that allow a professional learning community (PLC) to target increased achievement of students with disabilities. Participants will engage actively within a PLC in focused professional development that provides research-based strategies.

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

Participants will actively participate in discussions within their peer group, including but not limited to, presentations, role-playing activities, and informational videos.

Participants will create lesson plans or classroom models based on new learning and will share implementation of plans with colleagues during the learning session.

Participants will complete a final project that includes evidence-based instructional practices and activities that promote the successful growth of students with disabilities.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Participating in professional learning communities to share effective instructional practices for students with disabilities.

Changes in instructional and learning environment practices that indicate improvement of learning objectives and behavioral growth of students with disabilities.

Developing, participating in, and implementing research-based workshops, demonstrations, presentations, study groups, or other activities pertaining to instruction of students with disabilities.

Developing knowledge and skills for the successful use of accommodations and assistive technology for students with disabilities.

Demonstrate skill in the writing of goals and objectives for optimal learning of students with disabilities.

Develop activities and instructional practices that ensure the inclusion of students with disabilities.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of completing this component. The measures will include documentation of changes in instructional practices and changes in the performance of students with disabilities.

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

The CCDS Exceptional Student Education Department will oversee the results of impact data to

determine additional professional development needs as well as to determine the next steps for this component.

Periodic data collection will determine the degree to which this component is impacting the success of students with disabilities.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	October 2009, May 2021, May 2023
Department:	Exceptional Student Education (9005)
Name(s) of Component Author(s):	Teresa Carlson

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Instruction of Students with Disabilities (Bankable)
Component Number:	2-100-009
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	100
Local Sequence Numbers:	009
Points to be Earned:	120 points maximum
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to define and identify the requirements for services for students with disabilities, enable participants to identify the characteristics of students with disabilities, learn instructional strategies for improving learning for students with disabilities, and recognize methods of support for behavior of students with disabilities.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Continuous Improvement practices, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Learning environment (as per FEAPS standards), ~~Multi-tiered System of Supports (MTSS)~~

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Domain: Planning 1.2: Administrator Review, Educator Domain: Learning 2.2: Content Focused, Educator Domain: Learning 2.3: Learning Strategies, Educator Domain: Implementing 3.1 Implementation of Learning, Educator Domain: Evaluating 4.2 Changes in Educator Practice, Educator Domain: Evaluating 4.3 Changes in Students~~

Domain 0 (Leadership): 0.1 Leadership

Domain 1 (Needs Assessment and Planning): 1.1 Professional learning needs 1.2 Professional Learning Resources

Domain 2 (Learning): 2.1 Learning Outcomes 2.2 Learning Designs

Domain 3 (Implementing): 3.1 Implementation of Learning

Domain 4 (Evaluating): 4.1 Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of the instruction of students with disabilities in the following areas:

Identify state and federal legislation that has affected the education of students with disabilities.

Recognize the sequence in the exceptional education process from referral to reevaluation, ~~including the MTSS process.~~

Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.

Identify models of support for assisting students with disabilities in accessing the general education curricula, including Universal Design for Learning.

Identify the guidelines of differentiated instruction used to maximize achievement for all students.

Identify the principles and guidelines to eliminate barriers to learning.

Explore how specially designed instruction for students with disabilities is related to instruction.

Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.

Identify accommodations available for students with disabilities and how they must be implemented in all classroom settings.

Identify ongoing informal assessment techniques for adjusting instruction.

Identify instructional tools and adjustments that can be used to support a differentiated learning environment to accommodate individual learner needs.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Participants will participate in 5-20 hour virtual professional learning sessions developed by the Bureau of Exceptional Education and Student Services. They must complete a pre-assessment and a final survey. They will receive extensive content information with video demonstrations and links to documents and resources, complete assignments and "checks for understanding", be provided with examples and resources, and complete a required final assessment. Throughout the course, reflection and brainstorming activities are to be completed.

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

Content will be presented via the Bureau of Exceptional Education and Student Services website. Participants will navigate through a professional learning module and access online resources. Each participant is expected to complete all steps in the module with a "check for understanding" before moving on to the next step.

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

Participants will complete all steps in a module to include viewing video models, accessing informational links, completing reflection activities and assignments as verified on a checklist.

Participants will complete a final follow-up activity that requires demonstration of understanding of the instructional practices that effectively ensure that students with disabilities achieve targeted goals.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Changes in instructional and learning environment practices to indicate improvement of learning objectives and behavioral growth for students with disabilities.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of completing this component. These measures will include documentation of changes in instructional practices and changes in the performance of students with disabilities.

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

CCDS Exceptional Education Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course. Periodic data collection will determine the degree to which this component is impacting the success of students with disabilities.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2021

Date Revised: May 2023 ~~N/A~~

Department: Exceptional Student Education (9005)

Name(s) of Component Author(s): ~~Patricia Holland~~ Teresa Carlson Patricia Holland, Revised by Teresa Carlson 2023

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Gifted Competency 5 - Theory of Creativity
Component Number:	2-106-013
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	106
Local Sequence Numbers:	013
Points to be Earned:	60 points
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

Theory and Development of Creativity is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants. Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Instructional design and lesson planning, To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, assessing creativity, and cultural conceptions of creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use

evaluation procedures.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

Knowledge of the nature and definition of creativity.

Self-reflection and strategies to enhance personal creativity.

Ideas and strategies for teaching students to develop and use their creativity.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Lecture

Discussion

Demonstration

Audio-visual aids

Laboratory activities (role-playing)

Conferences and Seminars (with proper documentation)

Distance Learning Activities (e.g. webinars)

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

Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program.

Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

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

Each participant will complete one or more of the following:

i. Develop an action plan for demonstrating the objectives in the workplace.

ii. Maintain a journal/folder of activities supporting the objectives.

iii. Other as determined by the instructor.

iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Changes in instructional or learning environment practices. "A"
Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"
Results of school/teacher constructed student growth measure(s) that track student progress. "B"
Observation of student performance. "D"

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: July 2020
Date Revised: May 2021
Department: ESE
Name(s) of Component Author(s): Jessica Ehlinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Gifted Competency 4 - Special Populations
Component Number:	2-106-014
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	106
Local Sequence Numbers:	014
Points to be Earned:	60 points
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

Education of Special Populations of Gifted Students course provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students, and concludes with a view of how to evaluate effective practices and exemplary programs for special populations of gifted students.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural

education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

1. The teacher's own prejudices and stereotypes concerning students who are diverse gifted.
2. The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students.
3. The cognitive, physical, and affective characteristics of diverse gifted children.
4. Skills to assist in the screening and identification process.
5. The process and content of individual psychological testing and assessment in the identification of the gifted.
6. The essential role of collaboration in supporting the needs of children from diverse populations who are gifted.
7. Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio-visual aids
Laboratory activities (role-playing)
Conferences and Seminars (with proper documentation)
Distance Learning Activities (e.g. webinars)

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

Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program.

Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

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

Each participant will complete one or more of the following:

- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other: as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional or learning environment practices.
Changes in observed educator proficiency in implementing targeted standards or initiatives.
Results of school/teacher constructed student growth measure(s) that track student progress.
Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	April 2022
Department:	ESE
Name(s) of Component Author(s):	Jessica Ehlinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Elementary Education This component is no longer needed and will be removed from the MIP. It has been replaced with content specific components.
Component Number:	2-400-004
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	400
Local Sequence Numbers:	004
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments. It will also enable administrators to recognize and evaluate effective teaching strategies at the elementary level. Through ongoing learning within this component participants will be able to implement instructional strategies that will create a more individualized learning environment. Additionally, participants will be able to recognize and evaluate research-based instructional practices that can be used to meet students instructional needs.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Continuous Improvement practices, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Domain: Learning 2.3: Learning Strategies, School- Domain: Learning 2.3: Learning Strategies, District- Domain: Learning 2.3: Learning Strategies

5. IMPACT AREA(S):

Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices/assessments to enhance student learning in the elementary school.
2. Demonstrate knowledge of current copyright procedures and policies, textbook adoption, and other regulatory practices that impact instructional decision making in elementary settings.
3. Demonstrate competencies related to cooperative consultations and planning between regular

education and exceptional student education staffs.

4. Develop and implement techniques for motivating students

5. Develop and implement techniques that will teach students how to analyze information in elementary situations.

6. Develop and implement knowledge and skills of the MTSS process.

7. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:

1. Serving on District or State elementary textbook adoption committee to ensure alignment with the State Standards

2. Participating in or developing an elementary copyright presentation.

3. Participating in or developing research-based workshops, on-site visitation and/or demonstrations, videotaped presentations, a professional learning community, lesson design/study groups, lectures, or role-playing that will enhance elementary learning.

4. Developing, participating in, and implementing programs that strengthen communication between home and school and parent and child.

5. Developing, participating in, and implementing programs that foster children's oral language while encouraging development in reading, writing and all instructional areas.

6. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading and writing.

7. Participating in and implementing distance learning activities.

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

Participants will attend professional learning sessions, during which they will engage in active learning and application of research-based instructional strategies. This may include research, professional reading, expert content presentation, state level training, disaggregating data, applying structures and protocols for review student work samples and for data analysis, utilization of the problem solving process, and collegial collaboration.

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

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional practices and teacher efficacy as measured by implementation of research-based effective practices that support increased student success.

Who will use the evaluation impact data gathered?

Participants will use apply the learning to daily practice for increased student performance. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: 7/1/2010
Date Revised: May 2021
Department: Professional Learning
Name(s) of Component Author(s): Submitted by Master Inservice Plan Committee

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Culture of Learning
Component Number:	2-404-001
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	404
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To broaden professional competencies and awareness of educators in the Culture of Learning. The culture of learning includes character education, ~~social-emotional learning~~ Life Skills, ~~cultural responsiveness~~, equity, and restorative practices. Participants will learn how to infuse culture of learning best practices into instructional methodology.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Planning 1.1 Needs Assessment, Educator Learning 2.1: Learning Communities, Educator Learning 2.2: Content Focused, Educator Learning 2.3: Learning Strategies, Educator Learning 2.4: Sustained Professional Learning, Educator Implementing 3.1 Implementation of Learning, Educator Implementing 3.2 Coaching and Mentoring, Educator Evaluating 4.2 Changes in Educator Practice, Educator Evaluating 4.3 Changes in Students~~ 0.1 Foundation- Leadership, 1.1 Needs & Planning- Professional Learning Needs, 1.2 Needs & Planning- Professional Learning Resources, 2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Upon completion of the component, the participant will be able understand the importance of and have the ability to seamlessly integrate ~~social-emotional learning~~ Life sSkills competencies and character traits into instructional content. The participants will have a broader understanding of how ~~culturally~~

~~responsive and~~ equitable practices impact student access and learning. Knowledge about restorative practices will expand discipline options and behavior strategies.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Through engaging discussions and presentations, using virtual and in person platforms, participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented.

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

Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided paperwork is submitted)

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

1. Participants will understand the ~~Social-Emotional Learning~~ ~~Life skills~~ competencies and their impact on academic achievement.
2. Participants will develop and implement activities for students that are targeted at increasing the academic achievement and social and emotional learning of students.
3. Participants will distinguish characteristics of positive behavior interventions and supports for effective character instruction of students.
4. Participants, utilizing data, will identify areas of growth and determine effective strategies for character education of students.
5. Participants will learn how to create a positive climate and culture by intentionally promoting inclusivity and positive relations among students and staff.
6. Participants will utilize data, identify areas of growth and determine effective strategies for equitable access and practices.
7. Participants will learn how restorative practices teach social engagement through relational practices that focus on individual and community well-being and accountability.
8. Participants will be able to integrate elements of the culture of learning in lesson development and implementation.

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Methods Used - Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress).

Specific Learner Outcomes - Participants will demonstrate best instructional and integration practices regarding character education, ~~Life s~~Skills social-emotional learning, ~~e~~Equity, ~~cultural responsiveness~~, and restorative practices.

Who will use the evaluation impact data gathered?

- Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
- The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

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

- Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
- Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
- The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2021
Date Revised: April 2022, May 2023
Department: Climate and Culture

**Name(s) of Component
Author(s):**

Erika Gilbert and Kristi Gomez

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Professional Learning Communities
Component Number:	2-408-023
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	408
Local Sequence Numbers:	023
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning. CCSD is a Professional Learning Community in which teams of teachers engage in work characterized by shared purpose, collective activity and responsibility. Effective PLCs have an enduring influence on teacher practice and seek to enhance teacher knowledge of curriculum and instructional practices; therefore, it is vital that all members of the organization are continuously building communities that focus on continuous learning and improvement.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning, Domain: Evaluating Standard: 4.1: Evaluation of Professional Learning~~

- 0.1 Foundation- Leadership
- 1.1 Needs & Planning- Professional Learning Needs
- 2.1 Learning- Learning Outcomes
- 2.2 Learning- Learning Designs
- 3.1 Implementing- Implementation of Learning
- 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Educators will create a shared mission, vision and values with collaborative teams of teachers.
2. Educators will engage in collective inquiry to determine action steps based on student achievement.
3. Educators will assess students' mastery of learning objectives through various formative and summative assessment measures, including classroom assessments, standardized assessments and district progress monitoring tools.
4. Educators will analyze student data and make instructional decisions accordingly.
5. Educators will ensure that the classroom curriculum is based on standards; research-based instructional practices are utilized in the classroom; student mastery is assessed and appropriate interventions and enrichments are implemented for all students.

7. LEARNING PROCEDURES (Methods):

D- Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)

WHAT will occur during this professional learning opportunity?

Educators will collaborate with colleagues. Collaboration will focus on standards based planning, data analysis, common assessments, development of interventions, enrichments, or other teaching strategies that support student achievement.

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

Participants will meet on a regular and recurring basis with colleagues to engage in discussion, research, data analysis, planning, and reflection around the areas of collective commitment of the team.

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

1. Participants will actively participate in ongoing discussions
2. Participants will create collective commitments with the group for implementation of strategies, common assessments, common instructional strategy, or interventions, and/or enrichments.
3. Participants will bring curriculum guides, standards, and/or other materials specific to their classroom students, when needed

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Educators will assess students' mastery of learning objectives through various formative and summative assessment measures, including classroom assessments, standardized assessments and district progress monitoring tools. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community to increase their capacity to meet student needs. School based leaders may provide feedback to groups based on school wide data collection, observational walk throughs, participation in PLC model, etc. CCDS Professional Learning Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Learning Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Learning Development evaluation form at the conclusion of the course. The professional Learning development department and the facilitator of the professional learning experience will use the Professional Learning Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	May 2021, April 2022, May 2023
Department:	Professional Learning
Name(s) of Component Author(s):	Original Author- Katie Moeller Revised by Robin Bossinger (2021, 2022), Tiffany Bazemore (2023)

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Computer Science/Technology Education
Component Number:	3-003-003
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	003
Local Sequence Numbers:	003
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels using technology education tools. It will also enable administrators to recognize and evaluate effective use of technology in the classroom.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator - Learning 2.5: Use of Technology, Educator - Implementing 3.3 Web-based Resources and Assistance, School - Learning 2.5: Use of Technology, School - Implementing 3.3 Web-based Resources and Assistance, District - Planning 1.5: Integration of Initiatives, District - Learning 2.5: Use of Technology, District - Implementing 3.3 Web-based Resources and Assistance~~

2.1 Learning - Learning Outcomes

2.2 Learning - Learning Designs

3.1 Implementing - Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based standards and practices to enhance student learning in computer science and technology.
2. Demonstrate knowledge of current digital safety and security policies and practices.
3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education ~~staff~~staffs.
5. Develop knowledge and implement techniques for motivating students to digital tools and resources in their studies.
6. Develop and implement techniques that will teach students how to analyze digital information.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of computer science and technology standards, policies, and practices. Activities may include:

1. Participating in or developing a digital presentation to educate students in computer science/technology standards.
2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences, lectures, or role-playing that will enhance the use of digital tools and resources.
3. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.
4. Developing digital resources that promote student engagement with content and technology.
5. Demonstrating the ability to create and implement structures for classroom management.

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

Content may be presented in person at or via virtual meetings. Participants will receive the digital resources necessary for learning. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

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

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Administrators will observe a change in practice based on classroom walkthroughs, lesson plans, enrollment in programs (CTE), and Industry Certifications reported (CTE).

Who will use the evaluation impact data gathered?

Participants will use the knowledge to increase teacher capacity in the area of computer science/technology education and interact with the facilitator to increase understanding of CCDS digital tools and resources.

Administrators will use data for discussion to encourage continued growth in computer science/technology education.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:

October 2009

Date Revised: May 2021, [May 2023](#)
Department: Information and Technology Services
Name(s) of Component Author(s): Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Computer Science/Technology Education: Self-Paced
Component Number:	3-003-004
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	003
Local Sequence Numbers:	004
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels using technology education tools. It will also enable administrators to recognize and evaluate effective use of technology in the classroom.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator - Learning 2.5: Use of Technology, Educator - Implementing 3.3 Web-based Resources and Assistance, School - Learning 2.5: Use of Technology, School - Implementing 3.3 Web-based Resources and Assistance, District - Planning 1.5: Integration of Initiatives, District - Learning 2.5: Use of Technology, District - Implementing 3.3 Web-based Resources and Assistance~~

2.1 Learning - Learning Outcomes

2.2 Learning - Learning Designs

3.1 Implementing - Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based standards and practices to enhance student

learning in computer science and technology.

2. Demonstrate knowledge of current digital safety and security policies and practices.

3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.

4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.

5. Develop knowledge and implement techniques for motivating students to digital tools and resources in their studies.

6. Develop and implement techniques that will teach students how to analyze digital information.

7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.

8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Participants complete online learning sessions, during which they will engage in active learning and application of computer science and technology standards, policies, and practices.

Activities may include:

1. Developing a digital presentation to educate students in computer science/technology standards.

2. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.

3. Developing digital resources that promote student engagement with content and technology.

4. Demonstrating the ability to create and implement structures for classroom management.

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

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

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

Participants will engage with content during the session and reflect on their learning. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Administrators will observe a change in practice based on classroom walkthroughs, lesson plans, enrollment in programs (CTE), and Industry Certifications reported (CTE).

Who will use the evaluation impact data gathered?

Participants will use the knowledge to increase teacher capacity in the area of computer science/technology education and interact with the facilitator to increase understanding of CCDS digital tools and resources.

Administrators will use data for discussion to encourage continued growth in computer science/technology education.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2021

Date Revised: May ~~January~~ 2023 ~~N/A~~

Department: Information and Technology Services

Name(s) of Component Author(s): Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Technology - Integration into the Curriculum
Component Number:	3-007-005
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	007
Local Sequence Numbers:	005
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning, student engagement, and student behavior, as well as to create more efficient and effective learning environments at all grade levels by integrating technology into the curriculum. It will also enable administrators to recognize and evaluate effective implementation of technology in classrooms.

3. LINK(S) TO PRIORITY INITIATIVES:

Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Professional and ethical behavior

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Learning 2.5: Use of Technology, Educator Implementing 3.3 Web-based Resources and Assistance, School Learning 2.5: Use of Technology, School Implementing 3.3 Web-based Resources and Assistance, District Learning 2.5: Use of Technology, District Implementing 3.3 Web-based Resources and Assistance~~

2.1 Learning - Learning Outcomes

2.2 Learning - Learning Designs

3.1 Implementing - Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based standards and practices to enhance student learning, specifically ensuring that students can: utilize digital organization for efficiency; collaborate beyond the four walls of the classroom; achieve digital literacy for today's workplace, college, and leisure; communicate and create digital publications; become a digital citizen and manage one's digital footprint;

participate in district and state based assessments using their device.

2. Demonstrate knowledge of current digital safety and security policies and practices.
3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
5. Develop knowledge and implement techniques for motivating students to use digital tools and resources in their studies.
6. Develop and implement techniques that will teach students how to analyze digital information.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of technology integration practices. Activities may include:

1. Participating in or developing a digital presentation to present content/curriculum to students.
2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences, lectures, or role-playing that will enhance the use of digital tools and resources.
3. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.
4. Developing digital resources that promote student engagement with content and technology.
5. Demonstrating the ability to create and implement structures for classroom management.

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

Content may be presented in person at or via virtual meetings. Participants will receive the digital resources necessary for learning. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

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

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

Who will use the evaluation impact data gathered?

Participants will use the knowledge to increase teacher capacity in the area of technology integration and interact with the facilitator to increase understanding of CCDS digital tools and resources.

Administrators will use data for discussion to encourage continued growth in technology integration.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: October 2009

Date Revised: May ~~January~~ 2023 ~~May~~ 2024

Department: Information and Technology Services

**Name(s) of Component
Author(s):**

Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Technology - Integration into the Curriculum: Self-Paced
Component Number:	3-007-006
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	007
Local Sequence Numbers:	006
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning, student engagement, and student behavior, as well as to create more efficient and effective learning environments at all grade levels by integrating technology into the curriculum. It will also enable administrators to recognize and evaluate effective implementation of technology in classrooms.

3. LINK(S) TO PRIORITY INITIATIVES:

Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Professional and ethical behavior

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Learning 2.5: Use of Technology, Educator Implementing 3.3 Web-based Resources and Assistance, School Learning 2.5: Use of Technology, School Implementing 3.3 Web-based Resources and Assistance, District Learning 2.5: Use of Technology, District Implementing 3.3 Web-based Resources and Assistance~~

2.1 Learning - Learning Outcomes

2.2 Learning - Learning Designs

3.1 Implementing - Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based standards and practices to enhance student learning, specifically ensuring that students can: utilize digital organization for efficiency; collaborate beyond the four walls of the classroom; achieve digital literacy for today's workplace, college, and leisure; communicate and create digital publications; become a digital citizen and manage one's digital footprint;

- participate in district and state based assessments using their device.
2. Demonstrate knowledge of current digital safety and security policies and practices.
 3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.
 4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
 5. Develop knowledge and implement techniques for motivating students to use digital tools and resources in their studies.
 6. Develop and implement techniques that will teach students how to analyze digital information.
 7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
 8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Participants complete online learning sessions, during which they will engage in active learning and application of computer science and technology standards, policies, and practices. Activities may include:

1. Developing a digital presentation to present content/curriculum to students.
2. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.
3. Developing digital resources that promote student engagement with content and technology.
4. Demonstrating the ability to create and implement structures for classroom management.

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

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

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

Participants will engage with content during the session and reflect on their learning. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

- 1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students’ results of instruction.
- 2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

Who will use the evaluation impact data gathered?

Participants will use the knowledge to increase teacher capacity in the area of technology integration and interact with the facilitator to increase understanding of CCDS digital tools and resources.

Administrators will use data for discussion to encourage continued growth in technology integration.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2021
Date Revised: May 2023N/A
Department: Information and Technology Services
Name(s) of Component Author(s): Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Technology Backpacks
Component Number:	3-007-007
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	007
Local Sequence Numbers:	006
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning, student engagement, and student behavior, as well as to create more efficient and effective learning environments at all grade levels by utilizing CCDS digital platforms, resources, tools, and devices. It will also enable administrators to recognize and evaluate effective use of technology.

3. LINK(S) TO PRIORITY INITIATIVES:

Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Learning 2.5: Use of Technology, Educator Implementing 3.3 Web-based Resources and Assistance, School Learning 2.5: Use of Technology, School Implementing 3.3 Web-based Resources and Assistance, District Learning 2.5: Use of Technology, District Implementing 3.3 Web-based Resources and Assistance~~

2.1 Learning - Learning Outcomes

2.2 Learning - Learning Designs

3.1 Implementing - Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based standards and practices to enhance student learning, specifically ensuring that students can: utilize digital organization for efficiency; collaborate beyond the four walls of the classroom; achieve digital literacy for today's workplace, college, and leisure;

communicate and create digital publications; become a digital citizen and manage one's digital footprint; participate in district and state based assessments using their device.

2. Demonstrate knowledge of current digital safety and security policies and practices.

3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.

4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.

5. Develop knowledge and implement techniques for motivating students to use digital tools and resources in their studies.

6. Develop and implement techniques that will teach students how to analyze digital information.

7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.

8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Participants complete online learning sessions, during which they will engage in active learning and application of CCDS digital platforms, resources, tools, and devices. Activities may include:

1. Developing a digital presentation to present content/curriculum to students.

2. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.

3. Developing digital resources that promote student engagement with content and technology.

4. Demonstrating the ability to create and implement structures for classroom management.

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

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

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

Participants will engage with content during the session and reflect on their learning. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district’s instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

- 1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students’ results of instruction.
- 2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

Who will use the evaluation impact data gathered?

Participants will use the knowledge to increase teacher capacity in the area of technology integration and interact with the facilitator to increase understanding of CCDS digital tools and resources.

Administrators will use data for discussion to encourage continued growth in technology integration.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2021
Date Revised: May 2023N/A
Department: Information and Technology Services
Name(s) of Component Author(s): Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	General Technology
Component Number:	3-007-008
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	007
Local Sequence Numbers:	008
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to create more efficient and effective working/learning environments at all grade levels by utilizing CCDS digital platforms, resources, tools, and devices. It will also enable administrators to recognize and evaluate effective use of technology.

3. LINK(S) TO PRIORITY INITIATIVES:

Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (~~as per FPLS standards~~), Learning environment (~~as per FEAPS standards~~), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

2.1 Learning - Learning Outcomes

2.2 Learning - Learning Designs

3.1 Implementing - Implementation of Learning ~~Learning - Learning Outcomes~~

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based standards and practices to enhance student learning, specifically ensuring that students can: utilize digital organization for efficiency; collaborate beyond the four walls of the classroom; achieve digital literacy for today's workplace, college, and leisure; communicate and create digital publications; become a digital citizen and manage one's digital footprint; participate in district and state based assessments using their device.
2. Demonstrate knowledge of current digital safety and security policies and practices.
3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.

4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
5. Develop knowledge and implement techniques for motivating students to use digital tools and resources in their studies.
6. Develop and implement techniques that will teach students how to analyze digital information.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will engage in face to face learning sessions, during which they will engage in active learning and application of CCDS digital platforms, resources, tools, and devices. Activities may include:

1. Developing a digital presentation to present content/curriculum to students.
2. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.
3. Developing digital resources that promote student engagement with content and technology.
4. Demonstrating the ability to create and implement structures for classroom management.

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

Content will be presented in person. Participants will receive the digital resources necessary for learning. Each participant is expected to participate in live conversations during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

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

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

Who will use the evaluation impact data gathered?

Participants will use the knowledge to increase teacher capacity in the area of technology usage and interact with the facilitator to increase understanding of CCDS digital tools and resources.

Administrators will use data for discussion to encourage continued growth in technology usage.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: April 2022

Date Revised: May 2023 ~~N/A~~

Department: Information and Technology Services

Name(s) of Component Author(s): Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
Component Number:	3-100-003
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	100
Local Sequence Numbers:	003
Points to be Earned:	80
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning, Domain: Evaluating Standard: 4.1: Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
 - a. Single message
 - b. Picture communication systems
 - c. Manual communication boards
 - d. Voice output communication devices
 - e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe how to individualize a communication system for an individual student.
 - a. Identify vocabulary the student would need in specific environments.
 - b. Identify opportunities where the student would need to communicate.
7. Describe how to manipulate the classroom/school environment to promote communication, including the use of "sabotage".
8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
 - a. communication
 - b. social interactions
 - c. academics
 - d. daily living
 - e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
16. Describe how individuals with autism are included in transition planning in your district.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will engage in:
Guided inquiry

Discussion
Observation of best practices
Practice of Strategies
Cycles of Feedback
Data analysis
Lesson Planning
Facilitated Group Discussions
Case Studies
Reading Professional Texts
Action Planning
Presentations
Action Research

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

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

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

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: C- Changes in student services/support practices

Evaluation Method Student: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.

3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

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

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	April 2022
Department:	ESE
Name(s) of Component Author(s):	Peggy Williams, Revisions 2022 Rebekka Mathews

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Synergy
Component Number:	3-422-001
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	422
Local Sequence Numbers:	001
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to provide participants with the skills necessary to effectively use Synergy to record student information (assessments, assignments, attendance, communication, discipline, grades, etc.).

3. LINK(S) TO PRIORITY INITIATIVES:

Assessment and tracking student progress, Digital Learning/Technology Infusion, Instructional leadership ~~(as per FPLS standards)~~, Multi-tiered System of Supports (MTSS), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Learning 2.5: Use of Technology, Educator Learning 2.7 Coordinated Records, Educator Implementing 3.3 Web-based Resources and Assistance, School Learning 2.5: Use of Technology, School Learning 2.7 Coordinated Records, School Implementing 3.3 Web-based Resources and Assistance, District Planning 1.5: Integration of Initiatives, District Learning 2.5: Use of Technology, District Learning 2.7: Coordinated Records, District Implementing 3.3 Web-based Resources and Assistance~~

2.1 Learning - Learning Outcomes

2.2 Learning - Learning Designs

3.1 Implementing - Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Accurately and efficiently enter student data.
2. Create and analyze reports of student data.

3. Communicate effectively and efficiently with stakeholders.
4. Navigate the Synergy platform efficiently.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of best practices for entering, maintaining, and communicating student data. Activities may include:

1. Demonstrating the ability to navigate the Synergy platform.
2. Demonstrating the ability to enter student data.
3. Demonstrating the ability to create a report of student data.
4. Demonstrating the ability to communicate with stakeholders.

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

Content may be presented in person at or via virtual meetings. Participants will receive the digital resources necessary for learning. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

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

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

1. Changes in practices and teacher efficacy as measured by timely input of student data, including communication logs, assignments, grades, report cards, etc.
2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

Who will use the evaluation impact data gathered?

Participants will use the knowledge to increase teacher capacity in the area of entering, maintaining, and analyzing student data and interact with the facilitator to increase understanding of the Synergy platform.

Administrators will use data for discussion to encourage continued growth in the area of entering, maintaining, and analyzing student data

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	May January 2023 N/A
Department:	Information and Technology Services
Name(s) of Component Author(s):	Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Synergy: Self-Paced
Component Number:	3-422-002
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	422
Local Sequence Numbers:	002
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to provide participants with the skills necessary to effectively use Synergy to record student information (assessments, assignments, attendance, communication, discipline, grades, etc.).

3. LINK(S) TO PRIORITY INITIATIVES:

Assessment and tracking student progress, Digital Learning/Technology Infusion, Instructional leadership (~~as per FPLS standards~~), Multi-tiered System of Supports (MTSS), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Learning 2.5: Use of Technology, Educator Learning 2.7 Coordinated Records, Educator Implementing 3.3 Web-based Resources and Assistance, School Learning 2.5: Use of Technology, School Learning 2.7 Coordinated Records, School Implementing 3.3 Web-based Resources and Assistance, District Learning 2.5: Use of Technology, District Learning 2.7: Coordinated Records, District Implementing 3.3 Web-based Resources and Assistance~~
2.1 Learning - Learning Outcomes
2.2 Learning - Learning Designs
3.1 Implementing - Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Accurately and efficiently enter student data.
2. Create and analyze reports of student data.

3. Communicate effectively and efficiently with stakeholders.
4. Navigate the Synergy platform efficiently.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Participants complete online learning sessions, during which they will engage in active learning and application of best practices for entering, maintaining, and communicating student data. Activities may include:

1. Demonstrating the ability to navigate the Synergy platform.
2. Demonstrating the ability to enter student data.
3. Demonstrating the ability to create a report of student data.
4. Demonstrating the ability to communicate with stakeholders.

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

All content will be delivered virtually through self-paced virtual modules. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

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

Participants will engage with content during the session and reflect on their learning. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

1. Changes in practices and teacher efficacy as measured by timely input of student data, including communication logs, assignments, grades, report cards, etc.
2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

Who will use the evaluation impact data gathered?

Participants will use the knowledge to increase teacher capacity in the area of entering, maintaining, and analyzing student data and interact with the facilitator to increase understanding of the Synergy platform.

Administrators will use data for discussion to encourage continued growth in the area of entering, maintaining, and analyzing student data

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	May 2023 N/A
Department:	Information and Technology Services
Name(s) of Component Author(s):	Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
Component Number:	4-102-005
Function:	4 Assessment and Data Analysis/Problem Solving
Focus Area:	102
Local Sequence Numbers:	005
Points to be Earned:	80
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

Participants will be able to identify characteristics associated with Autism Spectrum Disorders (ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Implementing Standard: 3.1: Implementation of Learning, Domain: Evaluating Standard: 4.1: Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and its impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
 - a. criteria for determining eligibility (medical and educational)
 - b. autism-specific instruments
 - c. instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
 - a. opportunities to enhance communicative initiations and interactions;
 - b. opportunities for appropriate play and leisure activities;
 - c. self-regulation and self-control;
 - d. sensory-motor concerns and
 - e. direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.
16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.
18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques

7. LEARNING PROCEDURES (Methods):

~~A- Knowledge Acquisition- Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)~~

B- Electronic, interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

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

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

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

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: C- Changes in student services/support practices

Evaluation Method Student: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

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

What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	May 2021, May 2023
Department:	The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.
Name(s) of Component Author(s):	Peggy Williams, Revised 2023 by Rebecca Mathews

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Gifted Competency 1 - Nature and Needs
Component Number:	4-106-006
Function:	4 Assessment and Data Analysis/Problem Solving
Focus Area:	106
Local Sequence Numbers:	006
Points to be Earned:	60 points
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

Nature and Needs of Students Who Are Gifted is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. Nature and Needs of Students Who Are Gifted provides an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The historical foundation of gifted education.
- The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents.
- The process of screening and identifying students who are gifted.
- The knowledge of issues involved with planning, developing, and implementing services for students who are gifted.
- The essential role of collaboration to support students who are gifted and teachers.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio-visual aids
Laboratory activities (role-playing)
Conferences and Seminars (with proper documentation)
Distance Learning Activities (e.g. webinars)

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

Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program.

Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

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

Each participant will complete one or more of the following:

- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other: as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Changes in instructional or learning environment practices.
Changes in observed educator proficiency in implementing targeted standards or initiatives.
Results of school/teacher constructed student growth measure(s) that track student progress.
Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and progress monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	May 2021
Department:	ESE
Name(s) of Component Author(s):	Jessica Ehlinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Gifted Competency 3 - Guidance and Counseling
Component Number:	4-106-007
Function:	4 Assessment and Data Analysis/Problem Solving
Focus Area:	106
Local Sequence Numbers:	007
Points to be Earned:	60 points
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

Guidance and Counseling for the Gifted is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. This course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Select appropriate accommodations and modifications for students that are gifted.
2. Outline the development of guidance and counseling protocols for students that are gifted.
3. Recognize the importance of applied behavior analysis in order to better support student success.
4. Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.

5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective changes for how to counsel students that are gifted.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio-visual aids
Laboratory activities (role-playing)
Conferences and Seminars (with proper documentation)
Distance Learning Activities (e.g. webinars)

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

Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program.

Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

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

Each participant will complete one or more of the following:

- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership)

Standards, PD Evaluation Protocol Standards, MTSS)

Evaluation Method
Student:

F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Changes in instructional or learning environment practices.
Changes in observed educator proficiency in implementing targeted standards or initiatives.
Results of school/teacher constructed student growth measure(s) that track student progress.
Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	May 2021
Department:	ESE
Name(s) of Component Author(s):	Jessica Ehlinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Data Analysis/Assessment
Component Number:	4-401-002
Function:	4 Assessment and Data Analysis/Problem Solving
Focus Area:	401
Local Sequence Numbers:	002
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to increase knowledge and acquire skills in data analysis and assessment methods and systems to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. Through ongoing learning within this component participants will be able to implement instructional strategies that will create a more individualized learning environment. Additionally, participants will be able to recognize and evaluate research-based data analysis and assessment tools and techniques that can be used to identify student instructional needs.

3. LINK(S) TO PRIORITY INITIATIVES:

Assessment and tracking student progress, Continuous Improvement practices, Evaluation system indicators/rubrics/components

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Domain: Planning 1.1 Needs Assessment, School Domain: Planning 1.1 Needs Assessment, District Domain: Planning 1.1 Needs Assessment~~
0.1 Foundation- Leadership
1.1 Needs & Planning- Professional Learning Needs
2.1 Learning- Learning Outcomes
3.1 Implementing- Implementation of Learning
4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices/assessments to enhance student learning.
2. Demonstrate knowledge of current data analysis/assessment procedures and policies.

3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
4. Develop and implement techniques that will teach students how to analyze information and their own assessment data.
5. Demonstrate knowledge and understanding of rubrics, portfolios, effective alternative assessments, disaggregation and interpretation of student data, and formal and informal assessment strategies/techniques.
6. Develop and implement knowledge and skills of the MTSS process.

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of data analysis and assessment practices. This may include research, professional reading, expert content presentation, state level training, disaggregating data, applying structures and protocols for reviewing student work samples and for data analysis, utilization of the problem solving process, and collegial collaboration. Additionally participants may develop and implement data assessments to enhance learning, use data to make informed decisions, generate rubrics for a variety of tasks, and/or utilize and report data with accuracy.

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

Content may be presented in person at or via virtual meetings. Participants will receive necessary materials in print when applicable as well as access to online resources. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

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

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented

in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method
Student:*

B- Results of school/teacher-constructed student growth measure(s) that track student progress

- Changes in instructional or learning environment practices.
- Changes in observed educator proficiency in implementing targeted standards or initiatives.
- Results of school/teacher constructed student growth measure(s) that track student progress.
- Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will:

Use the knowledge to increase teacher capacity in the area of data analysis/assessment
Interact with the instructor to increase understanding of differentiating instruction in response to data.
CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	7/1/2010
Date Revised:	May 2021, May 2023
Department:	Professional Learning
Name(s) of Component Author(s):	Submitted by Master Inservice Plan Committee

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	MTSS Training for School Level Problem Solving Teams
Component Number:	4-415-001
Function:	4 Assessment and Data Analysis/Problem Solving
Focus Area:	415
Local Sequence Numbers:	001
Points to be Earned:	20
Primary Purpose:	H*****- No certification, job acquisition or retention purposes

2. DESCRIPTION:

Participants (School Based MTSS Problem Solving Teams) will receive training on the evidence based system of a Multi-Tiered System of Supports (MTSS) through one 8-hour professional learning session and three 4-hour follow up professional learning sessions, totaling 20 hours. The initial 8 hours of training will be focused on the current district MTSS procedures and establishing a fully functioning problem solving team at each school site. The follow up sessions will provide continued support and learning in this area as well as offer additional learning with specific MTSS concepts, based upon district need. The professional learning opportunity is specifically geared towards MTSS Lead Administrators, Intervention Team Facilitators, and other administrative designees.

3. LINK(S) TO PRIORITY INITIATIVES:

Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

0.1 Foundation- Leadership, 1.1 Needs & Planning- Professional Learning Needs, 1.2 Needs & Planning- Professional Learning Resources, 2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning

5. IMPACT AREA(S):

Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of:
Current district MTSS procedures and practices
Establishing and maintaining a fully functioning problem solving team at each school site
Additional MTSS learning, based upon district need

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend in person professional learning sessions, during which time they will receive MTSS content information, information about current District MTSS expectations and procedures, collaborate with team members, and hold discussions with colleagues concerning the content presented. Each participant will have opportunities to share and gain deeper knowledge as it pertains improving the current practice of problem solving at their individual schools.

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

All content will be presented at in person professional learning sessions. Each participant is expected to participate in collegial conversations revolving around student achievement and improved academic and behavioral outcomes for students.

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

Participants will actively engage in collegial problem solving conversations, with a focused outcome of improved academic and behavioral outcomes for students.
Participants will be responsible for disseminating information at their school site, under the direction of the school's lead administrator.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: B- Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students) will be measured by increased student academic achievement.

Who will use the evaluation impact data gathered?

Academic Services will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing an evaluation form at the conclusion of the course. Academic Services will use the evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2023 - pending board approval
Date Revised:	N/A
Department:	Academic Services/Elementary Education
Name(s) of Component Author(s):	Robin Rae

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Classroom Management
Component Number:	5-404-003
Function:	5 Classroom Management
Focus Area:	404
Local Sequence Numbers:	003
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all levels. This component will enable participants to recognize and evaluate effective classroom management strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Learning environment (as per FEAPS standards), Professional and ethical behavior

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Domain: Planning 1.1 Needs Assessment, Educator Domain: Planning 1.2: Administrator Review, Educator Domain: Planning 1.3: Professional Development Plan, Educator Domain: Learning 2.1: Learning Communities, Educator Domain: Learning 2.3: Learning Strategies, Educator Domain: Learning 2.4: Sustained Professional Learning, Educator Domain: Implementing 3.1 Implementation of Learning, Educator Domain: Implementing 3.2 Coaching and Mentoring, Educator Domain: Evaluating 4.2 Changes in Educator Practice, Educator Domain: Evaluating 4.3 Changes in Students, Educator Domain: Evaluating 4.4 Evaluation Measures~~0.1 Foundation- Leadership, 1.1 Needs & Planning- Professional Learning Needs, 1.2 Needs & Planning- Professional Learning Resources, 2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Upon successful completion of the component, all participants will be able to implement classroom

management strategies that will create a culture of learning in classrooms allowing for effective learning to take place. Participants will be able to recognize, implement, and evaluate effective research based classroom management strategies.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. Participating in and implementing professional learning communities that reflect on classroom management strategies that could be implemented to create a culture of learning and advance student learning.
2. Developing, participating in, and implementing procedures for promoting desirable student behaviors in learning environments including utilizing Positive Behavioral Interventions and Supports (PBIS) in the classroom.
3. Developing, participating in, and implementing consequences designed to reduce the occurrence of behaviors that result in exclusionary discipline in accordance with Clay County School Board policies.
4. Developing, participating in, and implementing classroom management procedures that will integrate the **effective** curriculum with academics that will enhance students' learning environment.
5. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
6. Develop and implement classroom behavior management strategies appropriate for use with high risk students.
7. Develop and implement techniques for individualizing instruction for specific high risk students.
- ~~8. Participating in and implementing distance learning activities.~~

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

Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the job performance of Student Services staff.

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

1. Demonstrate knowledge of the skills of high performing teachers such as organization, questioning techniques, effective presentations, developing and administering assessments, conferencing with parents, teaching/learning styles, ~~multiple intelligences~~, the difference between concepts, academic rules, value knowledge, laws and law-like, Learning- Target Plans, and Professional Development Plans.
2. Demonstrate knowledge of productive group work, cooperative learning, and group work.
3. Develop and implement classroom management concepts and techniques.
4. Develop knowledge of high-risk student characteristics and research-based instructional strategies designed to meet their needs.
5. Develop a variety of strategies for improving behavior management including cognitive and empirical approaches.
6. Develop and implement knowledge of cooperative discipline.
7. Demonstrate skills in teaching students from varied cultures.

- 8. Research and implement proven strategies for motivating students.
- 9. Develop and implement knowledge and skills of the MTSS process.
- 10. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

- Changes in culture of learning practices

Who will use the evaluation impact data gathered?

- Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
- The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

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

- Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
- Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
- The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: October 2009
Date Revised: May 2021, [May 2023](#)
Department: Climate and Culture
Name(s) of Component Author(s): Kristi Gomez

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Safe Crisis Management
Component Number:	6-103-005
Function:	6 School Safety/Safe Learning Environment/School Culture
Focus Area:	103
Local Sequence Numbers:	005
Points to be Earned:	60 points maximum
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective schools at all levels. It will enable participants to recognize and utilize effective de-escalation strategies for controlling crisis situations.

Upon successful completion of the component, all participants will be able to implement research-based de-escalation strategies that will create a safe learning environment. Participants will also be able to recognize and evaluate student behavior and apply safe crisis management strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Assessment and tracking student progress, Continuous Improvement practices, Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements, Job Requirement

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job

6. SPECIFIC LEARNER OUTCOMES:

The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective schools

at all levels. It will enable participants to recognize and utilize effective de-escalation strategies for controlling crisis situations.

Upon successful completion of the component, all participants will be able to implement research-based de-escalation strategies that will create a safe learning environment. Participants will also be able to recognize and evaluate student behavior and apply safe crisis management strategies.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio - visual aids
Role Playing
Physical skills demonstration
Conferences and Seminars

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

Discussion
Role Playing
Reading and Reviewing material
Physical Skills Practice

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

Each participant will report any use of Emergency Safety Physical Intervention and maintain annual certification in Safe Crisis Management

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented

in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method
Student:

D- Observation of student performance

Observation of student behavior

Who will use the evaluation impact data gathered?

Teacher, Assistants, IEP team, Administrators, District Level Employees

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

Periodic assessments to determine the degree to which the component is impacting teacher use of de-escalation strategies.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	May 2021
Department:	Climate and Culture
Name(s) of Component Author(s):	Jennifer Zimmerman

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Student Services - A Safe Learning Environment
Component Number:	6-404-001
Function:	6 School Safety/Safe Learning Environment/School Culture
Focus Area:	404
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to establish an inviting and safe learning environment for students at all grade levels. This component will enable participants to recognize and evaluate effective strategies and techniques for creating a safe, positive place for learning.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Learning environment (as per FEAPS standards), Professional and ethical behavior

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator-Planning 1.1 Needs Assessment, Educator-Planning 1.2: Administrator Review, Educator-Planning 1.3: Professional Development Plan, Educator-Learning 2.1: Learning Communities, Educator-Learning 2.3: Learning Strategies, Educator-Learning 2.4: Sustained Professional Learning, Educator-Implementing 3.1 Implementation of Learning, Educator-Implementing 3.2 Coaching and Mentoring, Educator-Evaluating 4.2 Changes in Educator Practice, Educator-Evaluating 4.3 Changes in Students~~
0.1 Foundation- Leadership, 1.1 Needs & Planning- Professional Learning Needs, 1.2 Needs & Planning- Professional Learning Resources, 2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Upon successful completion of the component, all participants will be able to ~~+~~ implement strategies that will create safe learning environments. Participants will be able to recognize and evaluate procedures and research-based best practices in eliminating any physical, cultural, or mental health ~~concerns threats~~—or barriers that may

interfere with the academic achievement of students.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be implemented to advance student learning.
2. Participating in and implementing suicide prevention strategies with students and adults to enhance health, safety, while reducing risk.
3. Participating in and implementing Positive Behavioral Interventions and Supports (PBIS), a research-based Tier 1, schoolwide behavioral program.
4. Participating in and implementing techniques of crisis intervention training.
5. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
6. Participating in and implementing Youth Mental Health First Aid (YMHFA) strategies with students and adults to enhance health and safety while reducing risk.
7. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
8. Participating in and implementing distance learning activities.

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

Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the job performance of Student Services staff.

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

1. Demonstrate knowledge of analyzing data to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
2. Demonstrate knowledge of legal and ethical issues and implement effective methods of communication, consultation, and collaboration with students, families, parent/guardians, administrators, general education teachers, and other professionals as equal partners in educational teams.
3. Develop and implement research-based concepts and models to improve racial/ethnic relations and understandings among students.
4. Develop and implement research-based intervention strategies for conflict prevention and resolution of student/faculty conflicts.
5. Implement established procedures within schools in the event of an emergency ~~or catastrophic event~~.
6. Identify and implement behavioral interventions that promote and support safety in the learning environment.
7. Recognize and apply the laws, rules, policies, and established procedures that are required in providing a safe place to learn.
8. Develop knowledge and effective implementation of the MTSS process.
9. Identify effective classroom practices that promote human rights for developing an understanding and

appreciation of diversity.

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

- Changes in instructional or learning practices
- Changes in observed educator proficiency in implementing targeted standards or initiatives

Who will use the evaluation impact data gathered?

- Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
- The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

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

- Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
- Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
- The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:

October 2009

Date Revised: May 2021, [May 2023](#)

Department: Climate and Culture

Name(s) of Component Author(s): Laura Fogarty, Erika Gilbert, Kristi Gomez, and Heather McDonald

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title: Student Services - Social, Counseling, Psychological, and Health
Component Number: 6-409-001
Function: 6 School Safety/Safe Learning Environment/School Culture
Focus Area: 409
Local Sequence Numbers: 001
Points to be Earned: 1-120
Primary Purpose: C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning, improve student behavior, recognize multicultural issues, and create more efficient and effective schools at all grade levels. This component will enable participants to recognize and evaluate effective student services procedures and learning strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Learning environment (as per FEAPS standards), Professional and ethical behavior

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Domain: Planning Standard: 1.1: Professional Learning Needs~~ 0.1 Foundation- Leadership; 1.1 Needs & Planning- Professional Learning Needs; 1.2 Needs & Planning- Professional Learning Resources

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Upon successful completion of the component, all participants will be able to implement strategies that will create a more responsive and engaged learning environment. Participants will be able to recognize and evaluate research-based academic interventions and best practices to eliminate physical, cultural, or mental health ~~concerns~~ ~~threats~~ or barriers that may interfere with a student's academic achievement.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. Participating in and implementing suicide prevention strategies with students and adults to enhance health, and safety, while reducing risk.
2. Participating in and implementing schoolwide, research based positive behavioral interventions and supports (PBIS) and restorative practices programs.
3. Participating in and implementing crisis intervention practices.
4. Develop and implement appropriate strategies and resources to assess ↵ students' interests, abilities, and/or aptitudes.
5. Develop and implement the cognitive, psychomotor, and affective strategies ↵ appropriate for use in supporting students.
6. Participating in and implementing distance learning activities.
7. Participating in and implementing Youth Mental Health First Aid (YMHFA) strategies with students and adults to enhance health and safety while reducing risk.
8. Participating in and implementing a school wide program focused on student safety and prevention.
9. Participating in and implementing a school wide [Life Skills social and emotional learning \(SEL\)](#) program.

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

Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the job performance of Student Services staff.

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

1. Demonstrate knowledge of and skills in analyzing data to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
2. Demonstrate knowledge of legal and ethical issues involved in the social, counseling, psychological, and health issues in the schools.
3. Establish and implement effective methods of communication, consultation, and collaboration among students, families, parent(s)/guardians, administrators, general education teachers, and other professionals as equal partners in education teams.
4. Develop and implement methods of accommodating assessment, instruction, and materials to meet individual student needs.
5. Develop and implement knowledge of transition planning from elementary to secondary education to develop desired post-school outcomes.
6. Identify and deliver methods/techniques to generate a dropout retrieval program.
7. Implement the knowledge of state and federal legislation affecting the education of students by adapting that knowledge to academic and career planning for post-school outcomes.
8. Develop and implement research-based concepts and models to improve racial/ethnic relations and understandings among students and faculties.
9. Demonstrate knowledge and implement new testing instruments and evaluation techniques for all

forms of assessment.

10. Analyze and relate current information regarding scholarships, financial aid, and ~~transitional~~ trends in education.
11. Identify and use current laws, rules, policies, and procedures in managing student records.
12. Knowledge in analyzing and maintaining student attendance records.
13. Develop and implement research-based models that promote parent involvement and parent support.
14. Develop and implement knowledge and skills in the Multi Tiered System of Support process.
15. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

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

<i>Evaluation Method Staff:</i>	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
<i>Evaluation Method Student:</i>	B- Results of school/teacher-constructed student growth measure(s) that track student progress

- Changes in instructional or learning practices
- Changes in observed educator proficiency in implementing targeted standards or initiatives

Who will use the evaluation impact data gathered?

- Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
- The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

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

- Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
- Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2010
Date Revised:	May 2021, May 2023
Department:	Climate and Culture
Name(s) of Component Author(s):	Laura Fogarty, Erika Gilbert, Kristi Gomez, and Heather McDonald

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Youth Mental Health First Aid
Component Number:	6-409-001
Function:	6 School Safety/Safe Learning Environment/School Culture
Focus Area:	409
Local Sequence Numbers:	001
Points to be Earned:	120
Primary Purpose:	D- Other Professional Certificate/License Renewal

2. DESCRIPTION:

Learn a 5-step action plan that helps you to take action in understanding and responding to mental health challenges and crises in young people.

Youth Mental Health First Aid teaches you how to recognize signs and symptoms, identify, understand and respond to signs of mental illness and substance use disorders in youth. This training gives adults who work with youth the skills they need to reach out and provide initial support to children and adolescents (ages 6-18) who may be developing a mental health or substance use problem and help connect them to needed care.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources~~
1.1 Needs & Planning- Professional Learning Needs
1.2 Needs & Planning- Professional Learning Resources
3.1 Implementing- Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Once you are certified in Youth Mental Health First Aid, you will be able to:

-Identify the common mental health concerns among youth

- Reduce stigma
- Recognize the signs and symptoms of mental health and substance use problems in youth
- Use a 5-step action plan to help a youth who may be facing a mental health problem or crisis, such as suicide.

Participants earn a three-year certification upon completion.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. Participating in and implementing suicide prevention strategies with students and adults to enhance health, and safety, while reducing risk.
2. Participating in and implementing crisis intervention practices.
3. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
4. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in supporting students.
5. Participating in and implementing Youth Mental Health First Aid (YMHFA) strategies with students and adults to enhance health and safety while reducing risk.
6. Participating in and implementing a school wide program focused on student safety and prevention.
7. Participating in and implementing a school-wide ~~life skills social and emotional learning (SEL)~~ program.

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

Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the job performance of Student Services staff.

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

1. Informs adults about common mental health concerns among youth.
2. Demonstrate knowledge of and skills in analyzing data to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
3. Establish and implement effective methods of communication, consultation, and collaboration among students, families, parent/guardians, administrators, general education teachers, and other professionals as equal partners in education teams.
4. To reduce the stigmas for people with Mental Illness.
5. To teach adults how to recognize signs and symptoms of mental health and substance use problems in youth.
6. To provide adults with skills to use a 5-step action plan to help a youth who may be facing a mental health problem or crisis., such as suicide.
7. Develop and implement research-based models that promote parent involvement and parent support.

8. Develop and implement knowledge and skills in the Multi Tiered System of Support process.

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

- Changes in instructional or learning practices
- Changes in observed educator proficiency in implementing targeted standards or initiatives.

Who will use the evaluation impact data gathered?

- Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
- The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

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

- Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
- Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
- The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: April 2022
Date Revised: May 2023 ~~N/A~~
Department: Climate and Culture
Name(s) of Component Author(s): Karen Olley

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Basic Life Saving Training
Component Number:	6-414-002
Function:	6 School Safety/Safe Learning Environment/School Culture
Focus Area:	414
Local Sequence Numbers:	002
Points to be Earned:	120
Primary Purpose:	D- Other Professional Certificate/License Renewal

2. DESCRIPTION:

This component is designed to train participants on adult and pediatric CPR (Cardiopulmonary Resuscitation), choking, bleeding control, bandaging, splinting, trauma & medical emergencies, shock, burn care, safety, and accessing 9-1-1 services. Also included is an introduction to AEDs (Automatic External Defibrillator). This component trains the first aid provider/lay person responder what to do until EMS (Emergency Medical Service) arrives. This is a certification course which will require continuing education and re-current training as required.

3. LINK(S) TO PRIORITY INITIATIVES:

Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Not significantly related to any PL Standard

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will gain knowledge on how to identify Sudden Cardiac Arrest (SCA) and how to respond to SCA with the application of Cardiopulmonary Resuscitation (CPR), use of an AED, and use of the Heimlich maneuver to clear obstructed airway in choking.

2. Participants will gain knowledge of the curriculum and concepts necessary to successfully teach basic life support/CPR as prescribed by the American Heart Association or American Red Cross.

3. Participants will gain knowledge on how to identify and react to basic life saving functions; clearing an airway, artificial breathing, artificial circulations, controlling the loss of blood flow, poisons, and trauma shock.
4. Participants will demonstrate CPR and FBAO (Foreign Body Airway Obstruction) skills for evaluation according to standards established by the American Heart Association and the American Red Cross.
5. Participants will demonstrate knowledge of the specific hands-on procedures needed to teach the actual administration of CPR to individuals.
6. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

One of the following will occur:

1. A three-day workshop will be conducted by a certified trainer in BLS/CPR and First Aid.
2. A sixteen-hour workshop, which will include lectures, demonstrations, and an emergency first aid video, will be conducted.
3. Participants will be involved in simulated emergency rescue situations in order to demonstrate acquisition of skills.
4. An eight-hour course of instruction on Basic Life Support and First Aid Training.
5. A four-hour course of instruction and testing is required for the adult-only certification. An additional two hours are required to add the pediatric certification.

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

One of the following:

1. In person workshop
2. Virtual Red Cross Curriculum
3. Both listed above

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

Participant shall successfully demonstrate increased competency on the written objectives established by the provider with a minimum passing score of 80%. The participant will successfully complete all evaluation criteria to become certified by the American Heart Association or the American Red Cross.

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation,

conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

The instructor will submit to the facilitator a summary of the pass/fail rate of the participants post-assessment. At least 90% of participants shall demonstrate increased skill or knowledge.

Who will use the evaluation impact data gathered?

All coaches will be certified in the district to be in compliance with the Zachary Martin Act

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

Participants will be certified in CPR/AED/First Aid following training

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	May 2021
Department:	K-12 Academic Services- Athletics
Name(s) of Component Author(s):	John Sgromolo

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Basic Life Saving Training (ESE)
Component Number:	6-414-002
Function:	6 School Safety/Safe Learning Environment/School Culture
Focus Area:	414
Local Sequence Numbers:	002
Points to be Earned:	120
Primary Purpose:	D- Other Professional Certificate/License Renewal

2. DESCRIPTION:

This component is designed to train participants on adult and pediatric CPR (Cardiopulmonary Resuscitation), choking, bleeding control, bandaging, **splinting**, trauma & medical emergencies, shock, burn care, **first aid review**, safety, and accessing 9-1-1 services. Also included is an introduction to AEDs (Automatic External Defibrillator). This component trains the first aid provider/lay person responder what to do until EMS (Emergency Medical Service) arrives. This is a certification course which will require continuing education and re-current training as required.

3. LINK(S) TO PRIORITY INITIATIVES:

Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Not significantly related to any PL Standard

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will gain knowledge on how to identify Sudden Cardiac Arrest (SCA) and how to respond to SCA with the application of Cardiopulmonary Resuscitation (CPR), use of an AED, and use of the **Heimlich anti-choking** maneuver to clear obstructed airway in choking.
2. Participants will gain knowledge of the curriculum and concepts necessary to successfully teach basic life support/CPR as prescribed by the American Heart Association or American Red Cross.
3. Participants will gain knowledge on how to identify and react to basic life saving functions; clearing an airway, artificial breathing, artificial circulations, controlling the loss of blood flow, poisons, and trauma shock.
4. Participants will demonstrate CPR and FBAO (Foreign Body Airway Obstruction) skills for evaluation according to standards established by the American Heart Association and the American Red Cross.

5. Participants will demonstrate knowledge of the specific hands-on procedures needed to teach the actual administration of CPR to individuals.
6. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

One of the following will occur:

1. A three-day workshop will be conducted by a certified trainer in BLS/CPR and First Aid.
2. A sixteen-hour workshop, which will include lectures, demonstrations, and an emergency first aid video, will be conducted.
3. Participants will be involved in simulated emergency rescue situations in order to demonstrate acquisition of skills.
4. An eight-hour course of instruction on Basic Life Support and First Aid Training.
5. A four-hour course of instruction and testing is required for the adult-only certification. An additional two hours are required to add the pediatric certification.

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

One of the following:

1. In person workshop
2. Virtual Red Cross Curriculum
3. Both listed above

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

Participant shall successfully demonstrate increased competency on the written objectives established by the provider with a minimum passing score of 80%. The participant will successfully complete all evaluation criteria to become certified by the American Heart Association or the American Red Cross.

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on

educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

*Evaluation Method
Student:*

G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

The instructor will submit to the facilitator a summary of the pass/fail rate of the participants post-assessment. At least 90% of participants shall demonstrate increased skill or knowledge.

Who will use the evaluation impact data gathered?

All health assistants, nurses, and clinic relief staff will be certified in the district.

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

Participants will be certified in CPR/AED/First Aid following training.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	May 2023 N/A
Department:	ESE (9005)
Name(s) of Component Author(s):	Teresa Carlson

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Clinical Educator Training
Component Number:	7-409-001
Function:	7 Management/Leadership/Planning
Focus Area:	409
Local Sequence Numbers:	001
Points to be Earned:	60
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by training teacher leaders to serve in a support capacity for teacher candidates, new teachers, and teachers on temporary certification seeking their professional credentialing. Teacher leaders will seek to enhance their knowledge of curriculum and instructional practices, as well as adult learning strategies. Effective training, support, and monitoring of high impact practices, combined with data analysis, continual professional improvement, and targeted feedback can enhance the quality of instruction for all students within the organization.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Professional and ethical behavior.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Foundation- Leadership, Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will:

- employ knowledge of growth mindset as a foundation for their guidance and support of developing teachers
- demonstrate a knowledge of the effective planning
- identify and evaluate methods for observation and data collection
- demonstrate knowledge and effective implementation of professional learning based on analysis of need

- provide high quality non-judgemental feedback, focused on data, that supports continued growth for the developing teacher
- foster reflection through use of purposeful questioning
- model reflection and growth mindset by making thinking and planning processes visible
- demonstrate the ability to deal with interpersonal process, such as collaboration, conflict management, problem solving and decision making, that accompany change efforts

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process (focused on modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of effective clinical educator practices as outline by FLDOE model. This may include professional reading, expert content presentation, state level training, lesson planning, data analysis, role play coaching conversations, utilizing observational tools, and/or collegial collaboration.

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

Content may be presented in person at or via virtual meetings. Participants will receive necessary materials in print when applicable as well as access to online resources. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices within their role.

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

1. Participants will actively participate in ongoing discussions
2. Participants will adhere to all ethical and professional standards and maintain confidentiality as appropriate
3. Participants will reflect on their areas of strength and opportunities for development and advocate for training, support and/or leading to get the most from their professional learning experience
3. Participants will apply their learning to support the ongoing development of teacher candidates, and others whom they are able to mentor.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: G- Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues)

Evaluation Method Student: G- Did not evaluate student outcomes as “evaluation method, staff” is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

The leader will review any and all available data to evaluate decisions for effectiveness, equity, intended and actual outcome; then implement follow-up actions; and revise as needed

Who will use the evaluation impact data gathered?

Participants will use the data gathered to increase capacity to provide ongoing targeted feedback and support for developing teachers.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	N/A
Department:	Professional Learning
Name(s) of Component Author(s):	Robin Bossinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Mentorship and Instructional Coaching
Component Number:	7-409-002
Function:	7 Management/Leadership/Planning
Focus Area:	409
Local Sequence Numbers:	002
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by training teacher leaders to serve in a support capacity for teacher candidates, new teachers, and teachers on temporary certification seeking their professional credentialing. Teacher leaders will participate in ongoing learning which may include evaluating and applying research-based instructional strategies, knowledge of curriculum and instructional practices, as well as adult learning strategies. Effective training, support, and monitoring of high impact practices, combined with data analysis, continual professional improvement, and targeted feedback can enhance the quality of instruction for all students within the organization.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Professional and ethical behavior

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

0.1 Foundation- Leadership, 1.1 Needs & Planning- Professional Learning Needs, 2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will:
-employ knowledge of growth mindset as a foundation for their guidance and support of developing

teachers

- demonstrate a knowledge of the effective planning to include both management and instructional rigor elements
- utilize FEAPs to govern goal setting and areas of focus with developing teachers
- demonstrate knowledge and effective implementation of professional learning based on analysis of need
- provide high quality non-judgemental feedback, focused on data, that supports continued growth for the developing teacher
- foster reflection through use of purposeful questioning
- model reflection and growth mindset by making thinking and planning processes visible when modeling, co-teaching, and offering job-embedded support
- demonstrate the ability to deal with interpersonal process, such as collaboration, conflict management, problem solving and decision making, that accompany change efforts

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process (focused on modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of effective coaching and mentorship practices. This may include research, professional reading, expert content presentation, state level training, lesson planning, data analysis, role play coaching conversations, utilizing observational tools, and/or collegial collaboration. Participants may also plan for learning in action where coaching is observed by peers and/or school and district leaders for feedback on practices once implemented.

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

Content may be presented in person at or via virtual meetings. Participants will receive necessary materials in print when applicable as well as access to online resources. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices with developing teachers they are supporting, or as otherwise applicable to their role.

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

1. Participants will actively participate in ongoing discussions
2. Participants will adhere to all ethical and professional standards and maintain confidentiality as appropriate
3. Participants will reflect on their areas of strength and opportunities for development and advocate for training, support and/or leading to get the most from their professional learning experience
3. Participants will apply their learning to support the ongoing development of teacher candidates, and others whom they are able to mentor.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection

on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

Evaluation Method Student: G- Did not evaluate student outcomes as “evaluation method, staff” is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

The leader will review any and all available data to evaluate decisions for effectiveness, equity, intended and actual outcome; then implement follow-up actions; and revise as needed.

Who will use the evaluation impact data gathered?

Participants will use the data gathered to increase capacity to provide ongoing targeted feedback and support for developing teachers.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2023- Pending Board Approval

Date Revised: N/A

Department: Professional Learning

Name(s) of Component Author(s): Robin Bossinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Athletic Leadership Best Practices
Component Number:	7-507-001
Function:	7 Management/Leadership/Planning
Focus Area:	507
Local Sequence Numbers:	001
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

This component will improve knowledge of athletic coaches and athletic directors through the use of effective PLC style meetings along with direct instruction of best practices in the field of athletic leadership.

3. LINK(S) TO PRIORITY INITIATIVES:

Collegial learning practices, Continuous Improvement practices, Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Athletic Director Development

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Domain: Foundation Standard: 0.1: Leadership, Educator Domain: Learning 2.3: Learning Strategies, District Domain: Learning 2.5: Use of Technology, Educator Domain: Implementing 3.2 Coaching and Mentoring~~

2.1 Learning- Learning Outcomes

3.1 Implementing- Implementation of Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of:

1. Athletic leadership best practices
2. Team and school branding and marketing
3. Effective social media implementation

4. How to build revenue streams for team/department,
5. Best practices in positive coaching
6. Community relations
7. Effective facility management
8. Game management
9. Conflict resolution skills
10. Coaching retention and recruitment practices

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Coach participants will have opportunities to model, observe implementation and provide guided feedback to the teacher participants throughout the project. Each participant will have opportunities to share and gain deeper knowledge as it pertains to athletic leadership best practices in interscholastic athletics.

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

All content will be presented via in person professional development meetings/ workshops.

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

Participants will actively participate in group meetings and discussions, including but not limited to group share out/presentations.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school

level processes for tracking student progress)

*Evaluation Method
Student:*

D- Observation of student performance

Changes in athletic department practices and coaching efficacy as measured by student athlete experience, revenue streams and overall athletic program efficacy.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase leadership capacity in the area of interscholastic athletics.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	NA May 2023
Department:	Academic Services K-12 Athletics
Name(s) of Component Author(s):	John Sgromolo

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Administrator Development
Component Number:	7-507-016
Function:	7 Management/Leadership/Planning
Focus Area:	507
Local Sequence Numbers:	016
Points to be Earned:	180
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to implement strategies which improve student learning, student behavior, and create more efficient and effective schools at all levels. The Florida Principal Leadership Standards will serve as a guide and objectives for the collective learning, application, and evaluation of the component.

3. LINK(S) TO PRIORITY INITIATIVES:

Collegial learning practices, Continuous Improvement practices, Evaluation system indicators/rubrics/components, Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Organizational leadership proficiencies (as per FPLS), Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Domain: Foundation Standard: 0.1: Leadership, School Domain: Planning 1.1 Needs Assessment, School Domain: Planning 1.2: Administrator Review, School Domain: Planning 1.3: Professional Development Plan, School Domain: Learning 2.1: Learning Communities, School Domain: Learning 2.2: Content Focused, School Domain: Learning 2.3: Learning Strategies, School Domain: Learning 2.4: Sustained Professional Learning, School Domain: Learning 2.5: Use of Technology, School Domain: Implementing 3.1 Implementation of Learning, School Domain: Evaluating 4.1 Implementing the Plan, School Domain: Evaluating 4.2 Changes in Educator Practice, School Domain: Evaluating 4.3 Changes in Students, School Domain: Evaluating 4.4 Evaluation Measures, School Domain: Evaluating 4.5 Use of Results~~

0.1 Foundation- Leadership
1.1 Needs & Planning- Professional Learning Needs
1.2 Needs & Planning- Professional Learning Resources
2.1 Learning- Learning Outcomes
2.2 Learning- Learning Designs
3.1 Implementing- Implementation of Learning
4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted,
Repetitive practice leading to changes in proficiency of educator or leader on the job

6. SPECIFIC LEARNER OUTCOMES:

Participants will:

- understand and apply the Florida Principal Standards
- develop and demonstrate knowledge of effective practices in evaluation procedures
- identify, develop, and implement appropriate technologies for instruction, assessment, and/or management
- establish and oversee professional learning communities based upon individual and/or collective needs identified in student assessment data, climate and culture surveys, and/or other evaluation instruments
- identify effective practices that promote **student achievement and engagement** ~~human rights and opportunities for developing an understanding and appreciation of diversity~~
- employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, and collaborate with colleagues concerning the content presented.

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

Content may be presented in person or via virtual meetings. Participants will receive necessary materials in print when applicable as well as access to online resources. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

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

1. Participants will actively participate in ongoing discussions
2. Participants will adhere to all ethical and professional standards and maintain confidentiality as appropriate
3. Participants will apply their learning to support the ongoing development and/or management of the school staff, students, and/or resources

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

Evaluation Method Student: G- Did not evaluate student outcomes as “evaluation method, staff” is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

The leader will review any and all available data to evaluate decisions for effectiveness, equity, intended and actual outcome; then implements follow-up actions; and revises as needed

Who will use the evaluation impact data gathered?

Participants will use the data gathered to increase capacity to provide ongoing targeted feedback and support at their school site.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: 7/1/2010

Date Revised: May 2021, **May 2023**

Department: Professional Learning

Name(s) of Component Author(s): Original Author- unknown, Revisions: Robin Bossinger (2021), **Jennifer Shepard (2023)**

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Instructional Leadership
Component Number:	7-517-001
Function:	7 Management/Leadership/Planning
Focus Area:	517
Local Sequence Numbers:	001
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by recognizing and evaluating research-based instructional strategies. Leaders will seek to enhance their knowledge of curriculum and instructional practices, as well as adult learning strategies. Effective training, support, and monitoring of high impact practices, combined with data analysis, continual professional improvement, and targeted feedback can enhance the quality of instruction for all students within the organization.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Domain: Foundation Standard: 0.1: Leadership, School Domain: Planning 1.1 Needs Assessment, School Domain: Planning 1.2: Administrator Review, School Domain: Planning 1.3: Professional Development Plan, School Domain: Learning 2.1: Learning Communities, School Domain: Learning 2.2: Content Focused, School Domain: Learning 2.3: Learning Strategies, School Domain: Learning 2.4: Sustained Professional Learning, School Domain: Learning 2.5: Use of Technology, School Domain: Implementing 3.1 Implementation of Learning, School Domain: Evaluating 4.1 Implementing the Plan, School Domain: Evaluating 4.2 Changes in Educator Practice, School Domain: Evaluating 4.3 Changes in Students~~

0.1 Foundation- Leadership
1.1 Needs & Planning- Professional Learning Needs
1.2 Needs & Planning- Professional Learning Resources
2.1 Learning- Learning Outcomes
2.2 Learning- Learning Designs
3.1 Implementing- Implementation of Learning
4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will:

- demonstrate a knowledge of effective planning for school improvement
- identify and evaluate effective instructional practices
- demonstrate knowledge and effective implementation of professional learning based on analysis of need
- participate in the monitoring and evaluation of current school/district improvement plans
- demonstrate the ability to deal with interpersonal process, such as collaboration, conflict management, problem solving and decision making, that accompany change efforts

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process (focused on modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of effective instructional practices. This may include research, professional reading, expert content presentation, state level training, unpacking standards, data analysis, and/or collegial collaboration. Participants may also plan for the roll out of new learning to their faculty and staff as well as monitoring and feedback of practices once implemented.

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

Content may be presented in person at or via virtual meetings. Participants will receive necessary materials in print when applicable as well as access to online resources. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

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

1. Participants will actively participate in ongoing discussions
2. Participants will adhere to all ethical and professional standards and maintain confidentiality as appropriate
3. Participants will reflect on their areas of strength and opportunities for development and advocate for training, support and/or leading to get the most from their professional learning experience
3. Participants will apply their learning to support the ongoing development and/or management of the school staff, students, and resources

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection

on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

The leader will review any and all available data to evaluate decisions for effectiveness, equity, intended and actual outcome; then implement follow-up actions; and revise as needed

Who will use the evaluation impact data gathered?

Participants will use the data gathered to increase capacity to provide ongoing targeted feedback and support at their school site.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	7/1/2010
Date Revised:	May 2021, May 2023
Department:	Professional Learning
Name(s) of Component Author(s):	Original Author- unknown Revisions: Robin Bossinger (2021), Jennifer Shepard (2023)

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title: Food and Nutrition Services Training
Component Number: 8-005-001
Function: 8 General Support
Focus Area: 005
Local Sequence Numbers: 001
Points to be Earned: 120
Primary Purpose: H*****- No certification, job acquisition or retention purposes

2. DESCRIPTION:

1. Food and Nutrition Services professionals will increase their knowledge of food safety and sanitation practices.
2. Food and Nutrition Services professionals will learn the safe use of equipment and how to ensure a safe working environment.
3. Food and Nutrition Services professionals will identify discrimination and sensitivity awareness through Civil Rights training.
4. Food and Nutrition Services professionals will identify effective practices of conflict management and resolution.
5. School Food Service professionals will learn the required compliance components of school meals to receive Federal reimbursement.
6. Food and Nutrition Services professionals will learn compliance components of school meals to ensure guidelines outlined by the Florida Department of Agriculture and Consumer Services, USDA, and the local health department are followed.
7. Food and Nutrition Services professionals will identify the tools needed to plan, prepare, and purchase healthy food to create nutritious, safe, and enjoyable school meals.

3. LINK(S) TO PRIORITY INITIATIVES:

Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Not significantly related to any PL Standard

5. IMPACT AREA(S):

Repetitive practice leading to changes in proficiency of educator or leader on the job

6. SPECIFIC LEARNER OUTCOMES:

1. Implement their Increased knowledge of food safety and sanitation practices to ensure the health and well being of our students.
2. Maintain a safe working environment and demonstrate safe equipment use.
3. Identify discrimination and sensitivity awareness through Civil Rights training.
4. Identify effective practices of conflict management and resolution.
5. Implement and understand the required compliance components of school meals to receive Federal reimbursement.
6. Implement and understand the compliance components of school meals to ensure guidelines outlined by the Florida Department of Agriculture and Consumer Services, USDA, and the local health department are followed.
7. Correctly identify the tools needed to plan, prepare, and purchase healthy food to create nutritious, safe, and enjoyable school meals.
8. Have a better overall understanding of the Food and Nutrition Services Department to include both state and federal regulations.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend training relevant to their job duties. Required training topic areas will vary according to position and job requirements. Training is conducted online and in person.

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

1. In person Manager/Intern Meetings
2. Online
3. Onsite

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

1. Participants will demonstrate proficiency in the content presented in the workshop.
2. Participants will demonstrate proficiency with the procedures demonstrated in the workshop or classroom environment.
3. Participants will demonstrate proficiency in all aspects of safety in the work or classroom environment.

8. IMPLEMENTATION/MONITORING PROCEDURES:

T- Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Changes in implementation of proficiency, procedures and safety as measured by interactive participation.

Who will use the evaluation impact data gathered?

CCDS Food and Nutrition Services Department and Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2023-pending board approval

Date Revised: N/A

Department: Food and Nutrition Services

Name(s) of Component Author(s): Susan Glover

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Nurses Health Services Training
Component Number:	8-005-002
Function:	8 General Support
Focus Area:	005
Local Sequence Numbers:	002
Points to be Earned:	120
Primary Purpose:	H*****- No certification, job acquisition or retention purposes

2. DESCRIPTION:

1. Participants will increase their knowledge with state and local School Health requirements.
2. Participants will increase effectiveness by maintaining state standards in the Health room.
3. Participants will become proficient in charting medical information in computer systems.
4. The participants will become knowledgeable in our school health policies and procedures for the CCDS.
5. Participants will maintain certification and/or licensure as defined by their job description.
6. Support employees shall acquire skills needed to maintain the health room.
7. Identify effective practices, as well as evidence based practices that promote human rights for developing and understanding and an appreciation for diversity.

3. LINK(S) TO PRIORITY INITIATIVES:

Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Not significantly related to any PL Standard

5. IMPACT AREA(S):

Repetitive practice leading to changes in proficiency of educator or leader on the job

6. SPECIFIC LEARNER OUTCOMES:

Specific Learner Objectives may include:

1. Receiving certification in the administration of Narcan.
2. Participating in and learning the CCDS health room policies and procedures.
3. Learning how to set up the health room to match best practices.
4. Becoming familiar with the required text and health manual to effectively run the health room.
5. Becoming proficient in learning the required forms and care plans needed for the health room.
6. Demonstrating increased skills in problem solving.

7. Receiving training so that they can teach other on medication administration.
8. Demonstrating increased knowledge of local, state, and national statutes.
9. Increasing skill in safe working practices.
10. Developing skills in building the team concept in the workplace, and in working and interacting successfully with fellow employees.
11. Increasing skills in the use of computer software programs related to the employees' specific job assignment.
12. Increasing skills in effectively managing, training and directing personnel that may assist in the classroom or health room.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Participants will interact with visual learning aids to support learning objectives.

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

One or more of the following:

1. In person workshop
2. Classroom Collaboration

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

1. Participants will demonstrate proficiency in the content presented in the workshop.
2. Participants will demonstrate proficiency with the procedures demonstrated in the workshop or clinical environment.
3. Participants will demonstrate proficiency in all aspects of safety in the work or classroom environment.

8. IMPLEMENTATION/MONITORING PROCEDURES:

T- Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job

responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student:

Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Changes in implementation of proficiency, procedures and safety as measured by interactive participation.

Who will use the evaluation impact data gathered?

CCDS Health Services Department and Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2023-pending board approval
Date Revised:	N/A
Department:	Health Services
Name(s) of Component Author(s):	Kristin Reibe

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title: Transportation Services Training
Component Number: 8-014-001
Function: 8 General Support
Focus Area: 014
Local Sequence Numbers: 001
Points to be Earned: 120 maximum points
Primary Purpose: H*****- No certification, job acquisition or retention purposes

2. DESCRIPTION:

1. Participants will increase the quality of their work area by increasing knowledge of school bus transportation laws and regulations.
2. Participants will increase effectiveness by maintaining safe work practices and procedures.
3. Participants will become proficient in the skills required to conduct their daily job.(Bus Drivers- road skill training course, Bus Monitors- skills lab, etc.)
4. The Support Services Personnel shall perform more efficiently and effectively in support of the district's goals related to pupil transportation.
5. Participants will achieve or maintain certification and/or licensure as defined in the specific objective.
6. Support employees shall acquire skills in achieving a positive learning environment for all students.
7. Identify effective practices that promote human rights for developing an understanding and an appreciation for diversity.

3. LINK(S) TO PRIORITY INITIATIVES:

Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Not significantly related to any PL Standard

5. IMPACT AREA(S):

Repetitive practice leading to changes in proficiency of educator or leader on the job

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will obtain certificates of completion of required classroom 8 hour training.
2. Participants will complete road course and master any new techniques.

3. Becoming familiar with new laws, policies, regulations that are related to Pupil Transportation.
4. Learning to identify defects that may jeopardize safety and the proper response to such defects.
5. Becoming proficient in the role of the driver or attendant, demonstrating professional standards in pupil management and the District's discipline plan and displaying knowledge of customer service techniques and standards applied in the local setting.
6. Demonstrating increased skill in troubleshooting equipment maintained by the District.
7. Increasing skill in safe working practices.
8. Developing skills in building the team concept in the workplace, and in working and interacting successfully with fellow employees.
9. Increasing skills in the use of computer software programs related to the employees' specific job assignment.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Participants will interact with visual learning aids to support learning objectives. Participants will participate in training exercises that enhance the day to day operation skillset.

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

One of the following:

1. In person workshop
2. Classroom Collaboration
3. In-field skills course/labs.
4. Or all the above.

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

1. Participants will demonstrate proficiency in the content presented in the workshop.
2. Participants will demonstrate proficiency with the procedures demonstrated in the workshop or classroom environment.
3. Participants will demonstrate proficiency in all aspects of safety in the work or classroom environment.

8. IMPLEMENTATION/MONITORING PROCEDURES:

T- Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Changes in implementation of proficiency, procedures and safety as measured by interactive participation.

Who will use the evaluation impact data gathered?

CCDS Transportation Department and Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2023 (pending board approval)

Date Revised: N/A

Department: Transportation

Name(s) of Component Author(s): Transportation Department

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	ESE Procedures and Practices Workshop
Component Number:	8-103-102
Function:	8 General Support
Focus Area:	103
Local Sequence Numbers:	102
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To broaden professional competencies of ~~ESE teachers~~ ~~teachers of ESE~~ when following district procedures and best practices for students with special needs.

3. LINK(S) TO PRIORITY INITIATIVES:

Assessment and tracking student progress, Continuous Improvement practices, To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator—Domain: Learning 1.2.2: Content Focused~~
~~School—Domain: Learning 2.2.3 Learning Strategies~~
~~District—Domain: Learning 3.2.8 District Support~~

Domain 0 (Leadership): 0.1 Leadership

Domain1 (Needs Assessment and Planning) 1.1 Professional learning needs 1.2 Professional Learning Resources

Domain 2 (Learning): 2.1 Learning Outcomes 2.2 Learning Designs

Domain 3 (Implementing):3.1 Implementation of Learning

Domain 4 (Evaluating): 4.1 Evaluation of Professional Learning

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Select appropriate accommodations and modifications for students with disabilities.

2. Outline the development of an effective classroom environment that supports students with disabilities.
3. Recognize the importance of applied behavior analysis in order to better support student success.
4. Distinguish characteristics of positive behavior supports for effective instruction of students with disabilities.
5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective interventions for students.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)
- Distance Learning Activities (e.g. webinars)

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

- Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement.

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

Each participant will complete one or more of the following:

- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

- Changes in instructional or learning environment practices.
- Changes in observed educator proficiency in implementing targeted standards or initiatives.
- Results of school/teacher constructed student growth measure(s) that track student progress.
- Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

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

Periodic assessments to determine the degree to which the component is impacting teachers’ mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: Unknown

Date Revised: May 2021, [May 2023](#)

Department: ESE (9005)

Name(s) of Component Author(s): Teresa Carlson

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Face to Face Ethics for Instructional Personnel
Component Number:	8-410-503
Function:	8 General Support
Focus Area:	410
Local Sequence Numbers:	503
Points to be Earned:	12 points maximum
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Florida certified educators are held to standards of conduct which are outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guidelines professional educators and the public can and should expect from educators. This training addresses all components of Rule 6A10.081 and F.S. 1012.795.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Learning Standard: 2.2: Learning Designs

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job

6. SPECIFIC LEARNER OUTCOMES:

Understand and implement professional judgment in decision making.
Understand and fulfill required ethical obligations to students, the profession and the public pursuant to requirements set forth by Rule 6A-10.081.
Understand the function of PPS and PPC and identify possible consequences for ethical violations.
Understand why educators are held to a higher standard of ethical behavior than the general public.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge

transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend a three-hour session that will include lectures and collaborative discussions based on the Professional Educators Code of Ethics. Follow up support sessions will be implemented based on needs identified by course participants.

Additionally, participants will engage in role-play activities based on assigned scenarios. The session will also include a question and answer component so participants can address concerns related to their professional experience. Each participant will have opportunities to share and gain deeper knowledge pertaining to upholding their ethical obligation to students, the public, and the profession.

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

Participants will be provided a copy of the slide show, ethics scenarios, and The Professional Educators Code of Ethics. These materials will be used throughout the session and serve as points of reference beyond the training.

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

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

S- Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Observation of participants demonstrating appropriate ethical behavior in their daily practice.

Who will use the evaluation impact data gathered?

Human Resources will use data to drive and inform the content and audience of the course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	May 2021, April 2022
Department:	Human Resources
Name(s) of Component Author(s):	Revised 2021 Brenda Troutman and Michelle Bily, Revised 2022 Kevin Leary

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Virtual Ethics Training for Instructional Personnel
Component Number:	8-410-513
Function:	8 General Support
Focus Area:	410
Local Sequence Numbers:	513
Points to be Earned:	max 15 points
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Florida certified educators are held to standards of conduct which are outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guidelines professional educators and the public can and should expect from educators. This training addresses all components of Rule 6A10.081 and F.S. 1012.795.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator-Learning 2.2: Content Focused

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Understand and implement professional judgment in decision making.
Understand and fulfill required ethical obligations to students, the profession and the public pursuant to requirements set forth by Rule 6A-10.081.
Understand the function of PPS and PPC and identify possible consequences for ethical violations.
Understand why educators are held to a higher standard of ethical behavior than the general public.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will complete 4 hours of asynchronous online readings, videos, and quizzes related to the Professional Educators Code of Ethics. During at least one 90 minute synchronous meeting participants will engage in collaborative discussions, role-play activities based on assigned scenarios, and participate in a question and answer session so participants can address concerns related to their professional experience. Each participant will share and gain deeper knowledge pertaining to upholding their ethical obligation to students, the public, and the profession.

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

Participants will be given access to training modules and assigned readings through the employee portal. The synchronous virtual meeting will be facilitated through Google Meet and will engage participants in the evaluation and discussion of various scenarios involving educator ethics.

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

Participants will actively engage in conversations and reflections during the synchronous session. Participants will apply knowledge gained in the synchronous and asynchronous sessions to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

S- Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Observation of participants demonstrating appropriate ethical behavior in their daily practice.

Who will use the evaluation impact data gathered?

Human Resources will use data to drive and inform the content and audience of the course

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, April 2022
Department:	Human Resources
Name(s) of Component Author(s):	Revised 2021 Brenda Troutman and Michelle Bily, Revised 2022 Kevin Leary

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Family Involvement
Component Number:	8-413-001
Function:	8 General Support
Focus Area:	413
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable the school community to improve student learning, improve student behavior, and create more efficient and effective classrooms at all grade levels. It will also enable administrators to recognize and evaluate effective processes for family involvement in the educational setting.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Domain: Planning Standard: 1.1: Professional Learning Needs~~ 0.1 Foundation- Leadership; 1.1 Needs & Planning- Professional Learning Needs; 1.2 Needs & Planning- Professional Learning Resources; 3.1 Implementing- Implementation of Learning

5. IMPACT AREA(S):

Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

Upon successful completion of the component, all participants will be able to implement strategies that will construct a home/school connection that will emphasize an individualized learning environment. Administrator participants will be able to recognize and evaluate research- based strategies for improving the school community.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge

transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. Developing, participating in, and implementing a family-focused copyright presentation.
2. Developing, participating in, and implementing research-based workshops, on-site visitation and/or demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or roleplaying that enhance the home/school connection.
3. Develop and implement techniques that will teach students how to make effective decisions.
4. Developing and implementing guidelines for parent conferences that positively impact student achievement.
5. Developing, participating in, and implementing programs that will enhance a parent's awareness of and involvement with their child's academic/societal/extra-curricular activities and responsibilities.
6. Developing and implementing programs that increase family involvement in behavior rehabilitation programs.
7. Developing, participating in, and implementing family literacy programs.
8. Developing, participating in, and implementing effective parenting programs to include effective listening skills and enhanced communication between parents and their child.
9. Developing, participating in, and implementing programs that encourage family involvement in literacy building.
10. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading and writing.
11. Developing, participating in, and implementing programs that will increase educator knowledge of the importance of family involvement in drug/alcohol/anger management programs.
12. Develop classroom websites that encourage family involvement in the classroom/school environment.
- ~~13. Participating in and implementing distance learning activities.~~

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

All content will be presented in a variety of methods, via Google Meets virtual meetings, in person presentations and collaborative computer presentations. Participants will receive a professional learning packet and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and in person presentations. Each participant shall support teachers throughout the project in a collaborative fashion.

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

1. Identify and implement research-based practices to enhance student learning through family involvement.
2. Demonstrate knowledge of current copyright procedures and policies in regard to family involvement.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff and families.
4. Develop knowledge and implement techniques for motivating students and parents to increase family involvement.
5. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: C- Changes in student services/support practices

Evaluation Method Student: D- Observation of student performance

1. Changes in instructional or learning practices
2. Changes in observed educator proficiency in implementing targeted standards or initiatives
3. Increase in family involvement participation

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to expand teacher capacity in the area of increasing family involvement to improve the culture of learning. CCDS will use the data gathered to assess and deploy resources to support the culture of learning.

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

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: July-2010

Date Revised: May 2021, **May 2023**

Department: Climate and Culture

Name(s) of Component Author(s): Laura Fogarty, Erika Gilbert, Kristi Gomez, Heather McDonald

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Support Services Training
Component Number:	8-510-004
Function:	8 General Support
Focus Area:	510
Local Sequence Numbers:	004
Points to be Earned:	N/A
Primary Purpose:	E**- Professional Skills Building – Non-Instructional

2. DESCRIPTION:

1. Participants will increase the quality of their work area by increasing knowledge of troubleshooting techniques, test procedures, and leadership techniques.
2. Participants will increase effectiveness by maintaining safe work practices and procedures.
3. Participants will become proficient in the changes in technology evident in their respective trades.
4. The Support Services Personnel shall perform more efficiently and effectively in support of the district's goals related to pupil transportation.
5. Participants will achieve or maintain certification and/or licensure as defined in the specific objective.
6. Support employees shall acquire skills in achieving a positive learning environment for all students.
7. Identify effective practices that promote human rights for developing an understanding and an appreciation for diversity.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~District Learning 2.4: Sustained Professional Learning, District Learning 2.5: Use of Technology, District Learning 2.8: District Support~~
Not significantly related to any PL Standard

5. IMPACT AREA(S):

Repetitive practice leading to changes in proficiency of educator or leader on the job

6. SPECIFIC LEARNER OUTCOMES:

Specific Learner Objectives may include:

1. Receiving certification in Refrigeration and Recovery; Boiler; Lift Station; School Bus Inspection, Fire Alarms, and Backflow Prevention.
2. Participating in and implementing recommended methods of eliminating “down-time” through preventive maintenance.
3. Learning to identify defects that may jeopardize safety and the proper response to such defects.
4. Becoming familiar with appropriate standards of accounting associated with all work.
5. Becoming proficient in the role of the driver or attendant, demonstrating professional standards in pupil management and the District’s discipline plan and displaying knowledge of customer service techniques and standards applied in the local setting.
6. Demonstrating increased skill in troubleshooting equipment maintained by the District.
7. Receiving training and certification in fork-lift, ram set nail gun and pin gun, Uniform Building Code Inspector and AutoCADD (Computer Aided Drafting and Drawing) Systems.
8. Demonstrating increased knowledge of local, state, and national codes and directives.
9. Increasing skill in safe working practices.
10. Developing skills in building the team concept in the workplace, and in working and interacting successfully with fellow employees.
11. Increasing skills in the use of computer software programs related to the employees’ specific job assignment.
12. Increasing skills in effectively managing, training and directing personnel.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component’s content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Participants will interact with visual learning aids to support learning objectives.

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

One of the following:

1. In person workshop
2. Classroom Collaboration
3. Both listed above

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

1. Participants will demonstrate proficiency in the content presented in the workshop.

2. Participants will demonstrate proficiency with the procedures demonstrated in the workshop or classroom environment.
3. Participants will demonstrate proficiency in all aspects of safety in the work or classroom environment.

8. IMPLEMENTATION/MONITORING PROCEDURES:

T- Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Changes in implementation of proficiency, procedures and safety as measured by interactive participation.

Who will use the evaluation impact data gathered?

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: 7/10/2010

Date Revised: May 2021, May 2023

Department: Support Services

Name(s) of Component
Author(s):

Phil Hans
Revised: Jennifer Shepard (2023)

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Schools of Excellence
Component Number:	8-521-001
Function:	8 General Support
Focus Area:	521
Local Sequence Numbers:	001
Points to be Earned:	60
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of the component is to recognize educators that have contributed to the growth and proficiency of students where a school meets criteria to be identified as a school of excellence. Professional learning that may broaden professional competencies of personnel that are responsible for leading and changing the learning environment at a school in order to increase student achievement and be identified as a school of excellence.

3. LINK(S) TO PRIORITY INITIATIVES:

Assessment and tracking student progress, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator Domain: Learning 2.2: Content Focused, School Domain: Learning 2.3: Learning Strategies,~~
~~District Domain: Implementing 3.2 Coaching and Mentoring~~
0.1 Foundation- Leadership
2.1 Learning- Learning Outcomes

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Select appropriate systems for instruction and leadership in order to improve student achievement.
2. Outline the development of an effective classroom environment including school wide behavior systems.
3. Recognize the importance of applied behavior analysis in order to better support student success.

4. Distinguish characteristics of positive behavior supports for effective instruction of students.
5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective interventions for students and teachers.

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will engage with training and materials which may include lecture, discussion, demonstration, audio-visual aids, role-playing, conference and seminars, as well as distance learning activities.

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

Participants will hold high expectations for students and design and implement lessons that target student needs and increase the academic achievement of their learners. Teachers will actively engage in instructional inquiry in the context of professional learning communities, focused on instructional improvement and student achievement.

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

Each participant will complete one or more of the following:

- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.

Note: The implementation agreement defining what participants will do in the follow-up portion of the component may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

N- Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school

level processes for tracking student progress)

*Evaluation Method
Student:*

A- Results of national, state or district-developed/standardized student performance measure(s)

- *Changes in instructional or learning environment practices.
- Changes in observed educator proficiency in implementing targeted standards or initiatives.
- Results of school/teacher constructed student growth measure(s) that track student progress.
- Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning.

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

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

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	May 2021, May 2023
Department:	Professional Learning
Name(s) of Component Author(s):	Jamie Iannone, Revised by Jennifer Shepard 2023