SCHOOL DISTRICT OF CLAY COUNTY

Professional Learning Catalog 2020 – 2021

David Broskie, Interim Superintendent of Schools

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Discovering Endless Possibilities

Clay County School Board

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RATIONALE

The commitment to a quality philosophy and the development and implementation of school improvement has significantly impacted the focus, content, and delivery of professional development. The School District of Clay County does not see itself as unrelated collections of School Board members, administrators, classroom teachers, support personnel, community groups, and students operating on separate agendas. It is, rather, a collective group of stakeholders pursuing the principles of quality and the school improvement mission of providing "a quality education in a safe, inviting environment so that all students learn and become successful, responsible citizens". Quality principles and school improvement beliefs and goals reflect the importance of ongoing evaluation of processes, shared responsibility, and professional education of all personnel. The Florida legislature recognizes the importance of planning for developing human potential and requires each district to develop a comprehensive master inservice plan.

MANAGEMENT PROCESSES

Individual schools and District Administration divisions and departments are challenged to incorporate quality principles, research-based instructional strategies and school improvement concepts into their planning and implementation processes. As a result of site-based planning and decision making and the involvement of internal and external stakeholders, professional development must address specific school needs, division and department needs, and community needs and expectations. Data collection becomes a valuable tool to identify common priorities while evaluation and follow up are essential to providing quality professional development experiences.

The responsibility for management of professional development in Clay County Schools lies primarily with the Professional Development Department. The Professional Development Department and the local sites facilitate the planning, delivery, follow-up and evaluation for the training and development experiences for instructional and non- instructional personnel.

Professional development experiences are designed for individuals, teams, departments, and schools to reflect the variation in stakeholder needs. They are delivered on Inservice Days, outside of work day, during the work day, and during the summer. Workshops may be site- based or in a central or other applicable location. Personnel also have access to district online courses and courses at local universities and community colleges.

All inservice offerings focus on one of the following categories: Florida Standards, subject content, best practices in teaching methods, technology, assessment and data analysis, classroom management, school safety, or parental involvement.

Stakeholders may request professional development experiences as identified by a needs assessment and as prioritized funding permits.

Much of the professional development for technical and other support services is administered by the specific departments involved due to varied funding sources, number of personnel, and specialized job knowledge. Departments use internal instructors as well as external consultants and trainers.

Participation

Stakeholders are informed about available opportunities through a district-wide training automated staff development management system, professional development calendar, flyers, announcements in faculty meetings, and electronic notices.

Registration Process

The registration process varies. Potential participants register via the internet by accessing the current automated professional development management system. In some instances, participants are recommended by their immediate supervisor.

Component Information

The Master Inservice Plan (MIP) contains the available components for use in training school board employees. Components may be written by district employees and submitted to the Professional Development Department for consideration. If it is determined that the need reflected in the new component is not addressed in a component currently in the plan, the Professional Development Department submits the new component to the Clay County School Board for approval. Once the board approves a component, it becomes a part of the MIP and can then be offered for component credit.

Component Points

The School District of Clay County offers professional development for certificated and non-certificated personnel. All activities for which inservice (component) points are awarded must be covered by an approved component outlined in the MIP. Final approval for component point credit will be given by the Professional Development Department.

One (1) component point is equivalent to one (1) clock hour of participation in a training activity. Any component activity that has a partial hour will be rounded down (3.75 hours/points will become 3). The maximum number of points per day is six (6) for training conducted outside the School District of Clay County.

All personnel involved in a professional development activity are expected to successfully implement newly learned strategies and complete the assigned follow-up activity to demonstrate increased competency on the specific objectives addressed and its impact on student performance. Once evidence of participation and follow-up are completed, points will be awarded.

Instructors of courses that lead to an add-on endorsement may receive inservice points the equivalent of the course hours. Points may only be awarded one time per course.

Each individual is responsible for accessing his/her own personal professional development portfolio to determine the status of his/her progress in working toward certificate renewal and in completing activities in which they are currently enrolled.

College Credit

College credit can be used for the renewal of a certificate by requesting the *College Credit Advisement* form (HR-3-4040) from the Human Resources Department. Approval must be received prior to the first day of class.

Renewing Professional Educator's Certificate

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. Each staff member who wishes to have his/her 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) of that 120 must be credit in teaching students with disabilities.

ESE-SWD (Exceptional Student Education – Students with Disabilities) Credit – Effective July 1, 2014

The Florida State Legislative group approved a new law 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.

One (1) Semester Hour in Teaching SWD (students with disabilities)

- ✓ 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

- Unacceptable MIP (Master Inservice Plan) ESE Component Areas
  - ✓ Procedural/Legal Requirements
  - ✓ Working with Aides/Volunteers/Mentors
  - ✓ Gifted Training

- Acceptable MIP (Master Inservice Plan) ESE Component Areas
  - ✓ Instructional Strategies
  - ✓ Classroom/Behavior Management
  - ✓ Assessment

✓ Curriculum

This requirement may be met through the completion of online and/or face-to-face training opportunities that meet the state requirements listed above. The tracking of this requirement will be included in the district's professional development management system. Certificated staff will be able to know their status toward meeting this requirement at any time by accessing their professional development portfolio.

Administrators will be able to monitor their faculty's progress toward meeting recertification requirements including the ESE-SWD 20-hours of professional development credit.

Descriptions

- Middle Grades Code of conduct training—The district has adopted a Student Code of Conduct that applies to all students in Elementary and Secondary schools. All schools in the district ensure student understanding of the Code of Conduct at the start of the school year. Parents and students are provided an electronic copy of the Code of Conduct, and it is posted on the district website.
- The district provides Career And Professional Education (CAPE) Digital Tool certificates and CAPE Industry certifications through Career and Technical Education courses provided at both the Junior High and High school levels. Junior High students have the opportunity to take Digital Tool certification exams via local school course offerings on an elective basis. High School students complete CAPE Industry certifications via elective Career and Technical Education courses provided at each high school. Teachers are provided inservice locally at the district level and through Perkins PDI (Professional Development Institute).
- The district utilizes Google Apps for Education (G-Suite) throughout the district. All staff/faculty and students in grades 3-12 have Google accounts, and the district has procured Google Chromebooks to aid in the integration of technology in the classroom. Inservices are offered at both the local school and district levels, and the district has made Google certified courses available to teachers to increase their skills and knowledge in integrating technology for learning. In addition, multiple technology tools are available for personalized learning including iReady and Achieve 3000.
- Extended Learning Opportunities for Students—The district has numerous venues to offer extended learning opportunities for students. Some of these include Dual Enrollment, Collegiate High School, Advanced International Certificate of Education (AICE), International Baccalaureate (IB), virtual and blended models of learning through Clay Virtual and Florida Virtual. Students also receive extended learning through programs, electives and clubs in addition to differentiated instruction in the classroom.

Bankable Points

Per the Florida Department of Education, the only professional development points that can be categorized as "Bankable" are ESOL, Reading and ESE-SWD (Students with Disabilities). The objective and/or focus of the training must relate directly to a curriculum standard for ESOL, Reading or Students with Disabilities.

Reading Credit

- Reading training completed prior to July 1, 1999 cannot be banked.
- A temporary certificate holder who completes bankable inservice points in teaching reading 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.
- A professional certificate holder who completes bankable inservice points in the teaching of reading in excess of the 120 inservice 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, Inservice Coordinators must receive approval from the Supervisor of Elementary Education.

ESOL Credit (English for Speakers of Other Languages)

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

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

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

Schools of Excellence—Professional Certificate Renewal Credit

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

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

Per the Florida Department of Education, "Each certified individual employed at a designated School of Excellence may be awarded twenty (20) inservice points for the 2017-2018 school year. If the school maintains the three-year designation as a School of Excellence, each certified individual employed at the school during the respective designation years can earn another twenty (20) inservice points for the 2018-2019 school year and an additional twenty (20) inservice points for the 2019-2020 school year."

"An individual who changes employment only earns credit for a year of employment at a School of Excellence if s/he 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)

Procedure for Updating MIP

Revisions for the MIP are approved by the Clay County School Board with input from various sources. Some examples are listed below.

- Participant evaluations of professional education experiences
- A review of existing components by component authors
- Program evaluations
- Legislative, Department of Education, School Improvement and district expectations

PROFESSIONAL DEVELOPMENT SYSTEMS

Planning

The most significant aspect of a district-wide professional development system is planning. Professional development must include scientifically research-based opportunities that align with disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning. Within the planning process, the areas of needs assessment, developing a plan, addressing content learning and ensuring that trainers are highly skilled are imperative for success. The primary focus for training falls in one or more of the following categories: Florida State Standards, subject content, best practices in teaching methods, technology, assessment and data analysis, classroom management, school safety, or family involvement.

To determine and plan for the professional development teachers need to improve student performance, the academic progress of our students must be evaluated. A formal needs assessment survey is presented (annually) to all faculty members. The needs assessment process is composed of six steps.

- Identify data sources
- Identify data collection methods
- Educate participants to the purpose of the process
- Collect data
- Analyze data and establish priorities
- Consider implications of the data

A description of each follows:

1. **Identify Data Sources—**Multiple data sources are used to assess the professional development needs of faculty members:
    - Classroom disaggregated student achievement data by content area and skills
    - District assessments
    - State assessments
    - School Improvement Plans
    - Annual performance appraisal data for teachers and administrators
    - Annual school reports
    - District plans for professional development
    - District strategic plans
    - K-12 Reading Plan
    - District Technology Plan
    - Feedback from teachers, administrators, Professional Development Advisory Council members, and curriculum specialists

- Professional Development Department staff regarding requests for service from schools and departments/divisions
- Clay County Education Association (CCEA)
- Clay Educational Staff Professional Association (CESPA)

2. **Identify Data Collection Methods**
   - Review student achievement data
   - Learning Target Plans
   - Personal interviews
   - Professional Development needs assessment survey completed and returned to the Professional Development Department
   - Review of teacher and administrator performance appraisals and school reports

3. **Educate Participants to Purpose of the Process**
   Participants are oriented to the needs assessment process. They are given instructions for completing the needs assessment survey. They are also given instructions in the methods that should be used to identify their professional development needs.

4. **Collect Data**
   Data collection methods are as follows:

   - *Review Student Achievement Data*
     Faculty members are asked to review classroom disaggregated student achievement data in conjunction with district assessments, state assessments, school reports, and School Improvement Plans to identify professional development needs for increased student performance.

   - *Learning Target Plans*
     Learning Target Plans are reviewed for unmet professional development needs.

   - *Personal Interviews*
     Professional development needs are identified by collegial conversations between teachers, administrators, and the Professional Development Department.

   - *Professional Development Needs Assessment Survey*
     A needs assessment survey is sent to all employees on an annual basis to determine teacher, administrator, and support employees professional development needs.

   - *Teacher and Administrator Performance Appraisals*

Performance appraisals for teachers and administrators are reviewed in the process for determining the district wide professional development needs for improving student performance.

5. **Analyze Data and Establish Priorities**
   The Professional Development Department, along with other departments in the district, analyzes the data collected and establishes the training priorities for the district.

Delivery

The delivery of professional development opportunities will focus on relevance, learning strategies, continuous training, technology usage, time resources, funding resources, coordinated records, leadership and growing the organization. To ensure relevance of professional development, evaluations completed by participants will be reviewed for similarity between identified needs and delivery.

The most effective means for enforcing newly learned strategies are modeling, practice and feedback. These most often take place through participation in professional learning communities. Instructors and/or facilitators are requested to model the techniques they are presenting in the same way a teacher would use them in the classroom. The opportunity for practice is an invaluable teaching method for ensuring mastery. Facilitators are also encouraged to allow opportunities for feedback once participants have implemented the new strategy into their classroom.

Sustained or continuous professional learning is the best tool for reinforcing skills and knowledge that are new. Multiple sessions over an extended period of time allows for implementation and feedback and gives participants the opportunity for collegial conversations to discuss the implementation results.

Many different forms of technology are used in providing training. They include, but are not limited to, online PD resources, Learning Management Systems, presentation software programs, videos, and educational software programs.

One of the most significant elements in providing professional development is having the time available for delivery of training. Professional development is provided before, during and after the school day, on the weekends, during summer and during pre- and post-planning.

Funding for professional development is based on the district's FTE. Other funding may be provided through grants and state and federal funds designated for teacher growth.

Easy access to coordinated records on received professional development is provided by an automated staff development management system. All certificated

personnel are able to view their professional development portfolio to determine their progress toward certificate renewal. School administrators can also view the portfolios of their faculty members to ensure certificated personnel are on track with keeping their certificate renewed.

A commitment to professional development is a primary focus when implementing district-wide initiatives to improve student performance. Change is always linked to improved student performance. Professional development is the best tool to use in dealing with change. The administrative staff is the catalyst in promoting change and in mentoring those who aspire to become leaders.

Follow-up

Effective professional development cannot happen without the transfer of newly learned skills/knowledge into the classroom. If professional development is to have a positive impact on student performance, it must be implemented. For this reason, all inservice opportunities will have a follow-up activity. Follow-up activities will be determined by the facilitator. Inservice points will not be awarded until follow-up has been successfully completed.

For teachers to be successful in the implementation of new strategies, it is important for coaching and mentoring to take place. Administrators and professional development facilitators are encouraged to be available for consultation and feedback after training takes place. They are also encouraged to provide web-based resources, including email correspondence, for additional information and assistance. If training is initiated at the school level, the Inservice Coordinator at that school is responsible for ensuring follow-up takes place. If training is initiated at the district level, the facilitator will coordinate the follow-up activity(ies) and ensure consistency throughout the district.

Evaluation

The most important aspect of an effective professional development system is evaluation. The only way to determine if a professional development activity has been implemented and if it is effective or ineffective is to conduct an evaluation to determine if there has been transfer into the classroom. If transfer into the classroom has taken place, it should be documented by tracking student change. Tracking student change can be done in many different ways. Some methods for tracking student change are: standardized achievement tests, district achievement tests, teacher-constructed tests, action research, performance checklists, and student portfolios.

The results of professional development evaluations are used in planning for the subsequent years' professional learning activities. They are also used to eliminate ineffective training that does not have a positive impact on student performance.

The legislature requires all districts to document expenditures for professional development resources in the following categories: Florida State Standards, subject content, best practices in teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

Participant Follow-up

- Each participant will submit evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
- The evidence may be on-line and must be submitted to the Professional Development Facilitator for each activity.
- Each participant will submit to the Professional Development Facilitator documentary evidence of implementation for each of the related activities completed by the participant.

Program Evaluation

Program evaluation asks the fundamental question, "Is professional education in our district effectively meeting the needs of our organization and its employees?" This requires knowing stakeholder expectations and gauging them against our organizational purpose, the Professional Development mission, and the effectiveness of systems support. Program evaluation makes extensive use of existing data as well as the collection of new data through surveys, interviews, and focus groups. Program evaluation is the responsibility of the Professional Development Department.

Reporting

Evaluation data is reported in the following ways:

- **Participation Evaluation**
  Results are used by the provider and coordinator of the professional development offering and are reported to the district for individual sessions. This data is most useful when combined with other participant evaluations to help evaluate a component.

- **Component Evaluation**
  Results of all component evaluations are reported to the Professional Development Department. This data is reviewed and used to assess the effectiveness of individual components.

- **Program Evaluation**
  The School District of Clay County has a process for program evaluation. Data will be compiled and the results will be reported to all schools, departments, and the Professional Development Department.

Tracking changes in educator practice is documented in one or more of the following methods: reflection logs, student assessments, professional learning community team logs, results documented in collaborative learning activities examining educator practice and work samples, learning walks, peer visits, and/or professional portfolios.

Major professional learning initiatives at both the school level and district level will be documented and evaluated using the Professional Development Evaluation form. This form is completed by participants and submitted to the Professional Development Department. The facilitator is asked to summarize the planning, implementation, follow-up, and evaluation of the training. They are also asked to provide input into how the evaluation of this training can be used in future professional learning initiatives. This document is used in planning future professional learning opportunities. This information is also used to fine-tune or discontinue ineffective professional learning.

Evaluation Matrix

An organization that expects to improve must systematically collect data to monitor and determine the effectiveness and appropriateness of its actions. Consequently, professional education services are continually evaluated by customers and suppliers. Three evaluation types are listed below.

Evaluation Type	Description	Data Sources	Collection Methods	Responsible
Participant evaluation	Were skills, attitude, knowledge increased? Were activities effective?	Participants	Surveys, evaluations, interviews	Consultant, Program Administrator, Prof. Dev. Facilitators
Component Evaluation	Were activities beneficial? Were participants and presenters satisfied?	Participants, presenters	Component Evaluation, surveys, interviews	Consultants, Program Administrators, Professional Development Facilitators
Program Evaluation	Was the overall plan for professional education effective?	Mission, goals, needs, assessment, evaluations, surveys	Surveys, review existing data	Professional Development Department

ADDENDUM

Master Inservice Plan (MIP) Addendum

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:

Program	**Location & 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: Jamie Iannone, Supervisor, Professional Development
Level II Principalship Certification Aspiring APs Program	Contact: Jamie Iannone, Supervisor Professional Development
Course work	Human Resources Division Contact: Brenda Troutman, Director, Instructional Personnel

TRAINING COMPONENTS

Teaching Students with Disabilities Component

State Identifier: 2-100-011 Effective 7/1/2014
Component Title: Teaching Students with Disabilities Professional Development
Inservice Points: 20
Certification Areas: All

General Objectives:

Participants will be able to:

- Define and identify the federal and state requirements for identification and provision of services to students with disabilities.
- Compare and contrast development and characteristics of students with disabilities to non-disabled peers.
- Identify strategies for differentiating, adapting and providing accommodations in the classroom for students with disabilities.
- Identify instructional methods for integrating instruction in the classroom.

Specific Objectives:

1. Identify state and federal legislation that has affected the education of students with disabilities.
2. Identify the six principles of the Individuals with Disabilities Education Act (IDEA).
3. Recognize the sequence in the exceptional education process from referral to reevaluation.
4. Understand the safeguards that exist to ensure that the rights of children with disabilities and their parents are protected.
5. Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.
6. Compare and contrast the classifications and eligibility criteria established under IDEA and in the Florida State Board of Education rules.
7. Identify models of support for assisting students with disabilities in accessing the general education curricula.
8. Identify the guidelines of differentiated instruction used to maximize achievement for all students.
9. Identify the principles and guidelines to eliminate barriers to learning.
10. Explore how specially designed instruction for students with disabilities is related to instruction.
11. Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.
12. Identify ongoing informal assessment techniques for adjusting instruction.
13. Identify instructional tools and adjustments that can be used to support a differentiated learning environment to accommodate individual learner needs.

Activities may include:

1. Completion of all learning activities.
2. Review references and resources provided by facilitator/instructor.
3. Identify key terms associated with the exceptional students with disabilities
4. Demonstrate an understanding of the steps involved in the exceptional education process.
5. Demonstrate an understanding of strategies for differentiating and adapting instruction.
6. Acquire skills in instructional methods for integrating instruction in the classroom.
7. Demonstrate 80% mastery of course objectives.

Participant Follow-up:

Following successful completion of the training, participants must complete all required follow-up activities assigned.

Facilitator Component Evaluation:

1. Each facilitator will collect documentary evidence of follow-up from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Administrator Components

State Identifier: 7-507-016 Effective: 7.1.2010
Component Title: Administrator Development
Inservice Points: 3-120
Certification Areas: All

General Objectives:
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 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 able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:
1. Understand and apply the Florida Principal Standards.
2. Develop knowledge of the research done on identifying effective teacher strategies in order to become certified in the evaluation process.
3. Develop and demonstrate knowledge of the Clay County Assessment System (CAS).
4. Demonstrate knowledge of research and competency development through preparation and presentation of inservice components.
5. Identify, develop, and implement appropriate use of computers and other technologies for instruction and management.
6. Develop knowledge and application of the Florida Standards.
7. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.
8. Establish and oversee professional learning communities based upon individual needs identified in student assessment data.

Activities may include:
1. Participating in or developing research-based workshops, on-site visitations/demonstrations (including technology), videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), collaborative learning walks, lectures and role-playing that will enhance the development of administrators and staff.
2. Participating in and implementing distance learning administrative activities.

3. Participating in training to understand and apply the Florida Principal Standards.
4. Preparing a portfolio for the HRMD Leadership Development Program.
5. Participating in training and demonstrating the ability to use formative, summative, and benchmark data through observation, diagnostic skills, analyses of the data, and providing appropriate feedback to teachers.
6. Demonstrating knowledge of and applying appropriate procedures for implementing the CAS (Clay Assessment System)
7. Participating in training on C.E.T. (Clinical Educator Training) that will enhance knowledge of interpersonal communication skills, effective supervisory responses, instructional diagnostic instruments, recording anecdotal data, techniques in interactive data, steps of the clinical supervision model, and procedures for conducting pre- and post-observation conferences.
8. Participating in training of Principal Perceiver Interviews and implementing use of the instrument.
9. Participating in and implementing Professional Development Plan training through the S.P.R.I.N.T. (Supervisors of Pre-Intern Teachers) office.
10. Participating in and implementing strategies through collegial conversations between and among schools through the Crown Consortium, Florida Leaders.net, SREB (Southern Regional Education Board), and PEP (Professional Enhancement Program) programs to enhance instructional leadership qualities among administrative staff.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve teacher performance/student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than last day for teachers of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each activity completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.

2. Each facilitator will submit a short summary of the documentary evidence of teacher performance/student achievement in reading, writing, science, and/or math to the Professional Development Office.

State Identifier: 7-512-001 Effective: 7.1.2010
Component Title: Instructional Leadership
Inservice Points: 3-120
Certification Area(s):

General Objectives:
The purpose of this component is to enable all participants 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 research-based instructional strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more student-centered learning environment.
Participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:
1. Demonstrate knowledge of effective implementation of School Improvement plans at the local school/district levels including the purpose and oversight of the Learning Target Plans.
2. Develop knowledge of first year school advisory council members and/or chairpersons in the effective implementation of the school improvement planning process at the local school and district level as it pertains to State Educational Goals, Section 9, 229.591, Florida Statutes.
3. Develop knowledge of the evaluative self-study and purposes and procedures of the AdvancEd external five year review.
4. Demonstrate knowledge of the accreditation process for planned improvements.
5. Demonstrate knowledge and effective implementation of the Florida Continuous Improvement Model
6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.
7. Demonstrate knowledge, participation and effective implementation in the Multi-Tiered System of Support.
8. Establish and oversee professional learning communities for instructional staff based upon individual needs identified in student assessment data.

Activities may include:
1. Developing and implementing strategies to meet objectives of the school improvement plan model.

2. Developing knowledge and skill in identifying measurable outcomes for specific goals while developing, implementing, and assessing adequate progress according to the school improvement plan model.
3. Participating in the monitoring and evaluation of current school/district improvement plans including the K-12 Reading Plan.
4. Developing and implementing professional learning communities, lesson study/design groups, and action research to develop practical strategies for data collection and analysis.
5. Demonstrating knowledge of the AdvanceEd evaluation manual to acquire the ability to interpret policies, practices, and standards and evaluate the status of the school.
6. Increasing knowledge of the practical role of the School Advisory Council in advancing student achievement.
7. Demonstrating the ability to deal with interpersonal processes, such as collaboration, conflict management, problem solving and decision making that accompany change efforts.
8. Acquiring knowledge in the development of a variety of valid needs assessments so that the goals and objectives of the school improvement plan will reflect those assessments.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant will submit to the PDF documentary evidence of school-wide student achievement in reading, writing, science, and/or math skills.

Facilitator Component Evaluation:

1. Each facilitator will collect documentary evidence of follow-up from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

State Identifier: 1-000-001 Effective 7.1.2010
Component Title: Learning With Art (Visual)
Inservice Points: 3-120
Certification Area(s): All

General Objectives:
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, participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

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

Activities 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 art textbook adoption committee to insure alignment with the Florida Standards and the Next Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing an artworks copyright 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), lectures, or role-playing pertaining to art in school.
5. Participating in distance learning arts activities, such as those programs offered by the Cummer Museum of Art or the Appleton Museum of Art and implementing those activities in the classroom.
6. Developing and implementing a community art awareness program.
7. Developing and implementing cross-curricula art lessons.
8. Developing and implementing an art-in-the-home program involving parents and children in the arts.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-004-001 Effective: 7.1.2010
Component Title: Foreign Language Learning
Inservice Points: 3-120
Certification Area(s): Foreign Language

General Objectives:
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, participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in foreign languages.
2. Describe the process used to select textbooks for adoption in foreign languages.
3. Demonstrate knowledge of current copyright procedures and policies in foreign languages.
4. Demonstrate competencies related to cooperative consultations and planning among regular education and exceptional student education staff members.
5. Develop knowledge and implement techniques for motivating students in foreign languages.
6. Develop and implement techniques that will teach students how to learn, use, and analyze information in foreign languages.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:
1. Participating in professional learning communities that reflect on 21st century skills that could be taught in Foreign Language to advance student learning.
2. Serving on District or State foreign language textbook adoption committee to insure alignment with Florida Standards and the Next Generation Sunshine State Standards (NGSSS).

3. Developing, participating in, and implementing a foreign language copyright 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), lectures or role-playing, and action research.
5. Participating in and implementing district/school curriculum articulation in foreign language grades K-12.
6. Developing, participating in, and implementing in the production of materials to be used in foreign language to align with the FL Standards and NGSSS.
7. Participating in and implementing distance learning foreign language activities.
8. Developing, participating in and implementing cross-curricula foreign language lessons.
9. Reviewing, analyzing and identifying research related to ways to integrate foreign language through the other content areas.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-407-001 Effective: 7.1.2010
Component Title: Information Literacy
Inservice Points: 3-120
Certification Area(s): All

General Objective:
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 able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:
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 consultations 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 avid and enthusiastic readers.
8. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:
1. Participating in professional learning communities that reflect on 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 State Standards and the Next Generation Sunshine State Standards (NGSSS).
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 proper 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 and describing collaborative strategies to assist and encourage classroom teachers in introducing specific titles/resources to their students.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-008-002 Effective: 7.1.2010
Component Title: Learning with ELA **(**English Language Arts)
Inservice Points: 3-120
Certification Area(s): All

General Objective:
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. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in English Language Arts.
2. Describe the process used to select textbooks for adoption in English Language Arts.
3. Demonstrate knowledge of current copyright procedures and policies in ELA.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in language arts.
6. Develop and implement techniques that will teach students how to analyze information in ELA.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on student-centered strategies and skills that could be taught using literacy strategies to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with Florida State Standards.
3. Developing, participating in, and implementing an ELA 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 proper paperwork is submitted), lectures, and role-playing.
5. Participating in and implementing distance learning English Language Arts activities.
6. Developing, participating in, and implementing cross-curricula English Language Arts lessons.
7. Reviewing, analyzing, and identifying research related to ways to integrate language arts through the other content areas.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Developing and implementing a parent awareness program describing the advantages of integrated language arts instruction across the content areas.
10. Developing and implementing appropriate language arts teaching strategies.
11. Creating thematic units that integrate English Language Arts with the other content areas.
12. Developing an understanding of and techniques for implementing the Collaborative Classroom principles.
13. Developing, describing, and implementing strategies to encourage students to read and discuss age-appropriate literature.
14. Identifying and implementing ways to monitor student progress as competent and motivated readers.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the language arts related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:
Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-009-001 Effective: 7.1.2010
Component Title: Learning with Mathematics
Inservice Points: 3-120
Certification Area(s): All

General Objectives:
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.
Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in math.
2. Describe the process used to select textbooks for adoption in math.
3. Demonstrate knowledge of current copyright procedures and policies in math.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in math.
6. Develop and implement techniques that will teach students how to analyze formative, summative, and benchmark assessment data.
7. Develop knowledge and effective implementation of the Response to Intervention (RtI) process.

8. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century strategies and skills that could be taught in mathematics advance student learning.
2. Serving on District or State math textbook adoption committee to insure alignment with the Florida State Standards.
3. Developing, participating in, and implementing a math copyright 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), lectures, role-playing, or action research.
5. Participating in and implementing district/school curriculum articulation in mathematics grades K-12.
6. Developing, participating in, and implementing materials to be used in math to align with the Florida State Standards.
7. Participating in and implementing distance learning math activities.
8. Developing, participating in, and implementing cross-curricula math lessons.
9. Reviewing, analyzing, and identifying research related to ways to integrate math through the other content areas.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the mathematics related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.

2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:
Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-011-001 Effective: 7.1.2010
Component Title: Learning Through Physical Education
Inservice Points: 3-120
Certification Area(s): All

General Objectives:
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. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in physical education, athletic coaching, health, physical science, and NJROTC.
2. Describe the process used to select textbooks for adoption.
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 staffs.
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.

Activities 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.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.

3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:
Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-012-001 Effective: 7.1.2010
Component Title: Pre-Kindergarten
Inservice Points: 3-60
Certification Area(s): Pre-K, to include ESE Pre-K

General Objectives:
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 the pre-kindergarten level. 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.
Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:

1. Identify and implement research-based practices to enhance student learning in pre-kindergarten elementary school.
2. Describe the process used to select textbooks for adoption in specific content areas.
3. Demonstrate knowledge of current copyright procedures and policies in pre- kindergarten elementary education.
4. Demonstrate competencies related to cooperative consultations and planning between regular pre-kindergarten education and pre-kindergarten exceptional student education staffs.

5. Develop knowledge in and implement techniques for motivating students in pre- kindergarten elementary classrooms.
6. Develop and implement techniques that will teach students how to analyze information in pre-kindergarten elementary situations.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills that could be taught at the preK, K level to advance student learning.
2. Serving on District or State pre-kindergarten textbook adoption committee to insure alignment with Florida State Standards.
3. Participating in and implementing distance learning Pre-kindergarten activities.
4. Participating in or developing a pre-kindergarten elementary copyright presentation.
5. Participating in or developing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance elementary learning.
6. Developing and implementing Pre-Kindergarten curriculum.
7. Developing, participating in, and implementing programs that strengthen communication between home and school and parent and child.
8. Developing, participating in, and implementing programs that foster children's oral language while encouraging development in reading and writing.
9. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading, and writing.
10. Developing and implementing evaluation techniques of students and programs.
11. Developing and implementing key experiences and activities that advance the cognitive development within the classroom.
12. Develop skills in identifying the characteristics of a developmentally appropriate and cognitively oriented pre-kindergarten curriculum to include establishing a daily routine and arranging and equipping a pre-kindergarten classroom to maximize learning opportunities.
13. Develop and implement knowledge and skills of child safety and first aid.
14. Develop knowledge of the problems children face (child abuse, cocaine babies) as these problems relate to learning.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:
Submitted: Master Inservice Plan Committee, October 2009

State Identifier: 1-013-008 Effective: 7.1.2010
Component Title: Learning With Reading
Inservice Points: 3-120 (Bankable when district approved)
Certification Area(s): All

General Objective:
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.
Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in reading.
2. Describe the process used to select textbooks for adoption in reading.
3. Demonstrate knowledge of current copyright procedures and policies in reading.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in reading.
6. Develop and implement techniques that will teach students how to analyze student data from formative, summative, and benchmark assessments.
7. Develop knowledge and effective implementation of the MTSS process.
8. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:
1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught in reading to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with the Florida State Standards.
3. Developing, participating in, and implementing a reading 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 proper paperwork is submitted), lectures, or role-playing.
5. Developing the skills necessary to implement student-centered, collaborative research-based reading programs,
6. Participating in training provided for reading tutors and coaches.
7. Participating in and implementing distance learning reading activities.
8. Developing, participating in, and implementing cross-curricula reading lessons.
9. Reviewing, analyzing, and identifying research related to ways to integrate Reading through the other content areas.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-015-001 Effective: 7.1.2010
Component Title: Learning with Science
Inservice Points: 3-120
Certification Area(s): All

General Objectives:
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 student-centered collaborative learning environment. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in science.
2. Describe the process used to select textbooks for adoption in science.
3. Demonstrate knowledge of current copyright procedures and policies in science.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in science using strategies such as Argument Driven Inquiry (ADI).
6. Develop and implement techniques that will teach students how to analyze student data from formative, summative, and benchmark assessments.
7. Develop knowledge and effective implementation of the MTSS process.
8. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:
1. Participate in and implement science safety standards procedures (all grades).
2. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught in science to advance student learning.
3. Serving on District or State science textbook adoption committee to insure alignment with Next Generation Sunshine State Standards (NGSSS).

4. Developing, participating in, and implementing a science copyright presentation.
5. Developing, participating in, and implementing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and/or role-playing, and action research.
6. Participating in and implementing district/school curriculum articulation in science grades K-12.
7. Developing, participating in, and implementing in the production of materials to be used in science to align with the Next Generation Sunshine State Standards (NGSSS).
8. Developing, participating in, and implementing in the production of materials to be used in science that align with the NGSSS.
9. Participating in and implementing distance learning science activities.
10. Developing, participating in, and implementing cross-curricula science lessons and labs.
11. Reviewing, analyzing and identifying research related to ways to integrate science through the other content areas.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-016-001 Effective: 7.1.2010
Component Title: Social Sciences Learning
Inservice Points: 3-120
Certification Area(s): All

General Objective:
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.
Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in social sciences.
2. Describe the process used to select textbooks for adoption in social sciences.
3. Demonstrate knowledge of current copyright procedures and policies in social sciences.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in social sciences.
6. Develop and implement techniques that will teach students how to analyze information in social sciences.
7. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:
1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught in social sciences to advance student learning.

2. Serving on district or state textbook adoption committees to insure alignment with the Florida State Standards and the Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing a social sciences copyright presentation.
4. Developing, participating in, and implementing workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, and role-playing.
5. Participating in and implementing distance learning social sciences activities.
6. Identifying and implementing research-based practices to enhance student learning in social sciences.
7. Developing knowledge of and implementing techniques for motivating students in social sciences.
8. Developing, participating in, and implementing techniques that will teach students how to analyze information in social sciences.
9. Developing, participating in, and implementing networks for communicating with others in the state and country on innovative strategies for teaching social sciences.
10. Developing, participating in, and implementing appropriate social sciences teaching strategies.
11. Reviewing, analyzing, and implementing test instruments appropriate for social sciences evaluation.
12. Developing and implementing methods to incorporate reading in the content area of social sciences.
13. Developing and implementing thematic units that integrate social sciences with reading and language arts skills.
14. Updating knowledge in content area of social sciences.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 3-003-003 Effective: 7.1.2010
Component Title: Computer Science/Technology Education
Inservice Points: 3-120
Certification Area(s): All

General Objectives:
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.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment utilizing technology. Administrator participants will be able to recognize and evaluate effective research- based technology education tools/programs.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning through computer science and technology.
2. Demonstrate knowledge of current copyright procedures and policies regarding computer use in courses.
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 staffs.
5. Develop knowledge and implement techniques for motivating students to use computers and technology in their studies.
6. Develop and implement techniques that will teach students how to analyze information gained through technology use.
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.

Activities may include:
1. Participating in or developing a computer/technology copyright presentation.
2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance the use of computer software and hardware.

3. Demonstrating the ability to use technology equipment and to define the personnel involved in producing a video that enhances student learning.
4. Demonstrating the ability to devise and implement assignments that use multimedia (the melding of multi-media) to enhance student learning.
5. Developing classroom websites that encourage involvement in the classroom.
6. Demonstrating the ability to devise and implement programs for classroom management as well as programs for classroom lessons that indicate a restructuring of the lecture-oriented classroom to a more student-centered one.
7. Demonstrating the ability to use textbook-related technology to enhance student learning.
8. Demonstrating the ability to implement and maintain a successful TCP/IP network.
9. Demonstrating the ability to explain and employ administrative automated information management systems.
10. Identifying and using services and training available through distance learning.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the technology related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master Inservice Plan Committee, October 2009

State Identifier: 3-007-005 Effective 7/1/2010
Component Title: Technology - Integration into the Curriculum
Inservice Points: 3-120
Certification Area(s): All

General Objectives:
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 by integrating technology into the curriculum. It will also enable administrators to recognize and evaluate effective use of technology systems.

Upon successful completion of the components, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective research-based instructional technology strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning through technology integration.
2. Demonstrate knowledge of current copyright procedures and policies regarding technology use in courses.
3. Demonstrate knowledge of the ethical and moral issues surrounding technology use in the classroom.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students to use technology in their studies.
6. Develop and implement techniques that will teach students how to analyze information gained through technology use.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Develop skills and implement techniques that will teach students how to effectively utilize online collaboration programs, systems, or applications.
9. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:
1. Participating in or developing a technology copyright presentation.
2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning

communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance the integration of technology in the instructional setting.

3. Demonstrating the ability to incorporate diverse software programs to enhance student learning.
4. Demonstrating the ability to devise and implement assignments that use multimedia (the melding of multi-media) to enhance student learning.
5. Demonstrating the ability to devise and implement programs for classroom management as well as programs for classroom lessons that indicate a restructuring of the lecture-oriented classroom to a more student-centered one.
6. Demonstrating the ability to devise and implement strategies for and lessons involving the use of adaptive software and hardware to enhance student learning.
7. Demonstrating the ability to devise and implement the adaptation of a traditional unit of study into an on-line unit of study through an interactive website.
8. Demonstrating the ability to use textbook-related technology to enhance student learning.
9. Demonstrate the ability to design lessons and activities that involve (incorporate) online student collaboration through the use of blog's, wiki's, and social networking.
10. Identifying and using services and training available through distance learning.
11. Developing classroom websites that encourage family involvement in the classroom.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the technology related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-017-001 Effective: 7.1.2010
Component Title: Learning through Writing
Inservice Points: 3-120
Certification Area(s): All

General Objective:
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 student -centered learning environment.
Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

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

Activities may include:
1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught in writing to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with the Florida Standards.
3. Developing, participating in, and implementing a writing copyright presentation.
4. Developing, participating in, and implementing workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing.
5. Participating in and implementing distance learning writing activities.

6. Developing, participating in, and implementing cross-curricula writing lessons.
7. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
8. Developing lessons and activities to be used in writing instruction throughout the school day.
9. Identifying ways to monitor student progress and assess student performance in writing.
10. Identifying ways to teach students how to assess and reflect on their own writing.
11. Modeling a variety of techniques for pre-writing, drafting, revising, and editing student writing.
12. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
13. Applying and modeling questioning techniques to enhance students' critical thinking skills as they apply to the writing process.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

Additional Components

State Identifier: 6-414-002 Effective: 7.1.2010
Component Title: Basic Life Saving Training
Inservice Points: 3-120
Certification Area(s): Content for all areas

General Objective(s):
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.

Specific Objective(s):
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.

Activities:
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.

Participant Evaluation:
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.

Component Evaluation:
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.

Organization Information:
Submitted: Master Inservice Plan Committee, October, 2009

State Identifier: 5-404-003 Effective: 7.1.2010
Component Title: Classroom Management
Inservice Points: 3-120
Certification Area(s): Content for all areas

General Objective(s):
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 administrators to recognize and evaluate effective classroom management strategies.

Upon successful completion of the component, all participants will be able to implement classroom management strategies that will create an atmosphere allowing for effective learning to take place. Administrators will be able to recognize and evaluate effective research-based classroom management strategies.

Specific Objectives:
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.

Activities:
1. Developing and participating in research-based workshops, on-site visitation/demonstrations (including technology), videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures

and role-playing that will enhance the implementation of effective classroom management, instructional strategies, and cooperative learning.
2. Participating in professional learning communities that reflect on 21st century skills and classroom management strategies that could be implemented to advance student learning.
3. Developing, participating in, and implementing procedures for reducing restrictions in a student's optimal learning environment including CHAMPS (Conversation Help Activity Movement Participation System) training.
4. Developing, participating in, and implementing consequences designed to reduce the occurrence of behaviors that warrant a suspension or expelling in accordance with the Clay County School Board policies.
5. Developing, participating in, and implementing classroom management procedures that will integrate the affective curriculum with academics that will enhance students' learning environment.
6. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
7. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
8. Develop and implement a behavior management system appropriate for use with high risk students.
9. Develop and implement techniques for individualizing instruction for specific high risk students.
10. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant follow the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each activity completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:
Submitted: Master Inservice Plan Committee, October, 2009

State Identifier: 4-401-002 Effective: 7.1.2010
Component Title: Data Analysis/Assessment
Inservice Points: 3-120
Certification Area(s): All

General Objectives:
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. It will also enable administrators to recognize and evaluate effective data analysis and assessment methods.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator 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.

Specific Objectives:
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 staffs.
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. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:
1. 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), lectures, or role-playing pertaining to data analysis or assessments in school.
2. Participating in distance learning data analysis and/or assessment activities.

3. Developing and implementing cross-curricula desegregated/aggregated data/assessment analysis lessons to enhance the learning of students.
4. Developing and implementing the use of state/district testing/assessment data provided as well as data in all forms collected within the classroom to make informed academic decisions for individual students.
5. Developing, participating in, and implementing data analysis training through the Southern Regional Education Board (SREB--Schultz Center) and within the district.
6. Developing, participating in, and implementing generic and/or specific rubric for a variety of tasks.
7. Developing, participating in, and implementing requirements, locating appropriate data elements, and specific data to be input into TERMS and the DOE Data Base for specific Survey periods.
8. Develop and implement knowledge of procedures to verify accuracy of reporting data and the correction of already submitted data to DOE.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master Inservice Plan Committee, October 2009

State Identifier: 2-400-004 Effective: 7.1.2010
Component Title: Elementary Education
Inservice Points: 3-120
Certification Area(s): Elementary

General Objectives:
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 the elementary 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.
Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in the elementary school.
2. Describe the process used to select textbooks for adoption in specific content areas.
3. Demonstrate knowledge of current copyright procedures and policies in elementary education.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in elementary classrooms.
6. Develop and implement techniques that will teach students how to analyze information in elementary situations.
7. Develop and implement knowledge and skills of the MTSS process.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:
1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be taught to advance student learning.
2. Serving on District or State elementary textbook adoption committee to insure alignment with the Florida State Standards and the Next Generation Sunshine State Standards (NGSSS).

3. Participating in or developing an elementary copyright presentation.
4. Participating in or developing research-based workshops, on-site visitation and/or demonstrations, videotaped presentations, a professional learning community, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance elementary learning.
5. Developing and implementing school-wide homework guidelines.
6. Developing, participating in, and implementing programs that strengthen communication between home and school and parent and child.
7. Developing, participating in, and implementing programs that foster children's oral language while encouraging development in reading, writing and all instructional areas.
8. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading and writing.
9. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted by: Master Inservice Plan Committee, October 2009

State Identifier: 8-413-001 Effective: 7.1.2010
Component Title: Family Involvement
Inservice Points: 3-120
Certification Area(s): All

General Objectives:
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.

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.

Specific Objectives:
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 staffs 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.

Activities may include:
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 role-playing 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.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.

2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:
Submitted by: Master Inservice Plan Committee, October 2009

State Identifier: 6-103-005 Effective: 7.1.2010
Component Title: Safe Crisis Management
Inservice Points: 3-94
Certification Area(s): Content for all areas

General Objective(s):
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 evaluate effective strategies for controlling crisis situations.

Upon successful completion of the component, all participants will be able to implement research-based strategies that will create a safe learning environment. Participants will also be able to recognize, evaluate and use safe crisis management strategies.

Specific Objectives:
1. Participants will demonstrate knowledge of the stages of a crisis situation.
2. Participants will demonstrate knowledge of verbal and non-verbal interactive techniques to prevent/de-escalate explosive situations.
3. Participants will become familiar with safe crisis management concepts and techniques such as safe zone, pivot, balance and parry.
4. Participants will be able to correctly use/teach physical control and evasive techniques.
5. Participants will acquire knowledge of the dynamics of explosive behaviors.
6. Participants will be able to successfully utilize/teach holding techniques.

Participants will be able to explain rationale and to demonstrate correct performance of current safe crisis management techniques/technologies.

7. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities:
1. Participating in or developing research-based workshops, on-site visitation/demonstrations (including technology), videotaped presentations, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the implementation of Safe Crisis Management.
2. Participating in inservice on Safe Crisis Management.
3. Participating in trainer-focused inservice on Safe Crisis Management.

Participant Follow-up:
1. Each participant must successfully demonstrate mastery of skills through a formal assessment administered by the facilitator.
2. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve

student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.

3. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.

4. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net. within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted by: Master-Inservice Plan Committee, October 2009

State Identifier: 8-510-004 Effective: 7.1.2010
Component Title: Support Services Training
Inservice Points: 3-120
Certification Area(s): N/A

General Objective(s):

1. Participants will increase the quality of their work area by increasing knowledge of trouble shooting techniques, test procedures, and leadership techniques.
2. Participants will increase effectiveness by maintaining safe work practices and procedures.
3. Participants will become better equipped to deal with the changes in technology evident in the repair industry.
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 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 an appreciation of diversity.

Specific Objectives:

1. Receiving certification in Refrigeration and Recovery; Liquid Petroleum Gas; Boiler; Lift Station; School Bus Inspection 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.

Activities:
Activities may consist of but are not limited to lectures, demonstrations, self-directed study materials, workshops, question/answer discussions and/or laboratory exercises designed for practicing new techniques.

Participant Evaluation:
A pre- and post- assessment will be administered to each participant. The participant shall successfully demonstrate increased competency on 80% of the specific objectives of the component.

Component Evaluation:
The instructor will submit to the facilitator a summary of the pass/fail rate of the participants post-assessment. At least 90% of the participants shall demonstrate increased skills or knowledge.

Organization Information:
Submitted by: Master Inservice Plan Committee, October 2009

District Only Components

State Identifier: 2-007-002 Effective: 7.1.2010
Component Title: Best Teaching Practices K-12
Inservice Points: 3-120
Certification Area(s): All

General Objectives:
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 components, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate research-based instructional strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning.
2. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
3. Develop knowledge and implement techniques for motivating students.
4. Develop and implement techniques that will teach students how to analyze information.
5. Research, identify, and implement instructional strategies that relate to learning methods.
6. Identify student differences and apply supplemental/specific instructional techniques in the classroom to promote student performance.
7. Increase knowledge in and translate research-based academic intervention methods into the K-12 classroom.
8. Increase knowledge and demonstrate skills in research-based techniques used in motivating students to learn.
9. Develop knowledge and effective implementation of the MTSS process.
10. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. 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), lectures or role-playing, or action research.
2. Teaching a professional development course that leads to an add-on endorsement.
3. Developing, participating in, and implementing the production of materials to be used to align with the Florida State Standards and Next Generation Sunshine State Standards.
4. Participating in and implementing distance learning activities.
5. Developing, participating in, and implementing performance-based strategies and cross- curricula activities.
6. Reviewing, analyzing, and identifying research related to ways to integrate instruction in the content areas.
7. Creating a learning environment that meets the needs of the diverse student population.
8. Improving skills in using a variety of performance assessment techniques and strategies.
9. Expanding knowledge and techniques for effective communication in the classroom.
10. Acquiring knowledge and trends related to specific content areas.
11. Expanding skills and using technology to manage, evaluate, and improve classroom instruction.
12. Utilizing peer observations and feedback sessions to improve teaching and student learning.
13. Recognizing the need and implementing the process for continuous improvement for the teacher and the school.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the activities completed by the participant.
5. Submit grade report showing completion of course participants.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development follow-up Form from each Participant.
2. Each facilitator will submit a short summary of the documentary evident of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted by the Master Inservice Plan Committee, October 2009

State Identifier: 2-100-006 Effective: 7.1.2010
Component Title: ESE (Exceptional Student Education) Learning
Inservice Points: 3-120
Certification Area(s): All

General Objectives:
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 research-based strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective research-based strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in Exceptional Student Education (ESE).
2. Describe the process used to select textbooks for adoption in ESE.
3. Demonstrate knowledge of current copyright procedures and policies in ESE.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge of and will implement techniques for motivating students in ESE.
6. Develop and implement techniques that will teach students how to analyze information in ESE.
7. Identify and implement strategies to deal with affective needs through behavior plans and specific curriculum.
8. Develop and implement specific guidelines that comply with state and federal regulations.
9. Develop awareness of and implement successful and varied assessments.
10. Develop and implement curricula accommodations/modifications and behavioral management skills that will promote positive student functioning/learning.
11. Develop and implement knowledge and skills to identify and appropriately place ESE students.
12. Develop knowledge and effective implementation of MTSS process.
13. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Participating in professional learning communities that reflect on 21st century skills and instructional strategies that could be implemented to advance student learning.

2. Serving on District or State ESE textbook adoption committee to insure alignment with Florida State Standards and the Next Generation Sunshine State Standards (NGSSS).
3. Developing, participating in, and implementing an ESE copyright 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 ESE.
5. Participating in distance learning ESE activities and implementing those activities in the classroom.
6. Developing and implementing a community ESE awareness program.
7. Developing and implementing cross-curricula and inclusion ESE lessons.
8. Demonstrating and developing instructional/ behavioral techniques for use with ESE students.
9. Develop an understanding of medical conditions and medications, using information from evaluations, for appropriate delivery of strategies that will positively impact student learning/progress.
10. Develop, participate in, and implement techniques for safely positioning, moving, and lifting students for optimal learning opportunities.
11. Develop knowledge and skills for successful use of assistive technology devices that will positively impact student learning/progress.
12. Developing and demonstrating the appropriate writing of goals and objectives for optimal learning opportunities of students.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity related to student academic achievement a Professional Development Follow-up Form, available on-line U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the ESE related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 6-404-001 Effective: 7.1.2010
Component Title: Student Services – A Safe Learning Environment
Inservice Points: 3-60
Certification Area(s): Content for all areas

General Objectives:
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.

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 threats or barriers that may interfere with the academic achievement of students.

Specific Objectives:
1. Demonstrate knowledge of analyzing information 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 violence 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.

Activities may include:
1. Developing and participating in research-based workshops, on-site visitation, demonstrations (including technology), videotaped presentations, problem-solving teams, professional learning communities, lesson design/study

groups, conferences (provided proper paperwork is submitted), lectures, and role-playing that will enhance the role of Student Services.
2. Participating in professional learning communities that reflect on 21st century skills strategies that could be implemented to advance student learning.
3. Participating in and implementing Question, Persuade, Refer,(QPR) strategies with students and adults to enhance health, safety, while reducing risk.
4. Participating in and implementing Foundations, a research-based school-wide discipline program.
5. Participating in and implementing techniques of Crisis Intervention training.
6. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
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.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity related to student academic achievement a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each activity completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 6-409-001 Effective: 7.1.2010
Component Title: Student Services – Social, Counseling, Psychological and Health
Inservice Points: 3-120
Certification Area(s): Content for all areas

General Objectives:
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.

Upon successful completion of the component, all participants will be able to implement strategies that will create a more individualized learning environment. Participants will be able to recognize and evaluate research-based academic interventions and best practices to eliminate physical, cultural, or mental health threats or barriers that may interfere with student's academic achievement.

Specific Objectives:
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/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.

Activities may include:

1. Developing and participating 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.
2. Participating in and implementing Question, Persuade, Refer,(QPR) strategies with students and adults to enhance health, safety, while reducing risk.
3. Participating in and implementing Foundations, a research-based school-wide discipline program.
4. Participating in and implementing Crisis Intervention.
5. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
6. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
7. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity related to student academic achievement a Professional Development Follow-up Form, available on-line at the U.oneclay.net within 30 days of the compilation of

the follow-up evidence or no later than teacher's last day of the current academic year.

4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each activity completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

State Identifier: 1-002-001 Effective: 7.1.2010
Component Title: CTE (Career & Technical Education)/TECH PREP Learning
Inservice Points: 3-120
Certification Area(s): Agriculture, Business, Distributive, Diversified, Health Science, Public Service, Family and Consumer Sciences, Technical Education, Marketing Education, Trades/Industrial Education, Exploratory Education, and ESE/ CTE.

General Objectives:
The purpose of this component is to enable all CTE/TECH PREP teachers to improve student learning, improve student behavior, and create more efficient and effective classrooms at secondary grade levels. It will enable administrators to recognize and evaluate effective instructional strategies.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in CTE/TECH PREP courses.
2. Describe the process used to select textbooks for adoption in CTE/TECH PREP courses.
3. Demonstrate knowledge of current copyright procedures and policies in CTE/TECH PREP courses.
4. Demonstrate competencies related to cooperative consultations and planning between regular education, exceptional student education and CTE/TECH PREP staffs.
5. Develop knowledge of and will implement techniques for motivating students in CTE/TECH PREP studies.
6. Develop and implement techniques that will teach students how to analyze information in CTE/TECH PREP courses.
7. Research, evaluate, and implement models that promote work force readiness.
8. Acquire knowledge in and demonstrate the ability to use differentiated instructional strategies in the CTE/TECH PREP classroom.
9. Identify and implement reading strategies within the CTE/TECH PREP classroom.
10. Developing, participating in and implementing cross-curricula lessons and labs.
11. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Serving on District or State CTE/TECH PREP textbook adoption committee to insure alignment with Next Generation Sunshine State Standards (NGSSS).
2. Participating in or developing a CTE/TECH PREP copyright presentation.
3. Implementing interactive computer/laser disk software as it pertains to CTE/TECH PREP.
4. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance CTE/TECH PREP learning.
5. Participating in the summer CTE internship program.
6. Participating in and implementing distance learning CTE/TECH PREP activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on line, or in print and must be submitted to the professional development facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the U.oneclay.net site within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:

1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in Reading, Writing, Science and/or Math.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

PDA-ESE Components

STATE IDENTIFIER: 1-103-001 Effective: 7.1.2010
COMPONENT TITLE: Module 1 - Foundations of ESE
INSERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES:
Increase knowledge of foundations of exceptional student educations.

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify state and federal legislation and case law that have affected the education of student with disabilities.
2. Identify appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, and free and appropriate public education).
3. Identify the required components of Individual Educational Plans, Family Support Plans and Individual Transition Plans.
4. Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA).
5. Compare the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics.
6. Recognize the roles and responsibilities of IEP and child study team members.
7. Identify models of support for providing assistance in general education curricula.
8. Identify the purposes and functions of professional and advocacy organizations relevant to education of students with disabilities.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources

5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:
Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:
Submitted by: Pam White, ESE Technology Specialist

STATE IDENTIFIER: 4-102-001 Effective: 7.1.2010
COMPONENT TITLE: Module 2 - Knowledge of Assessment and Evaluation
INSERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of assessment and evaluation

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify the purpose of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction) across disciplines.
2. Identify the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, and appropriateness of assessment for students with special needs).
3. Identify appropriate formal an informal assessments for students across disciplines.
4. Interpret, analyze, and apply the results of formal and informal assessments for students across disciplines.
5. Identify alternative assessment strategies and procedures (e.g. observations, performance- based assessments, interviews, and portfolios) and their appropriate use.
6. Identify the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:
Demonstrated competency of at least 80% of the objectives as determined by completion of assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:
Submitted by: Pam White, ESE Technology Specialist

STATE IDENTIFIER: 2-100-003 Effective: 7.1.2010
COMPONENT TITLE: Module 3 - Instructional Practices
INSERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of instructional practices in exceptional student education

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Analyze assessment information to identify a student's environmental needs and instructional levels, to select appropriate specialized techniques and learning strategies, and to determine IEP content.
2. Select instructional practices that reflect individual learning needs and incorporate a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with disabilities.
3. Identify instructional strategies for acquisition, generalization, and maintenance of skills across real-life situations at school, at home, and in the community.
4. Select relevant general education and special education curricula appropriate for a given student=s age, instructional needs, and functional performance across settings.
5. Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams.
6. Identify methods of accommodating and modifying assessment, instruction, and materials to meet individual student needs.
7. Analyze educational activities to assist in the determination and development of accommodations and modifications that allow students across disabilities to participate in a meaningful way.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:
Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:
Submitted by: Pam White, ESE Technology Specialist

STATE IDENTIFIER: 5-101-001 Effective: 7.1.2010
COMPONENT TITLE: Module 4 - Positive Behavioral Supports
INSERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of assessment, design, and implementing positive behavioral supports

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
2. Identify data collection strategies to assess student behavior.
3. Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.
4. Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan.
5. Recognize the various concepts and models of positive behavior management.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:
Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment.

Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:
Submitted by: Pam White, ESE Technology Specialist

STATE IDENTIFIER: 2-100-004 Effective: 7.1.2010
COMPONENT TITLE: Module 5 - Language Development and Communication
INSERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of language development and communication skills

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify the sequence of expressive and receptive language development and the components of language structure.
2. Identify communication deficits and select appropriate interventions.
3. Select strategies for integrating communication instruction into education settings.
4. Select appropriate assistive technology and alternative communication systems to facilitate communication.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:
Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist
STATE IDENTIFIER: 2-100-005 Effective: 7.1.2010
COMPONENT TITLE: Module 6 - Interpersonal Interactions and Participation
INSERVICE POINTS: 30
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of skills related to interpersonal interactions and participation

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information.
2. Identify methods for evaluation and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g. at school, at home, and in the community).
3. Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:
Demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also

complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:
Submitted by: Pam White, ESE Technology Specialist

STATE IDENTIFIER: 1-103-002 Effective: 7.1.2010
COMPONENT TITLE: Module 7 - Transition
INSERVICE POINTS: 60
CERTIFICATION AREA(S): Content for All Areas

GENERAL OBJECTIVES: Increase knowledge of the transition process

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:

1. Identify activities relevant to the four stages of career development (i.e. awareness, exploration, preparation, and placement).
2. Identify the essential domains of transition planning (e.g. personal/social, general community functioning, and leisure/recreational) for students with disabilities.
3. Demonstrate knowledge of transition planning using student and family preferences to develop desired post-school outcomes.
4. Identify resources and strategies to assist in students functioning effectively in a variety of environments to which they will be transitioning.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:

1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

PARTICIPANT EVALUATION:
Successful completion will be based on demonstrated competency of at least 80% of the objectives as determined by completion of the assessment tasks in each module in compliance with Section 231.608 (1) Florida Statutes and Rule 6A-5.071 (5), FAC.

COMPONENT EVALUATION:
Upon completion of all activities related to a module, participant information regarding attendance and evaluation results will be submitted for inservice point assignment. Participants will complete feedback forms on the effectiveness of the training design, delivery, and consultants/facilitators. Module facilitators will also

complete an evaluation of the overall quality of the design, delivery, and outcomes of the module completed by the module facilitator.

ORGANIZATION INFORMATION:
Submitted by: Pam White, ESE Technology Specialist

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Theory & Practice of Coaching a Specific Sport**
Component Number:	**1-011-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**011**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

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:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)

☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

- 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 (should 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.

Select ONE

☒	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
☐	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
☐	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
☐	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
☐	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
☐	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
☐	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)

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

☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)

☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

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

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

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

☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

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

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

☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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	
Department	**Professional Development**
Name of component author	**Katie Moeller**

Clay County District Schools
High Quality MIP Professional Learning Communities

11. Identification

Title: *Name of Component*	**Professional Learning Communities**
Component Number:	**2-408-023**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**408**
Local Sequence Number(s): *(3 digit code(s)*	**023**
Points to be Earned: *Number/range of points to be earned for component*	**3-120**

12. Description: *Briefly describe the content or general objectives.*

The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by implementing Professional Learning Communities (PLC) characterized by shared purpose, collective activity and responsibility among staff. 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.

13. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.

- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☒ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click or tap here to enter text.

14. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning	**1.1.1. Individual Needs Assessment:** The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.	**2.1.4. Generating a School-wide Professional Development Plan:** As part of the School Improvement Plan and in collaboration with the district's Professional Development System, the school administrator and School Advisory Council generate a school-wide Professional Development Plan that includes research and/or evidence-based professional development aligned to identified classroom level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.	**3.1.5. Integration of Initiatives:** Professional learning supports educators in integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement.
Learning	**1.2.1. Learning Communities:** The educator participates in collaborative learning communities	**2.2.1. Learning Communities:** School-based professional learning occurs in	**3.2.1. Learning Communities:** The district supports and encourages

	whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.	collaborative teams of adults whose goals are aligned with the team members' IPDPs and the school and district goals for student achievement.	professional learning in collaborative teams of educators.
Implementing	**1.3.1. Implementation of Learning:** The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.	**2.3.1. Implementation of Learning:** The school provides follow-up support to facilitate implementation of professional learning in the workplace.	**3.3.2. Coaching and Mentoring:** The district provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.
Evaluating	**1.4.2. Changes in Educator Practice:** The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.	**2.4.4. Evaluation Measures:** Schools use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.	**3.4.3. Changes in Students:** The district assesses the impact of professional learning on student performance.

☐ Check here if not significantly related to any Protocol Standard.

15. Impact Area(s): *Select all that apply.*

- ☐ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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

16. Specific Learner Outcomes: *Identify the priority study and/or on-the-job* implementation 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 are implemented for all students.**

17. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?
Educators will collaborate in common subject areas. Collaboration will consist of analyzing student data and making instructional decisions as a result of data analysis. Educators will co-plan units of study and lesson plans to ensure consistency across grade-level/subject area. Educators will create flexible groups of students to ensure personalized learning is occuring for each student.

HOW will the experiences by provided to participants during this delivery?
Participants will collaborate with same grade-level/subject area teachers. Based on the needs of the collaborative teams, local schools may provide targeted, research-based Professional Development opportunities for teachers and will provide necessary resources that meet teachers' needs to support student learning.

KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).
Effective research-based practices, data analysis, flexible grouping, personalized learning, collaborative problem solving

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

18. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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

☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

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

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

☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

19. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

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.

20. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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	
Department	**Professional Development/Learning**
Name of component author	**Katie Moeller**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Performing Arts**
Component Number:	**1-010-002**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**010**
Local Sequence Number(s): *(3 digit code(s)*	**002**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

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:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    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.**
    8. **Identify available and suitable professional resources for performing arts instructors.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 delivery?

    - Participants will develop and implement activities for students that are developmentally appropriate pertaining to the instruction of students in performing 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 performing arts.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☒ A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B — Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C — Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D — Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G — Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J — Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- ☐ K — Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☒ N — Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O — Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

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

☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

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

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

☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these*

aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Competency 1**
Component Number:	**1-013-009**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**009**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional strategies for effectively teaching reading.**
    2. **Outline the development of high quality reading programs.**
    3. **Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
    4. **Distinguish characteristics of effective reading strategies.**
    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at specific reading skills.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

☐	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
☐	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
☐	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
☐	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
☐	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
☐	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
☐	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
☒	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
☐	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
☐	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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

☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

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

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

☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Competency 2**
Component Number:	**1-013-010**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**010**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
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- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional strategies for effectively teaching reading.**
    2. **Outline the development of high quality reading programs.**
    3. **Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
    4. **Distinguish characteristics of effective reading strategies.**
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7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at specific reading skills.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.
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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.

Select ONE

☐	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

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

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

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   - **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?

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10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Competency 3**
Component Number:	**1-013-011**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**011**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
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- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional strategies for effectively teaching reading.**
    2. **Outline the development of high quality reading programs.**
    3. **Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
    4. **Distinguish characteristics of effective reading strategies.**
    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):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
    - Demonstration
    - Audio-visual aids
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    - Conferences and Seminars (with proper documentation)
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    HOW will the experiences by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at specific reading skills.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

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

    - Each participant will complete one or more of the following:
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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.

Select ONE

☐	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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☐	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
☐	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
☒	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
☐	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
☐	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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

☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

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

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

☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Competency 4**
Component Number:	**1-013-012**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**012**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional strategies for effectively teaching reading.**
    2. **Outline the development of high quality reading programs.**
    3. **Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
    4. **Distinguish characteristics of effective reading strategies.**
    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at specific reading skills.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

☐	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
☐	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
☐	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
☐	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
☐	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
☐	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
☐	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
☒	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
☐	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
☐	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

☐	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)
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☒	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☐	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

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

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

☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Competency 5**
Component Number:	**1-013-013**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**013**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential reading teachers in the knowledge of instruction and principles applied to teaching reading in order to improve student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☒ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional strategies for effectively teaching reading.**
    2. **Outline the development of high quality reading programs.**
    3. **Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.**
    4. **Distinguish characteristics of effective reading strategies.**
    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at specific reading skills.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to reading instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

☐	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

☐	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☒	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
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☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

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

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

☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

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   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ASD Endorsement**
Component Number:	**1-102-005**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**102**
Local Sequence Number(s): *(3 digit code(s)*	**005**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the nature & needs, assessment & diagnostic of students with special needs.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students with ASD**
    2. **Outline the development of an effective classroom environment that supports students with ASD.**
    3. **Recognize the importance of assessments and diagnostics in establishing instructional levels.**
    4. **Distinguish characteristics of effective instruction for students with ASD.**
    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☐ A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

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

   - **Changes in instructional or learning environment practices. "A"**
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10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ASD Endorsement**
Component Number:	**2-100-009**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**100**
Local Sequence Number(s): *(3 digit code(s)*	**009**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the applied behavior analysis and positive behavior supports for students with ASD.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students with ASD**
    2. **Outline the development of an effective classroom environment that supports students with ASD.**
    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 ASD.**
    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☒	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☐	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ASD Endorsement**
Component Number:	**2-100-010**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**100**
Local Sequence Number(s): *(3 digit code(s)*	**010**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the applied behavior analysis and positive behavior supports for students with ASD through field-based experiences.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students with ASD**
    2. **Outline the development of an effective classroom environment that supports students with ASD.**
    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 ASD.**
    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.
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Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
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☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
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   - **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"**
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10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

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District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ASD Endorsement**
Component Number:	**3-100-001**
Function: *(One digit code)*	**3**
Focus Area: *(3 digit code)*	**100**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the assistive/instructional technology and alternative/augmentative communication systems.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Click or tap here to enter text.
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- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students with ASD**
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7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.
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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.

Select ONE

- ☒ A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B — Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C — Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
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- ☐ F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
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- ☐ I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
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☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

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

   - **Changes in instructional or learning environment practices. "A"**
   - **Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"**
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   - **Observation of student performance. "D"**

   Who will **use** the evaluation **impact** data gathered?

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10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ASD Endorsement**
Component Number:	**3-100-002**
Function: *(One digit code)*	**3**
Focus Area: *(3 digit code)*	**100**
Local Sequence Number(s): *(3 digit code(s)*	**002**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in the knowledge of the assistive/instructional technology and alternative/augmentative communication systems.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students with ASD**
    2. **Outline the development of an effective classroom environment that supports students with ASD.**
    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 ASD.**
    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☐ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☒ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☐	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☒	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ASD Endorsement**
Component Number:	**1-102-004**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**102**
Local Sequence Number(s): *(3 digit code(s)*	**004**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ASD teachers in understanding the nature & needs, and assessment & diagnostic of students with ASD.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students with ASD**
    2. **Outline the development of an effective classroom environment that supports students with ASD.**
    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 ASD.**
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    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☒ A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B — Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C — Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D — Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G — Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J — Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- ☐ K — Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☒	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
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☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESE Procedures and Practices**
Component Number:	**8-103-102**
Function: *(One digit code)*	**8**
Focus Area: *(3 digit code)*	**103**
Local Sequence Number(s): *(3 digit code(s)*	**102**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of ESE teachers when following district procedures and best practices for students with special needs.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
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- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

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    - Each participant will complete one or more of the following:

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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.

Select ONE

- ☒ A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☒	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
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District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Schools of Excellence**
Component Number:	**8-521-001**
Function: *(One digit code)*	**8**
Focus Area: *(3 digit code)*	**521**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To 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:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
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☐ Professional and ethical behavior

☒ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
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Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    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.**
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    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
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    HOW will the experiences by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
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    KEY ISSUES to be included in participant implementation agreements (should support the specific learner outcomes identified above).

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☐	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

☐	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☒	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☐	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☐	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Gifted Competency 2**
Component Number:	**1-106-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**106**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including curriculum development and implementation strategies.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that are gifted.**
    2. **Outline the development of effective curriculum and design 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 curriculum.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- [x] A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- [ ] B — Electronic, Interactive (includes facilitation supporting development/application on the job)
- [ ] C — Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- [ ] D — Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- [ ] F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- [ ] G — Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- [ ] H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- [ ] I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- [ ] J — Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- [ ] K — Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- [ ] M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☐	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☒	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Gifted Competency 1**
Component Number:	**4-106-006**
Function: *(One digit code)*	**4**
Focus Area: *(3 digit code)*	**106**
Local Sequence Number(s): *(3 digit code(s)*	**006**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including understanding the nature and needs of students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that are gifted.**
    2. **Outline the foundation of an effective classroom environment 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 curriculum.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- [x] A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- [ ] B — Electronic, Interactive (includes facilitation supporting development/application on the job)
- [ ] C — Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- [ ] D — Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- [ ] F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- [ ] G — Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- [ ] H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- [ ] I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- [ ] J — Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- [ ] K — Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- [ ] M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☒	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☐	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☐	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Gifted Competency 3**
Component Number:	**4-106-007**
Function: *(One digit code)*	**4**
Focus Area: *(3 digit code)*	**106**
Local Sequence Number(s): *(3 digit code(s)*	**007**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including guidance and counseling for students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- [x] 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)
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- [ ] H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- [ ] M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
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☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Gifted Competency 4**
Component Number:	**2-106-014**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**106**
Local Sequence Number(s): *(3 digit code(s)*	**014**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including the instruction and support of special populations students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☒ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that are gifted.**
    2. **Outline the development of an effective learning environment 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 curriculum.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☒ A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B — Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C — Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D — Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G — Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J — Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- ☐ K — Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☐	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☒	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Gifted Competency 5**
Component Number:	**2-106-013**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**106**
Local Sequence Number(s): *(3 digit code(s)*	**013**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of potential teachers of the gifted including the theory and development of creativity of students that are gifted.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional and engagement strategies for students that are gifted.**
    2. **Outline the development of an effective learning environment that cultivates creativity 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 curriculum and instruction.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- [x] A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- [ ] B — Electronic, Interactive (includes facilitation supporting development/application on the job)
- [ ] C — Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- [ ] D — Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- [ ] F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- [ ] G — Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- [ ] H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- [ ] I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- [ ] J — Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- [ ] K — Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- [ ] M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

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

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

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

☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

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

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

☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-700-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**700**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

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:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
    2. **Understand and practice the effective methodology for teaching English to students that speak other languages.**
    3. **Outline the development of effective curriculum and design for students that are speakers of other languages.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
    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 that are ESOL.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- [x] A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- [ ] B — Electronic, Interactive (includes facilitation supporting development/application on the job)
- [ ] C — Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- [ ] D — Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- [ ] F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- [ ] G — Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- [ ] H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- [ ] I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- [ ] J — Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- [ ] K — Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- [ ] M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☒	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☐	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-701-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**701**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of students that are ESOL that includes the effective testing and evaluation of students.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior
- ☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
    2. **Understand and implement effective testing and evaluations for students that are ESOL.**
    3. **Outline the development of effective curriculum and assessment for students that are speakers of other languages.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
    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 that are ESOL.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- [x] 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)
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- [ ] F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- [ ] G — Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- [ ] H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- [ ] I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- [ ] J — Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- [ ] K — Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- [ ] M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☐	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☒	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
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☐	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:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-702-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**702**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes applied linguistics for teaching English to speakers of other languages.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
    2. **Understand and practice the applied linguistics for teaching English to students that speak other languages.**
    3. **Outline the implementation of applied linguistics for students that are speakers of other languages.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
    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 that are ESOL.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-703-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**703**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

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:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
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- ☐ Instructional leadership (as per FPLS standards)
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- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
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Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
    2. **Outline the development of effective curriculum and design for students that are speakers of other languages.**
    3. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
    4. **Define methods used to evaluate student progress and program effectiveness.**
    5. **Analyze and utilize evaluated data when redesigning programs.**
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7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - Lecture
    - Discussion
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    HOW will the experiences by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
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ii. Maintain a journal/folder of activities supporting the objectives.
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Select ONE

- ☒ A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-704-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**704**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes enriching the various content classes that students who are ESOL participate in.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
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- ☒ Digital Learning/Technology Infusion
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	Educator	School	District
Planning			
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Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
    2. **Understand and practice incorporating engagement strategies for students that are ESOL into other content areas.**
    3. **Outline effective enrichment strategies for students that are speakers of other languages into other content areas.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
    5. **Define methods used to evaluate student progress and program effectiveness.**
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☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-704-002**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**704**
Local Sequence Number(s): *(3 digit code(s)*	**002**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden 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:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
    2. **Understand and practice the effective methodology for teaching English to students that speak other languages.**
    3. **Outline the development of effective curriculum and design for students that are speakers of other languages.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
    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 that are ESOL.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- [x] A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- [ ] B — Electronic, Interactive (includes facilitation supporting development/application on the job)
- [ ] C — Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- [ ] D — Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- [ ] F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- [ ] G — Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- [ ] H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- [ ] I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- [ ] J — Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- [ ] K — Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- [ ] M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☒	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☐	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
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9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-705-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**705**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of ESOL students that includes effective strategies for cross-cultural communication skills.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that speak English as a second language.**
    2. **Understand and practice cross-cultural communication skills for students that are ESOL.**
    3. **Outline the development of effective curriculum and design that incorporates cross-cultural communication skills.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
    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 that are ESOL.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- [x] A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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   - **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"**

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District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**ESOL**
Component Number:	**1-705-004**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**705**
Local Sequence Number(s): *(3 digit code(s)*	**004**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of administrators and guidance counselors for working with students who are learning English as a second language.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
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- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Inform staff of appropriate accommodations and modifications for students that speak English as a second language.**
    2. **Understand and promote the effective methodology for teaching students that speak English as a second language.**
    3. **Understand the resources available for students that speak English as a second language.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.**
    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 that are ESOL.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.
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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.

Select ONE

- [x] A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- [ ] M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
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   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

   - **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?

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10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Difficulties, Disabilities, and Dyslexia**
Component Number:	**2-013-005**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**005**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of students that have reading difficulties, disabilities, and dyslexia. Teachers will learn instructional and intervention strategies in order to raise student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success

☐ Organizational leadership proficiencies (as per FPLS)

☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    2. **Select appropriate accommodations and modifications for students that have reading difficulties, disabilities, or dyslexia.**
    3. **Understand and implement effective testing and evaluations for students that have reading difficulties, disabilities, or dyslexia.**
    4. **Outline the development of effective lessons for students that have reading difficulties, disabilities, or dyslexia.**
    5. **Distinguish characteristics of positive behavior supports for effective instruction of students that have reading difficulties, disabilities, or dyslexia.**
    6. **Define methods used to evaluate student progress and program effectiveness.**
    7. **Analyze and utilize evaluated data when redesigning programs.**
    8. **Utilizing data, identify areas of growth and determine effective strategies for students that have reading difficulties, disabilities, or dyslexia.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

☒	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
☐	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
☐	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
☐	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
☐	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
☐	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
☐	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
☐	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
☐	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
☐	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. **Implementation/Monitoring Procedures:** *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

☐	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☐	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☒	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Reading Difficulties, Disabilities, and Dyslexia for SWD**
Component Number:	**2-100-018**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**100**
Local Sequence Number(s): *(3 digit code(s)*	**018**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers of students that have reading difficulties, disabilities, and dyslexia. Teachers will learn instructional and intervention strategies in order to raise student achievement.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success

☐ Organizational leadership proficiencies (as per FPLS)

☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for students that have reading difficulties, disabilities, or dyslexia.**
    2. **Understand and implement effective testing and evaluations for students that have reading difficulties, disabilities, or dyslexia.**
    3. **Outline the development of effective lessons for students that have reading difficulties, disabilities, or dyslexia.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students that have reading difficulties, disabilities, or dyslexia.**
    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 that have reading difficulties, disabilities, or dyslexia.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

☒	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
☐	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
☐	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
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☐	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
☐	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
☐	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
☐	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
☐	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
☐	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

☐	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☐	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☒	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **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: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Character Education**
Component Number:	**2-016-001**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**016**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers in the area of character education. Teachers will learn how to infuse character lessons into other content areas and assist students with social and emotional learning.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☐ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)

☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate accommodations and modifications for character development of students.**
    2. **Outline the development of effective character lessons for students.**
    3. **Distinguish characteristics of positive behavior supports for effective character instruction of students.**
    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 character education of students.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☒ A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B — Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C — Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D — Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G — Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J — Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- ☐ K — Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☐ N — Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)

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

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

☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

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

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

☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these*

aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Athletic Coaching Endorsement**
Component Number:	**2-011-001**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**011**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

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:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- [x] A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- [ ] B — Electronic, Interactive (includes facilitation supporting development/application on the job)
- [ ] C — Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- [ ] D — Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- [ ] F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- [ ] G — Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- [ ] H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- [ ] I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- [ ] J — Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- [ ] K — Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- [ ] M — Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☒	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☐	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☐	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Athletic Coaching Endorsement**
Component Number:	**2-011-002**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**011**
Local Sequence Number(s): *(3 digit code(s)*	**002**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

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:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- ☒ A Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- ☐ K Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- ☐ M Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
- ☒ N Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
- ☐ O Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

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

☐ Q Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)

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

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

☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Athletic Coaching Endorsement**
Component Number:	**1-103-001**
Function: *(One digit code)*	**1**
Focus Area: *(3 digit code)*	**103**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**60 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

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:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    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):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

- [x] A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
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8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

- [ ] 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)

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☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
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☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
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   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

   - **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?

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10. **Procedures for Use of the Component's Evaluation Findings:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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District record keeping data related to development of this component:

Date Approved	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Job Embedded Reading Endorsement**
Component Number:	**2-013-014**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**013**
Local Sequence Number(s): *(3 digit code(s)*	**014**
Points to be Earned: *Number/range of points to be earned for component*	**150-300 Points maximum**

2. Description: *Briefly describe the content or general objectives.*

To broaden professional competencies of teachers who want to acquire the reading endorsement through a job embedded pathway. Teachers will learn high effect strategies for the instruction of reading and how to provide quality interventions to students who need additional reading assistance.

3. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☒ Mastery of a specific instructional practice: Reading
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☒ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

☐ Non-classroom instructional staff proficiencies supporting student success

☐ Organizational leadership proficiencies (as per FPLS)

☐ Professional and ethical behavior

☐ Regulatory or compliance requirements

☒ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. Florida PD Protocol Standards Supported by this Component: Click Here for List

	Educator	School	District
Planning			
Learning	**1.2.2 Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research-and/or evidence-based instructional strategies and interventions in the content areas specified in s.1012.98 F.S. and aligned with district and state initiatives.	**2.2.3 Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice and classroom-based feedback.	**3.2.8 District Support:** The district recognizes and supports professional learning as a key strategy for improving teaching quality and student learning.
Implementing			
Evaluating			

☐ Check here if not significantly related to any Protocol Standard.

5. Impact Area(s): *Select all that apply.*

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

☒ Repetitive practice leading to changes in proficiency of educator or leader on the job

☒ Tracking improvements in student learning growth supported by the professional learning

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

    1. **Select appropriate instructional strategies for creating an effective reading block.**
    2. **Understand and implement effective assessment strategies for students in reading.**
    3. **Outline the development of effective lessons for reading.**
    4. **Distinguish characteristics of positive behavior supports for effective instruction of students in reading.**
    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 reading.**

7. **Learning Procedures (Methods):**

    WHAT will occur during the professional development component delivery?

    - 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 by provided to participants during this delivery?

    - Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students with ASD.
    - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to ASD instruction.

    KEY ISSUES to be included in participant implementation agreements (should 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.

Select ONE

☐	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)
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☐	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
☒	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
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☐	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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☒	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)
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☒	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

   - **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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What*

evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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	
Department	**Professional Development**
Name of component author	**Jamie Iannone**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	**Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience**
Component Number:	**4-102-005**
Function: *(One digit code)*	**4**
Focus Area: *(3 digit code)*	**102**
Local Sequence Number(s): *(3 digit code(s)*	**005**
Points to be Earned: *Number/range of points to be earned for component*	**Maximum 80**

2. Description: *Briefly describe the content or general objectives.*

Participants will be able to identify characteristics associated with Autism Spectrum Disorders (ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

3. **Link(s) to Priority Initiatives:**
Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)

- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning	☒ 1.1.1	☐ Click here to enter text.	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,	☐ Click here to enter text.	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐ Click here to enter text.	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐ Click here to enter text.	☐ 3.4.3, 3.4.7

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

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):**

WHAT will occur during the professional development component delivery?

- Participants will engage in:
- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW will the experiences by provided to participants during this delivery?

- Tasks within the in-service components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES to be included in participant implementation agreements (should 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 in-service component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

Select ONE

☒	A	Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
☐	B	Electronic, Interactive (includes facilitation supporting development/application on the job)
☐	C	Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
☐	D	Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
☐	F	Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
☐	G	Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
☐	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
☐	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
☐	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
☐	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. **Implementation/Monitoring Procedures:** *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

☐	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☐	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
☐	P	Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)
☐	Q	Lesson Study group participation (monitoring and feedback focused on both the research-based Lesson Study process and impact of the process on lessons implemented)
☒	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. **Impact Evaluation Procedures:** *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

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:** *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?*

    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**
Department	**ESE Services**
Name of component author	**Peggy Williams**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
Component Number:	**2-100-001**
Function: *(One digit code)*	**2**
Focus Area: *(3 digit code)*	**100**
Local Sequence Number(s): *(3 digit code(s)*	**001**
Points to be Earned: *Number/range of points to be earned for component*	**Minimum 80/Maximum 80**

2. Description: *Briefly describe the content or general objectives.*

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:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components

- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	School	District
Planning	☒ 1.1.1	☐ Click here to enter text.	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,	☐ Click here to enter text.	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐ Click here to enter text.	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐ Click here to enter text.	☐ 3.4.3, 3.4.7

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

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 rein forcers 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):**

WHAT will occur during the professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW will the experiences by provided to participants during this delivery?

Tasks within the in-service components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES to be included in participant implementation agreements (should 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 in-service component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will

provide corrective and elaborative feedback
to enhance the participant's learning process.

Select ONE

- ☒ A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☐ B — Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C — Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D — Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G — Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J — Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- ☐ K — Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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

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

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

☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

➢

Who will **use** the evaluation **impact** data gathered?
The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of 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.
Click or tap here to enter text.

10. Procedures for Use of the Component's Evaluation Findings:
Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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**
Department	**ESE Services**
Name of component author	**Peggy Williams**

Clay County District Schools
High Quality MIP (HQMIP) Component

1. Identification

Title: *Name of Component*	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
Component Number:	3-100-003
Function: *(One digit code)*	3
Focus Area: *(3 digit code)*	100
Local Sequence Number(s): *(3 digit code(s)*	003
Points to be Earned: *Number/range of points to be earned for component*	Minimum 80/Maximum 80

2. Description: *Briefly describe the content or general objectives.*

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:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☒ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous improvement practices
- ☒ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click or tap here to enter text.

☐ Mastery of a specific leadership practice: Click or tap here to enter text.
☐ Multi-tiered System of Supports (MTSS)
☒ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
☐ Non-classroom instructional staff proficiencies supporting student success
☐ Organizational leadership proficiencies (as per FPLS)
☒ Professional and ethical behavior
☒ Regulatory or compliance requirements
☐ **Other: To provide Clay County students with the highest quality teaching and learning processes available.**

4. **Florida PD Protocol Standards Supported by this Component: Click Here for List**

	Educator	**School**	**District**
Planning	☒ 1.1.1	☐ Click here to enter text.	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5,	☐ Click here to enter text.	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing	☒ 1.3.1, 1.3.3	☐ Click here to enter text.	☒ 3.3.1, 3.3.2, 3.3.3
Evaluating	☒ 1.4.2, 1.4.3, 1.4.4	☐ Click here to enter text.	☐ 3.4.3, 3.4.7

☐ Check here if not significantly related to any Protocol Standard.

5. **Impact Area(s):** *Select all that apply.*

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

6. **Specific Learner Outcomes:** *Identify the priority study and/or on-the-job* implementation outcomes.

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
    b. daily living
    c. 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):**

WHAT will occur during the professional development component delivery?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practice of Strategies
- Cycles of Feedback
- Data analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW will the experiences by provided to participants during this delivery?

Tasks within the in-service components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES to be included in participant implementation agreements (should 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 in-service component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an

experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

Select ONE

- ☐ A — Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)
- ☒ B — Electronic, Interactive (includes facilitation supporting development/application on the job)
- ☐ C — Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)
- ☐ D — Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)
- ☐ F — Independent Inquiry (Includes development, for example, Action Research; Creating PD or teaching resources with intended application outcomes specified)
- ☐ G — Structured Coaching/Mentoring (May include one-on-one or small group instruction by a coach/mentor with a teacher or school administrator with specific learning objectives)
- ☐ H — Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
- ☐ I — Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
- ☐ J — Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
- ☐ K — Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

8. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

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

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

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

☐ T Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

9. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of 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.

Click or tap here to enter text.

10. Procedures for Use of the Component's Evaluation Findings:
Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these aspects of PD evaluation data?

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**
Department	**ESE Services**
Name of component author	**Peggy Williams**

Clay County District Schools
High Quality MIP (HQMIP) Component

11. Identification

Title: *Name of Component*	**Ethics – Instructional Personnel**
Component Number:	**8-410-503**
Function: *(One digit code)*	**8**
Focus Area: *(3 digit code)*	**410**
Local Sequence Number(s): *(3 digit code(s)*	**503**
Points to be Earned: *Number/range of points to be earned for component*	**3 Points maximum**

12. Description: *Briefly describe the content or general objectives.*

Florida certified educators are held to standards of conduct as outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guideposts of what professional educators and members of the community can and should expect from educators. This training coves all components of Rule 6A-10.081 and F.S.1012.795

13. Link(s) to Priority Initiatives:

Identify the alignment of the targeted professional learning with key district priorities (select all that apply).

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☐ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Reading
- ☐ Mastery of a specific leadership practice: Click or tap here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-classroom instructional staff proficiencies supporting student success

☐ Organizational leadership proficiencies (as per FPLS)
☒ Professional and ethical behavior
☒ Regulatory or compliance requirements
☐

14. Florida PD Protocol Standards Supported by this Component: Click Here for List

☒ Check here if not significantly related to any Protocol Standard.

15. Impact Area(s): *Select all that apply.*

☒ Study leading to deep understanding of the practice(s), standard(s), and/or processes(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

16. Specific Learner Outcomes: *Identify the priority study and/or on-the-job* implementation outcomes.

- **Understand and implement professional judgment in decision making**
- **Understand and apply required obligations to student, profession, and public – Rule 6A-10.081**
- **Understand function of PPS and PPC**
- **Understand why educators are held to higher standard of conduct than general public and possible consequences of decision made**

17. Learning Procedures (Methods):

WHAT will occur during the professional development component delivery?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)

HOW will the experiences by provided to participants during this delivery?

- Participants will participate in scenarios and determine if there are any violations of Principles of Professional Conduct.
- Teachers will engage actively in discussions or proper decision making on and off campuses.

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

- Each participant will complete one or more of the following:
    i. Survey of training and questions that may need addressing
    ii. Write reflection of learned knowledge from training

Select ONE

☒	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)
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☐	H	Implementation of "high effect" practice(s) (monitored with structured feedback from peer, coach, or supervisor)
☐	I	Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)
☐	J	Deliberate Practice: Learning processes embedded in deliberate practice growth targets or Individual professional development plans (IPDP), Leadership Development Plans (ILDP), or School Improvement Plans (SIP)
☐	K	Problem Solving Process (Implementation of Florida's 8 step Problem Solving Process or other well defined problem solving process focused on specific school improvement objective(s))

18. Implementation/Monitoring Procedures: *Describe the method(s) and resources(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253.*

☐	M	Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)
☐	N	Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)
☐	O	Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues
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☐	R	Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning
☐	S	Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors
☐	T	Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. *(Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)*

19. Impact Evaluation Procedures: *Describe the processes that will be used to determine the impact of the component on areas identified in previous section titled "Impact Areas" and priority issues from "Specific Learner Outcomes".*

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

- **NA**

Who will **use** the evaluation **impact** data gathered?

NA

20. Procedures for Use of the Component's Evaluation Findings: *Describe what will be done with the data obtained through the evaluation processes. Considerations: What evaluation data addresses value of the PD design? What evaluation data addresses quality of implementation of the PD? Who will use these*

aspects of PD evaluation data?

NA

District record keeping data related to development of this component:

Date Approved	
Department	**Human Resources**
Name of component author	**Brenda Troutman**

Specialized Training Components
Add-on Endorsement Programs

Training components used for Add-on Endorsement programs are found within the written program submitted under separate cover. For information regarding these components, please contact the Professional Development Department.

Approved Add-on Endorsement Programs:

- Athletic Coaching
- English for Speakers of Other Languages (ESOL)
- Gifted
- Reading
- Autism Spectrum Disorders