Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

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

2. **DESCRIPTION**:

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

3. **LINK(S) TO PRIORITY INITIATIVES:**

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

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

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

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES**:

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

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

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

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

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

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

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

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

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

9. IMPACT EVALUATION PROCEDURES:

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

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

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

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

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	October 2009, ~~May 2021~~ April 2022
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot, Dana Savoie

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Learning with K-5 ELA: Self-Paced

   Component Number: 1-008-003

   Function: 1 Subject Content/Academic Standards

   Focus Area: 008

   Local Sequence Numbers: 003

   Points to be Earned: 1-120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

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

3. **LINK(S) TO PRIORITY INITIATIVES:**

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

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

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

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES:**

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

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

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

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

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

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

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

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes

Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. **IMPACT EVALUATION PROCEDURES:**

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

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

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

   Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

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

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

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	~~N/A~~ April 2022
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot, Dana Savoie

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

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

2. DESCRIPTION:

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

3. LINK(S) TO PRIORITY INITIATIVES:

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

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

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

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of the facets of mathematics standards to include their present grade

level's as well as vertical grade levels in order to deepen their understanding of student learning trajectories.
Participants will engage in understanding and practice with facilitating effective instructional techniques in order to identify student needs and deliver rigorous grade level appropriate instruction.

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

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

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

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

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

Participants will bring relevant materials to include but not limited to student work samples, curriculum materials, access to technology.
Participants will collaborate with peers to include participants at/from different school sites and grade levels.
Participants will actively engage with teaching methods via role playing, video examples, and scholarly articles.
Participants will read and interact with text relevant to the session.
Participants may analyze student performance data.
Participants may be asked to serve on district textbook adoption committees to be aligned with B.E.S.T standards.

8. IMPLEMENTATION/MONITORING PROCEDURES:

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

9. IMPACT EVALUATION PROCEDURES:

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

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

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

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	~~October 2009, Revised December 2020, May 2021~~April 2022
Department:	Instructional
Name(s) of Component Author(s):	Jamie Randall and Govinda Poor~~Kevin Leary and Kerri Walsh~~ revised the most recent version.

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

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

2. DESCRIPTION:

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

3. LINK(S) TO PRIORITY INITIATIVES:

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

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator- Domain: Learning 2.3: Learning Strategies, School- Domain: Implementing 3.2 Coaching and Mentoring, District- Domain: Implementing 3.2 Coaching and Mentoring~~ Educator-Learning 2.2: Content Focused, District-Learning 2.8: District Support

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. 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. 2.Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.

3. Demonstrate knowledge of current copyright and legal procedures and policies in physical education, athletic coaching, health, physical science, and NJROTC.

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

7. Distinguish characteristics of teaching physical education.

7. **LEARNING PROCEDURES (Methods):**

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

WHAT will occur during this professional learning opportunity?

Learning opportunities may include:

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

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

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

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Master In-service Plan Revised: December 10, 2020

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

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

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

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

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

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

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

11. Developing and implementing the District Health and Physical Fitness curriculum.
12. Developing and implementing programs that enhance awareness of the social, motivational, psychological, physiological, and maturational advantages of participation in interscholastic sports and NJROTC programs

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

PLC Meetings/Workshops

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

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

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

Changes in instructional practices and teacher efficacy as measured by ~~weekly~~ lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction. Results of student growth measure(s) that track student progress. Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to

increase teacher capacity in the area of teaching physical education skills to support all levels of PE.

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	~~May 2021~~April 2022
Department:	Academic Services K12
Name(s) of Component Author(s):	Sharon Walsh and John Sgromolo

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

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

2. DESCRIPTION:

The purpose of this component is for participants to develop substantive understanding of the six components of reading as a process(: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary). Participants will build their capacity to use and to apply explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies aligned with the science of reading for teaching children how to read while addressing the individual learning needs of students including evidence-based strategies that build student capacity through teacher modeling, guided practice, particularly as it impacts text readability, complexity, coherence, structure, and overall comprehension by understanding the interdependence among reading components and their effect on the reading process for native speakers of English as well as English language learners, students with dyslexia, and students with disabilities and other varying exceptionalities. This component meets the 40-hour in-service DL requirement identified in Florida Statute s. 1012.585(3) F.S.

3. LINK(S) TO PRIORITY INITIATIVES:

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

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator- Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Evaluating 4.1 Implementing the Plan, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator- Evaluating 4.5 Use of Results, School- Evaluating 4.4 Evaluation Measures, District- Planning 1.1 District Needs Assessment, District- Planning 1.2: Generating a District-wide Professional Development System, District- Planning 1.3: Research/Evidence Basis, District- Planning 1.4: Content Standards for Student Outcomes, District- Planning 1.5: Integration of Initiatives, District- Learning 2.2: Content Focused,

District- Learning 2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning, District- Learning 2.5: Use of Technology, District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Learning 2.9: Learning Organization, District- Implementing 3.2 Coaching and Mentoring, District- Evaluating 4.3 Changes in Students, District- Evaluating 4.4 Evaluation Measures, District- Evaluating 4.5 Use of Results, District- Evaluating 4.6 Fiscal Resources, District- Evaluating 4.7 Student Gains

5. IMPACT AREA(S):

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

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

Performance Indicator A: Comprehension
1.A.1 Understand that building oral and written language facilitates comprehension.
1.A.2 Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language."
1.A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
1.A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
1.A.5 Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
1.A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
1.A.7 Understand the reading demands posed by domain specific texts.
1.A.8 Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
1.A.9 Understand how English language learners' linguistic and cultural background will influence their comprehension.
1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

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

Performance Indicator C: Phonological Awareness
1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset rimes and

phonemes).

1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.

1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).

1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.

1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

1.C.7 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.

Performance Indicator: D: Phonics

1.D.1 Understand that phonological units (words, syllables, onset rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.

1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).

1.D.3 Understand structural analysis of words.

1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction.

1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

Performance Indicator E: Fluency

1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.

1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.

1.E.3 Understand the relationships among fluency, word recognition, and comprehension.

1.E.4 Understand that both oral language and writing enhance fluency instruction.

1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

Performance Indicator F: Vocabulary

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

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

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

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

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

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

Performance Indicator G: Integration of the Reading Components

1.G.1 Identify language characteristics related to social and academic language.

1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.

1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.

1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.

1.G.5 Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.

1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

7. **LEARNING PROCEDURES (Methods):**

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

WHAT will occur during this professional learning opportunity?

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation, and provide guided feedback to ~~the teacher~~ participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of explicit, systematic, and sequential reading instruction and implementing multisensory intervention strategies~~in teaching students how to read~~. *Face-to-face meetings may be required throughout the course.

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

All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.

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

1. Participants will engage in on-line learning through the Reading Competency 1: Foundations of Reading Google Classroom.
2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.
3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.
4. Participants will bring other materials specific to their classroom students, when needed.
5. Participants will complete weekly reflections.
6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

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

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: unknown

Date Revised: ~~May 2021~~ April 2022

Department: Literacy-Professional Learning

Name(s) of Component Author(s): Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

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

2. **DESCRIPTION**:

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

3. **LINK(S) TO PRIORITY INITIATIVES:**

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

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

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

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

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

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

Performance Indicator B: Oral Language
2.B.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning). Language (e.g., orthographic skills, phonetic and structural analysis; rules, patterns, and generalizations).
2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.
2.B.3 Recognize and apply English language learner's home language proficiency as a foundation and strength to support the development of oral language in English.
2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
2.B.5 Recognize, describe, and incorporate appropriate oral language assessment to guide instruction.

Performance Indicator C: Phonological Awareness
2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of

phonological awareness. (e.g., blending and segmenting syllables, onset rimes, and phonemes).
2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.
2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.
2.C.6 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.

Performance Indicator: D: Phonics
2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme grapheme level through the multisyllabic word level.
2.D.2 Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English
2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

Performance Indicator E: Fluency
2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.
2.E.2 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.
2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

Performance Indicator F: Vocabulary
2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).
2.F.2 Provide for continuous integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
2.F.3 Incorporate vocabulary instruction through analogies (e.g. cognates, Greek and Latin roots).
2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literacy, to enhance vocabulary.
2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
2.F.7 Use multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations, etc.).
2.F.8 Recognize, describe, and incorporate vocabulary assessments to guide instruction.

Performance Indicator G: Integration of the Reading Components
2.G.1 Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.
2.G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
2.G.3 Use resources and evidence~~research~~ based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
2.G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).

7. **LEARNING PROCEDURES (Methods):**

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

WHAT will occur during this professional learning opportunity?

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

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

1. All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources in the Reading Competency 2: Application of Research-Based Instructional Practices Google Classroom. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.

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

1. Participants will engage in on-line learning through the Reading Competency 2: Application of Research-Based Instructional Practices.
2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.
3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the five elements of reading and the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.
4. Participants will bring other materials specific to their classroom students, when needed relating to the formative assessment process.
5. Participants will complete weekly reflections.
6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

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

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of the formative assessment process, evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: unknown

Date Revised: ~~May 2021~~ April 2022

Department: Reading-Professional Learning

Name(s) of Component Author(s):   Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

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

2. DESCRIPTION:

The purpose of this component is for participants to develop skills and knowledge in using the results of screening, diagnosis, progress monitoring and outcome reading assessments to guide instructional decision making in grades K-12. Upon successful completion of the component, all participants will have an understanding of formal and informal assessments necessary for the implementation of quantitative and qualitative instructional assessment to respond to the individual needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities.

3. LINK(S) TO PRIORITY INITIATIVES:

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

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

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

2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning, District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Learning 2.9: Learning Organization, District- Implementing 3.2 Coaching and Mentoring, District- Evaluating 4.3 Changes in Students, District- Evaluating 4.4 Evaluation Measures, District- Evaluating 4.5 Use of Results, District- Evaluating 4.6 Fiscal Resources

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

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

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

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

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

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

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

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

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

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

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

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

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

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction through the formative assessment process.
2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of the various types of assessments through the implementation of screening, progress monitoring, diagnosis and outcome measures.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	~~May 2021~~ April 2022
Department:	Reading-Professional Development
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

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

2. DESCRIPTION:

The purpose of this component is to enable participants to prescribe, differentiate instruction, and utilize appropriate strategies and materials from scientifically-based reading research to address prevention, identification, and remediation to plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re- teaching when necessary for individuals and small groups in all subject areas. Upon successful completion of the component, all participants will use best practices in reading instruction to meet the learning needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

3. LINK(S) TO PRIORITY INITIATIVES:

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

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Foundation Standard: 0.1: Leadership, Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator- Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator- Evaluating 4.5 Use of Results, School- Planning 1.1 Needs Assessment, School- Planning 1.2: Reviewing Professional Development Plans, School- Planning 1.3: Reviewing Annual Appraisal Data, School- Planning 1.4

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

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

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

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

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

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

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

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

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

All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources through the Reading Competency 4: Foundations & Applications of Differentiated Instruction Google Classroom. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.

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

1. Participants will engage in on-line learning through the Reading Competency 4: Foundations & Applications of Differentiated Instruction.
2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.
3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.
4. Participants will bring other materials specific to their classroom students, when needed.
5. Participants will complete weekly reflections .
6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts, and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary with native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities. These assignments will demonstrate a differentiation of

instruction as well as include assessments to inform future instruction.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

    1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
    2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction while meeting the individual needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities.

    Who will <u>use</u> the evaluation <u>impact</u> data gathered?

    1. Participants will use formative, diagnostic, and summative data as part of the professional learning designed to increase teacher capacity in the area of foundations and applications of differentiated instruction.
    2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
    3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	~~May 2021~~ April 2022
Department:	Reading-Professional Development
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Reading Competency 5: Demonstration of Accomplishment (Bankable/DL)
Component Number:	1-013-013
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	013
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The purpose of this component is to enable participants to demonstrate their ability to use scientifically based research and evidence-based instructional practices to address prevention, identification, and remediation of reading difficulties in real-time to increase student performance and close achievement gaps. Upon successful completion of the component, all participants will have an understanding of how to administer assessment and perform data analysis to differentiate instruction for learners from diverse backgrounds. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

3. LINK(S) TO PRIORITY INITIATIVES:

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

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator- Learning 2.6 Time Resources, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Implementing 3.3 Web-based Resources and Assistance, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator- Evaluating 4.5 Use of Results, School- Planning 1.1 Needs Assessment, School- Planning 1.2: Reviewing Professional Development Plans, School- Planning 1.3: Reviewing Annual Appraisal Data, School- Planning 1.4 Generating a School-wide Professional Development Plan, School- Planning 1.5 Individual Leadership Development Plan, School- Learning 2.2: Content Focused, School- Learning 2.3: Learning Strategies, School- Learning 2.4: Sustained Professional Learning, School- Learning 2.5: Use of Technology, School- Learning 2.7 Coordinated Records, School- Implementing 3.2 Coaching and Mentoring, School- Evaluating 4.3 Changes in Students, School- Evaluating 4.4 Evaluation Measures,

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

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
5.2 Demonstrate evidence-based instructional practices for facilitating reading comprehension.
5.3 Demonstrate evidence-based instructional practices for developing oral/aural language development.
5.4 Demonstrate evidence-based instructional practices for developing students' phonological awareness.
5.5 Demonstrate evidence-based instructional practices for developing phonics skills and word recognition.
5.6 Demonstrate evidence-based instructional practices for developing reading fluency and reading endurance.
5.7 Demonstrate evidence-based instructional practices for developing both academic and domain-specific vocabulary.
5.8 Demonstrate evidence-based instructional practices to facilitate students' monitoring and self correcting in reading.
5.9 Demonstrate evidence-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.
5.10 Demonstrate evidence-based instructional practices for developing students' ability to read critically.
5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.
5.12 Demonstrate skills in assessment and instructional with English language learners from diverse backgrounds and at varying English proficiency levels.
5.13 Create an information-intensive environment that includes print and digital text.
5.14 Use a variety of instructional practices to motivate and engage students in reading.
5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.
5.16 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

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

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

All content will be presented via Google virtual meetings via the Reading Competency 5: Demonstration of Accomplishment Google Classroom. Participants will receive professional learning materials and access to online resources. Individual support will be provided to participants on an as needed basis throughout the implementation of the accomplished practices either virtually or at the participant's school site. Each participant is expected to participate in both live conversations and implement required job-embedded activities. Participants are expected to engage in video chats during virtual sessions and be supportive of classmates throughout the professional learning in a collaborative fashion.

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

1. Participants will engage in on-line learning through the Reading Competency 5: Demonstration of Accomplishment Google Classroom.
2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.
3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.
4. Participants will bring other materials specific to their classroom students, when needed.
5. Participants will complete weekly reflections .
6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

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

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of scientifically based research and evidence-based instructional practices designed to address prevention, identification, and remediation of reading difficulties in real-time to increase student performance and close achievement gaps in the areas of oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Participants will use the gathered impact data to guide future instruction through teacher modeling, guided practice, writing, listening, and speaking activities.
2. Participants will interact with the instructor and other participants to increase their understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction in alignment with the Science of Reading: Simple View of Reading (SVR) and Scarborough's Reading Rope.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: unknown

Date Revised: ~~May 2021~~ April 2022

Department: Reading-Professional Development

Name(s) of Component Author(s): Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

    Title: Reading Competency 1 and 2: Reading Foundations and Research-Based Instructional Practices (Bankable/DL)

    Component Number: 1-013-014

    Function: 1 Subject Content/Academic Standards

    Focus Area: 013

    Local Sequence Numbers: 014

    Points to be Earned: 120

    Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION:**

    This course will provide the opportunity for K-6 educators to develop, increase, and demonstrate knowledge of evidence-based practices in reading instruction as outlined in the Competencies 1 and 2 of the 2011 Reading Endorsement Competencies. The emphasis of this professional learning opportunity is focused on evidence-based practices in teaching foundational reading skills, assessment, and support for English Language Learners in order for educators to effectively meet the reading needs of all learners. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

3. **LINK(S) TO PRIORITY INITIATIVES:**

    Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Multi-tiered System of Supports (MTSS), To provide Clay County students with the highest quality teaching and learning through evidence-based practices (EBPs).

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

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

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES:**

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

analysis).

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

50. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.

51. Apply intentional, explicit, and systematic instructional practices for scaffolding development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).

52. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).

53. Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.

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

55. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

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

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

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

59. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

60. Apply intentional, explicit, systematic instructional practices for scaffolding accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater).

61. Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).

62. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

63. Apply intentional, explicit, systematic instructional practices for scaffolding vocabulary and concept development (e.g., shared reading, semantic mapping).

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

65. Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).

66. Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.

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

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

69. Use multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations).

70. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

71. Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud").

72. Use both oral language and writing experiences to enhance comprehension.
73. Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.
74. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
75. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
76. Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
77. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
78. Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.
79. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.
80. Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.
81. Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
82. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
83. Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).
84. Demonstrate understanding of similarities and differences between home language and second language reading development.
85. Triangulate data from appropriate reading assessments to guide instruction.

7. **LEARNING PROCEDURES (Methods):**

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

WHAT will occur during this professional learning opportunity?

1. lecture
2. discussion
3. demonstration
4. audio-visual aids
5. laboratory activities (role-play and practice)

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

1. The platform for learning will be online, distance learning within a Google classroom specifically created for such delivery.

2. Participants will develop and implement activities for students that are in alignment with the Clay County reading plan as well as best practices based on the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide released by the Institute of Education Sciences (IES).

3. Participants will actively engage in the context of a collaborative Professional Learning Community, focusing on the foundational reading skills that enable students to read words, relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they have read.

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

1. Participants will actively participate in weekly discussions, including but not limited to in class viewing of demonstration videos and completion of Video Viewing Guides.

2. Participants will create weekly lesson plans based on new learning each week, and will share those lesson plans and the results of implementation of plans with colleagues during the learning session.

3. Participants will bring other materials specific to their classroom students, when needed.

4. Participants will complete other activities in writing from the Professional Learning Communities Participant's Activities (For the What Works Clearinghouse Practice Guide), Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.

5. Participants will complete a final project, in which at least five related lessons are implemented, with grade appropriate standards. These lessons will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These lessons will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.

6. Participants will present this final project to colleagues and complete and submit a Reflection Sheet.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

Evaluation Method   C- Portfolios of student work

Student:

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. The final culminating project completed by each participant will be evaluated using the provided rubric, and the final culminating project will provide the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching foundational reading skills to support reading for understanding in kindergarten through third grade.
2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

1. Weekly activities will be completed during the instructional time and evaluated to the need for further discussion and collaborative activities to increase teacher capacity in the area of differentiated instruction in comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
2. Lesson plans will be created and implemented by teachers outside of weekly lecture, and results will be shared during collaborative discussion during class time. These lesson plans will be evaluated holistically to determine the effectiveness of instruction and to inform future instruction to be implemented.
3. The final culminating project completed by each participant will be evaluated to inform future instruction in the Competency 1&2 Hybrid course.
4. The final culminating project completed by each participant which provides the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction will be evaluated using a rubric. The quality and scores of the participants' final projects will be used to address the quality of implementation of the PD. In addition, a survey will be submitted to participants prior to and following the course to determine participants' evaluation of the quality of implementation of the PD.
5. The instructor of the course will use this evaluation data to inform future instruction and implementation of Competency 1&2 Hybrid course, and Clay County School District will have access to all participant materials and surveys

upon request.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	December 2020
Date Revised:	~~May 2021~~ April 2022
Department:	Reading
Name(s) of Component Author(s):	Amber Rockwell/Bianca Montoro/Robin Rae

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Exploring Structured Literacy (ESL) (Bankable/DL/SWD)
Component Number:	1-013-015
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	015
Points to be Earned:	40 points
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is for participants to develop a substantive understanding that Structured Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels. This component will provide K-126 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

3. LINK(S) TO PRIORITY INITIATIVES:

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

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator-Learning 2.2: Content Focused, Educator-Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator-Learning 2.5: Use of Technology, Educator- Learning 2.7 Coordinated Records, Educator- Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator-Implementing 3.3 Web-based Resources and Assistance, Educator- Evaluating 4.1 Implementing the Plan, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator- Evaluating 4.5 Use of Results, School- Evaluating 4.3 Changes in Students, School- Evaluating 4.4 Evaluation Measures, School-Evaluating 4.5 Use of Results, District- Planning 1.3: Research/Evidence Basis, District- Planning 1.4: Content Standards for Student Outcomes, District- Planning 1.5: Integration of Initiatives, District-Learning 2.2: Content Focused, District- Learning 2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning, District- Learning 2.5: Use of Technology, District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Learning 2.9: Learning

Organization, District- Implementing 3.3 Web-based Resources and Assistance, District- Evaluating 4.4 Evaluation Measures

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will become proficient with implementing the Knowledge and Practice Standards (KPS) published by the International Dyslexia Association.
2. Participants will develop the knowledge and skills required to provide Structured Literacy instruction for all students in the classroom or for struggling readers in a small group or one-on-one intervention program.
3. Participants will understand that Structured Literacy instruction is built around a scope and sequence as outlined in the Simple View of Reading & and the Scarborough Reading Rope model, including both word recognition/decoding and oral language skills.
4. Participants will gain an in-depth understanding of the components of Structured Literacy instruction: explicit, systematic, cumulative, frequent assessments (progress monitoring) and error analyses, corrective feedback, meaningful interactions with language, practice, engagement, supportive.
5. Participants will learn how to teach the structure of language across the speech sound system (phonology).
6. Participants will learn how to teach the structure of language across the writing system (orthography).
7. Participants will learn how to teach the structure of sentences (syntax).
8. Participants will learn how to teach the structure of language across the meaningful parts of words (morphology).
9. Participants will learn how to teach the structure of language across the relationships among words (semantics).
10. Participants will learn how to teach the structure of language across the organization of spoken and written discourse.
11. Participants will learn why Structured Literacy instruction is the most effective way to teach all emergent readers in the classroom.
12. Participants will learn why Structured Literacy instruction is essential for struggling readers.
13. Participants will develop their knowledge and understanding of the historical perspective on reading.
14. Participants will identify the kinds and characteristics of readers categorized by the Simple View of Reading.
15. Participants will recognize the language and neurobiological basis of reading disabilities, including dyslexia.
16. Participants will ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
17. Participants explain various projects, entities, and resources available to Florida educators supporting evidence-based literacy learning.
18. Participants learn how to align reading instruction, intervention, and assessment with Florida's B.E.S.T. Standards for English Language Arts at the appropriate level of rigor: Foundations, Reading, Communication, and Vocabulary Strands.
19. Participants will define what is meant by Universal Design for Learning and Assistive Technology.
20. Explain the importance of structured literacy instruction in developing morphological awareness, especially for students with reading difficulties and disabilities.
21. Participants will describe how phonetics is foundational knowledge for educators for teaching students to read and spell.

22. Participants will recognize that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.
23. Participants will Increase their knowledge and understanding of the components of oral language, phonological awareness and phonemic awareness.
24. Participants will learn how to implement activities for teaching phonological awareness and phonemic awareness skills.
25. Participants will learn to implement multisensory intervention strategies by combining listening, speaking, reading, and a tactile or kinesthetic activity.
26. Develop your knowledge and understanding of the history of writing systems and their impact on modern English.
27. Explain the correspondence between phonemes and graphemes in English.
28. Describe English orthographic conventions and the predictability of the English language
29. Define the three ways language derives meaning.
30. Participants will develop knowledge of how to effectively implement the Multi-Tiered System of Supports (MTSS) process to provide evidence-based reading strategies and intervention for students with diverse needs using the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP) as a guide for problem-solving and decision-making.
31. Participants will gain a clear understanding of how Structured Literacy Instruction differs from Whole Language and Balanced Literacy Instruction.

7. **LEARNING PROCEDURES (Methods):**

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

WHAT will occur during this professional learning opportunity?

Over a twelve week timeframe, participants will attend a 2-hour virtual introductory professional learning session followed by twelve 1.5-hour virtual professional learning sessions via Google Meets, during which time they will receive content information, collaborate and hold discussions with other teacher participants concerning the content presented. The facilitator will provide direct, explicit instruction on Structured Literacy. Each teacher participant will have opportunities to share and gain deeper knowledge as it pertains to Structured Literacy instruction in the K-126 classrooms.

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

All content will be presented via Google virtual meetings. Participants will be assigned to a Google Classroom where they will post weekly assignments, discussion posts, communications, reflections, quizzes, unit assessments, student work samples, lesson plans, etc. Participants will receive a professional learning packet and access to online resources via the Google Classroom. Each participant is expected to participate in both live collegial conversations and video chats during the weekly Google Meets virtual sessions.

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

1. Participants will actively participate in weekly discussions, including but not limited to in class viewing of demonstration videos and completion of Video Viewing Guides.
2. Participants will create and implement lesson plans based on new learning in their classrooms. Participants will be expected to share those lesson plans with colleagues during the learning session.
3. Participants will bring other materials specific to their classroom students, when needed.

4. Participants will complete other activities relating Structured Literacy instruction.
5. Participants will complete a job-embedded case study with a student portfolio, in which student work samples are collected based on implemented Structured Literacy instruction, intervention, and assessment. The case study with the student portfolio will include collected data from a pre and post dyslexia screener. Participants will plan, deliver, and reflect on Structured Literacy lessons focused on phonological and phonemic awareness, phonics, and vocabulary based on the pre screener data. Structured Literacy lessons are required to be explicit and systematic. Participants will select one multisensory intervention strategy in the area of phonics directly linked to student need to implement. After delivering the instructional plan, the participant will collect post-assessment data to determine intervention effectiveness.
6. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.

8. IMPLEMENTATION/MONITORING PROCEDURES:

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

9. IMPACT EVALUATION PROCEDURES:

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

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

Evaluation Method Student: C- Portfolios of student work

1. Changes in instructional practices and teacher efficacy as measured by lesson planning, implementation of said lesson plan, and participation in reporting students' results of Structured Literacy instruction focused on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels.
2. Participants will achieve mastery of the specific objectives/learning targets relating to Structured Literacy by completing the online course in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the course: Quizzes and Unit Assessments with at least 80% accuracy. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.
3. The final culminating case study with a student portfolio completed by each participant will be evaluated using the provided rubric, and the final culminating case study will provide the opportunity for each participant to demonstrate his/her learning in a series of lessons, intervention, and assessment incorporating Structured Literacy evidence based instructional practices and activities that build a strong, cumulative, and logical foundation of phonology, sound symbol associations, syllables, morphology, semantics, and syntax to respond to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Participants will use the data gathered as part of the Professional Learning case study with the student portfolio to increase teacher capacity in the area of implementing Structured Literacy lessons with embedded evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary development to effectively meet the needs of students in kindergarten through sixth grade with persistent reading difficulties and disabilities, including dyslexia.

2. Participants will interact with the instructor and other participants to increase their understanding of evidence-based sequence of reading instruction and strategies (Structured Literacy) to meet the needs of students at the school level by determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	~~May 2021~~ April 2022
Date Revised:	N/A
Department:	Literacy-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning Through K-5 Writing
Component Number:	1-017-001
Function:	1 Subject Content/Academic Standards
Focus Area:	017
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

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

3. LINK(S) TO PRIORITY INITIATIVES:

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

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

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

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

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

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

7. **LEARNING PROCEDURES (Methods):**

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

WHAT will occur during this professional learning opportunity?

Activities may include:
1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered writing strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common writing tasks and assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
6. Participating and implementing distance learning writing tasks.
7. Developing, participating in, and implementing cross-curricula writing tasks and lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9 .Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
10. Identifying ways to monitor student progress and assess student performance in writing.
11. Identifying ways to teach students how to assess and reflect on their own writing.
12. Modeling a variety of techniques for pre-writing, drafting, revising and editing student writing.
13. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
14. Applying and modeling questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
15. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
16. Engaging in student work protocols to identify students' strengths and weaknesses pertaining to writing and create a plan based on those student needs.

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

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

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

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

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

9. IMPACT EVALUATION PROCEDURES:

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

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

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

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

Participants will provide feedback on the professional learning experience regarding its relevance and

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	October 2009, December 2020, May 2021, April 2022
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot, Dana Savoie

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Learning Through K-5 Writing: Self-Paced
Component Number:	1-017-002
Function:	1 Subject Content/Academic Standards
Focus Area:	017
Local Sequence Numbers:	002
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

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

3. **LINK(S) TO PRIORITY INITIATIVES:**

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

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

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

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Participants will identify and implement evidence-based practices to enhance student learning in writing.

2. Participants will demonstrate deep learning of the Florida B.E.S.T. writing standards and instructional strategies that will allow students to improve writing and reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

1. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
2. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
3. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
4. Identifying ways to monitor student progress and assess student performance in writing.
5. Identifying ways to teach students how to assess and reflect on their own writing.
6. Developing an understanding of a variety of techniques for pre-writing, drafting, revising and editing student writing.
7. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
8. Developing questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
9. Developing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in the area of writing.
10. Reviewing methods, resources, curriculum and research that enhance student learning in the area of writing.

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

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

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

1. Participants may actively participate in ongoing planning sessions with other educators.

2. Participants may collaboratively design lessons that allow students to reach proficiency of the writing benchmarks.

3. Participants may analyze student performance data to determine students' needs and/or remediation strategies.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

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

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching writing in grades K-12.

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

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

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

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	~~N/A~~ April 2022
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot, Dana Savoie

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Giffed Competency 2 - ~~Curriculum Development~~ Curriculum and Instruction
Component Number:	1-106-001
Function:	1 Subject Content/Academic Standards
Focus Area:	106
Local Sequence Numbers:	001
Points to be Earned:	60 points
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

Curriculum and Instructional Strategies for Teaching Gifted Students provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. Participants will be able to demonstrate adaptations in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:
- Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues.

- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation.
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.
- Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted.
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

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

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

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

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

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

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

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

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

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

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	~~May 2021~~ April 2022
Department:	ESE
Name(s) of Component Author(s):	Jessica Ehlinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Job Embedded LETRS~~Reading~~ Course (Bankable/DL/SWD)
Component Number:	2-013-014
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	014
Points to be Earned:	~~60~~300
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The purpose of this component is to prepare all participants to learn and expand upon their skills and knowledge in the delivery of explicit, systematic, and multi-sensory instruction in the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and reading comprehension. Upon successful completion of the component, participants will understand how the science of reading leverages decades of research including the latest neuroscience that reveals how students learn to read and how to teach reading with effective instruction with an emphasis on working memory and auditory processing. Participants will receive job-embedded opportunities for the application of screening, diagnostic, progress monitoring, and formative assessment for data collection and problem-solving in response to intervention to support the individual needs of diverse learners. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

3. LINK(S) TO PRIORITY INITIATIVES:

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

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator- Learning 2.6 Time Resources, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Implementing 3.3 Web-based Resources and Assistance, Educator- Evaluating 4.1 Implementing the

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

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES**:

1. Participants will demonstrate deep and comprehensive knowledge and understanding of effective reading comprehension.
2. Participants will understand that reading is an ongoing strategic process taught through knowledge and practice with fluency approaches, teacher modeling, guided practice, writing, listening, and speaking activities.
3. Participants will learn how fluency, word recognition, vocabulary, oral and receptive language, phonological awareness, and phonics require strategic instruction with multiple opportunities for students to practice.
4. Participants will demonstrate deep and comprehensive knowledge and understanding of how children learn to read and write based on the Science of Reading: Simple View of Reading (SVR) and Scarborough's Reading Rope.
5. Participants will learn that teaching children how to read requires multisensory learning, explicit instruction, modeling, and practice with scaffolds (responsive teaching) and differentiation.
6. Participants will acquire and use new skills needed to effectively teach reading comprehension in primary grades with an understanding of the oral and written language that facilitates it through phonology, syntax, semantics, and pragmatics as they relate to comprehending print.
7. Participants will ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
8. Participants will learn approaches that facilitate reading comprehension and language acquisition: balanced and critical literacy, reciprocal questioning, summarizing activities, story structure, oral retelling and vocabulary strategies.
9. Participants will investigate the importance and function of receptive and expressive vocabulary instruction, semantics, domain specific vocabulary (academic vocabulary), and morphology as it relates to vocabulary development.
10. Participants will demonstrate an understanding of the role of vocabulary as it relates to students'

understanding of word meanings, repeated practice, and comprehension of print through the use of context clues, and explicit teaching.

11. Participants learn how to align reading instruction with Florida's B.E.S.T. Standards for English Language Arts at the appropriate level of rigor: Foundations, Reading, Communication, and Vocabulary Strands.

12. Participants learn how to sequence lessons and concepts to ensure coherence and required prior knowledge for students to learn to read.

13. Participants will learn how to deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.

14. Participants will learn how to cognitively challenge students through the use of "complex text" to learn content information.

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

16. Participants will explain the importance of structured literacy instruction in developing accurate decoding for all students, especially those with reading difficulties and disabilities.

17. Participants learn how to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, through reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound symbol associations, syllables, morphology, semantics, and syntax.

18. Participants will learn that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.

19. Participants will develop their knowledge of evidence-based strategies that build student capacity through teacher modeling, guided practice, particularly as it impacts text readability, complexity, coherence, structure, and overall comprehension by understanding the interdependence among reading components and their effect on the reading process for diverse learners, students with disabilities and other varying exceptionalities, and native speakers of English as well as English language learners.

20. Participants will develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction.

21. Participants will develop knowledge of how to effectively implement the Multi-Tiered System of Supports (MTSS) process to provide evidence-based reading strategies and intervention for students with diverse needs using the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP) as a guide for problem-solving and decision-making.

22. Participants will develop their ability to analyze student data from formative, summative, and benchmark assessments to measure the instructional impact on student learning to make ongoing decisions directed to individual student needs.

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

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

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

All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion. Participants are expected to complete all job-embedded activities.

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

1. Participants will attend live webinars and other virtual platform learning environments.
2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.
3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.
4. Participants will bring other materials specific to their classroom students, when needed.
5. Participants will complete weekly reflections .
6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.
7. Participants will provide instruction and assessment to students identified with dyslexia, substantial reading deficiencies, specific learning disabilities in reading or other related exceptionalities to complete the Bridge to Practice Case Study.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning,

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

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	~~May 2021~~ April 2022
Department:	Literacy-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Gifted Competency 4 - Special Populations

   Component Number: 2-106-014

   Function: 2 Instructional Methodology/Faculty Development

   Focus Area: 106

   Local Sequence Numbers: 014

   Points to be Earned: 60 points

   Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION**:

   Education of Special Populations of Gifted Students course provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students, and concludes with a view of how to evaluate effective practices and exemplary programs for special populations of gifted students.

3. **LINK(S) TO PRIORITY INITIATIVES:**

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

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES**:

   Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural

education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:
1. The teacher's own prejudices and stereotypes concerning students who are diverse gifted.
2. The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students.
3. The cognitive, physical, and affective characteristics of diverse gifted children.
4. Skills to assist in the screening and identification process.
5. The process and content of individual psychological testing and assessment in the identification of the gifted.
6. The essential role of collaboration in supporting the needs of children from diverse populations who are gifted.
7. Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children.

7. **LEARNING PROCEDURES (Methods):**

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

WHAT will occur during this professional learning opportunity?

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

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

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

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

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

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

   Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

   Evaluation Method Student: ~~F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)~~ B- Results of school/teacher-constructed student growth measure(s) that track student progress

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

   Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	April 2022~~May 2021~~
Department:	ESE
Name(s) of Component Author(s):	Jessica Ehlinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Culture of Learning
Component Number:	2-404-001
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	404
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To broaden professional competencies and awareness of educators in the Culture of Learning. The culture of learning includes character education, social emotional learning, cultural responsiveness, equity, and restorative practices. Participants will learn how to infuse culture of learning best practices into instructional methodology.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator-Learning 2.4: Sustained Professional Learning, Educator- Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Upon completion of the component, the participant will be able understand the importance of and have the ability to seamlessly integrate social emotional learning competencies and character traits into instructional content. The participants will have a broader understanding of how culturally responsive and equitable practices impact student access and learning. Knowledge about restorative practices will expand discipline options and behavior strategies.

7. **LEARNING PROCEDURES (Methods):**

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

   WHAT will occur during this professional learning opportunity?

   Through engaging discussions and presentations, using virtual and in person platforms, participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented.

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

   Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups,conferences (provided paperwork is submitted)

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

   1. Participants will understand the Social Emotional Learning competencies and their impact on academic achievement.
   2. Participants will develop and implement activities for students that are targeted at increasing the academic achievement and social and emotional learning of students.
   3. Participants will distinguish characteristics of positive behavior interventions and supports for effective character instruction of students.
   4. Participants, utilizing data, will identify areas of growth and determine effective strategies for character education of students.
   5. Participants will learn how to create a positive climate and culture by intentionally promoting inclusivity and positive relations among students and staff.
   6. Participants will utilize data, identify areas of growth and determine effective strategies for equitable access and practices.
   7. Participants will learn how restorative practices teach social engagement through relational practices that focus on individual and community well-being and accountability.
   8. Participants will be able to integrate elements of the culture of learning in lesson development and implementation.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

   Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented

in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

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

Methods Used - Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress).
Specific Learner Outcomes - Participants will demonstrate best instructional and integration practices regarding character education, social emotional learning, Equity, cultural responsiveness, and restorative practices.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

-Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2021

Date Revised: ~~N/A~~ April 2022

Department: Climate and Culture

Name(s) of Component Author(s): Erika Gilbert and Kristi Gomez

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Professional Learning Communities
Component Number:	2-408-023
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	408
Local Sequence Numbers:	023
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning. CCSD is a Professional Learning Community in which teams of teachers engage in work ~~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.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning, Domain: Evaluating Standard: 4.1: Evaluation of Professional Learning

5. IMPACT AREA(S):

Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1.Educators will create a shared mission, vision and values with collaborative teams of teachers.
2. Educators will engage in collective inquiry to determine action steps based on student achievement.
3. Educators will assess students' mastery of learning objectives through various formative and summative assessment measures, including classroom assessments, standardized assessments and district progress monitoring tools.
4. Educators will analyze student data and make instructional decisions accordingly.
5. Educators will ensure that the classroom curriculum is based on standards; research-based instructional practices are utilized in the classroom; student mastery is assessed and appropriate interventions are implemented for all students.

7. **LEARNING PROCEDURES (Methods):**

D- Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)

WHAT will occur during this professional learning opportunity?

Educators will collaborate with colleagues. Collaboration will focus on standards based planning, data analysis, common assessments, development of interventions or other teaching strategies that support student achievement.

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

Participants will meet on a regular and recurring basis with colleagues to engage in discussion, research, data analysis, planning, and reflection around the areas of collective commitment of the team.

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

1. Participants will actively participate in ongoing discussions
2. Participants will create collective commitments with the group for implementation of strategies, common assessments, common instructional strategy or intervention
3. Participants will bring curriculum guides, standards, and/or other materials specific to their classroom students, when needed

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

Educators will assess students' mastery of learning objectives through various formative and summative assessment measures, including classroom assessments, standardized assessments and district progress monitoring tools. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered as part of the Professional Learning Community to increase their capacity to meet student needs. School based leaders may provide feedback to groups based on school wide data collection, observational walk throughs, participation in PLC model, etc. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	~~May 2021~~ April 2022
Department:	Professional Learning
Name(s) of Component Author(s):	Original Author- Katie Moeller, Revisions 2021 & 2022- Robin Bossinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

   Component Number: 3-100-003

   Function: 3 Technology Integration/Digital Learning Support

   Focus Area: 100

   Local Sequence Numbers: 003

   Points to be Earned: 80

   Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION:**

   Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

3. **LINK(S) TO PRIORITY INITIATIVES:**

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

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning, Domain: Evaluating Standard: 4.1: Evaluation of Professional Learning

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES:**

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
    a. Single message
    b. Picture communication systems
    c. Manual communication boards
    d. Voice output communication devices
    e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe how to individualize a communication system for an individual student.
    a. Identify vocabulary the student would need in specific environments.
    b. Identify opportunities where the student would need to communicate.
7. Describe how to manipulate the classroom/school environment to promote communication, including the use of "sabotage".
8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
    a. communication
    b. social interactions
    c. academics
    d. daily living
    e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
15, Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
16. Describe how individuals with autism are included in transition planning in your district.

7. **LEARNING PROCEDURES (Methods):**

~~C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)~~ B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will engage in:

Guided inquiry
Discussion
Observation of best practices
Practice of Strategies
Cycles of Feedback
Data analysis
Lesson Planning
Facilitated Group Discussions
Case Studies
Reading Professional Texts
Action Planning
Presentations
Action Research

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

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

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

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

Evaluation Method Staff: C- Changes in student services/support practices

Evaluation Method Student: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and

participants work products throughout the course.

3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

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

a. What evaluation data address value of the PD design?

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

b. What evaluation data addresses quality of implementation of the PD?

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

c. Who will use these aspects of PD evaluation data?

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	~~May 2021~~ April 2022
Department:	ESE
Name(s) of Component Author(s):	Peggy Williams, Revisions 2022 Rebekka Mathews

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Face to Face Ethics for Instructional Personnel
Component Number:	8-410-503
Function:	8 General Support
Focus Area:	410
Local Sequence Numbers:	503
Points to be Earned:	12 points maximum
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   Florida certified educators are held to standards of conduct which are outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guidelines professional educators and the public can and should expect from educators. This training addresses all components of Rule 6A10.081 and F.S. 1012.795.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Continuous Improvement practices, Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Domain: Learning Standard: 2.2: Learning Designs

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES**:

   Understand and implement professional judgment in decision making.
   Understand and fulfill required ethical obligations to students, the profession and the public pursuant to requirements set forth by Rule 6A-10.081.
   Understand the function of PPS and PPC and identify possible consequences for ethical violations.
   Understand why educators are held to a higher standard of ethical behavior than the general public.

7. **LEARNING PROCEDURES (Methods):**

   A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge

transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend a three-hour session that will include lectures and collaborative discussions based on the Professional Educators Code of Ethics. Follow up support sessions will be implemented based on needs identified by course participants.

Additionally, participants will engage in role-play activities based on assigned scenarios. The session will also include a question and answer component so participants can address concerns related to their professional experience. Each participant will have opportunities to share and gain deeper knowledge pertaining to upholding their ethical obligation to students, the public, and the profession.

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

Participants will be provided a copy of the slide show, ethics scenarios, and The Professional Educators Code of Ethics. These materials will be used throughout the session and serve as points of reference beyond the training.

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

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

Evaluation Method Staff:	D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)
Evaluation Method Student:	Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Observation of participants demonstrating appropriate ethical behavior in their daily practice.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Human Resources will use data to drive and inform the content and audience of the course.

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	April 2022 ~~May 2021~~
Department:	Human Resources
Name(s) of Component Author(s):	Brenda Troutman and Kevin Leary~~Michelle Bily~~

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Virtual Ethics Training for Instructional Personnel
Component Number:	8-410-513
Function:	8 General Support
Focus Area:	410
Local Sequence Numbers:	513
Points to be Earned:	max 15 points
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

Florida certified educators are held to standards of conduct which are outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guidelines professional educators and the public can and should expect from educators. This training addresses all components of Rule 6A10.081 and F.S. 1012.795.

3. **LINK(S) TO PRIORITY INITIATIVES:**

Continuous Improvement practices, Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

Educator-Learning 2.2: Content Focused

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES:**

Understand and implement professional judgment in decision making.
Understand and fulfill required ethical obligations to students, the profession and the public pursuant to requirements set forth by Rule 6A-10.081.
Understand the function of PPS and PPC and identify possible consequences for ethical violations.
Understand why educators are held to a higher standard of ethical behavior than the general public.

7. **LEARNING PROCEDURES (Methods):**

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

   WHAT will occur during this professional learning opportunity?

   Participants will complete 4 hours of asynchronous online readings, videos, and quizzes related to the Professional Educators Code of Ethics. During at least one 90 minute synchronous meeting participants will engage in collaborative discussions, role-play activities based on assigned scenarios, and participate in a question and answer session so participants can address concerns related to their professional experience. Each participant will share and gain deeper knowledge pertaining to upholding their ethical obligation to students, the public, and the profession.

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

   Participants will be given access to training modules and assigned readings through the employee portal. The synchronous virtual meeting will be facilitated through Google Meet and will engage participants in the evaluation and discussion of various scenarios involving educator ethics.

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

   Participants will actively engage in conversations and reflections during the synchronous session. Participants will apply knowledge gained in the synchronous and asynchronous sessions to their daily practice.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

Evaluation Method Staff:	D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)
Evaluation Method Student:	Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Observation of participants demonstrating appropriate ethical behavior in their daily practice.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Human Resources will use data to drive and inform the content and audience of the course

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	April 2022 ~~May 2021~~
Department:	Human Resources
Name(s) of Component Author(s):	Brenda Troutman and Kevin Leary~~Michelle Bily~~

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

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

2. DESCRIPTION:

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

3. LINK(S) TO PRIORITY INITIATIVES:

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

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

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

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

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

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

7. **LEARNING PROCEDURES (Methods):**

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

WHAT will occur during this professional learning opportunity?

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

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

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

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

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

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

9. IMPACT EVALUATION PROCEDURES:

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

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

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

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022-Pending Board Approval
Date Revised:	April 2022-Pending Board Approval
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

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

2. **DESCRIPTION**:

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

3. **LINK(S) TO PRIORITY INITIATIVES:**

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

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

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

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES**:

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

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

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

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

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

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

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

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

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

9. IMPACT EVALUATION PROCEDURES:

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

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

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

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

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

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

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April-Pending Board Approval
Date Revised:	N/A
Department:	Academic Services

Name(s) of Component Author(s):   Rebecca Billiot

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	PDA Differentiating Reading Instruction for Students: Making It Explicit
Component Number:	1-013-016
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	016
Points to be Earned:	60
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is for participants to develop, increase and demonstrate knowledge about using the guidelines for differentiation and strategies that support differentiation to improve instruction for all students, especially students with persistent or significant reading difficulties. Emphasis is on the instructional design principles and teacher delivery methods that can be applied at appropriate levels of intensity and duration to increase the explicitness and intensity of language arts instruction in order to achieve optimal results for students who are challenged by learning to read or reading to learn. Conspicuous strategies, strategically integrated skills, and judicious review, delivered with appropriate pacing and precise monitoring, are all part of carefully scaffolded instruction to ensure that each learner is able to comprehend increasingly complex text. This component aligns with current Florida reading initiatives and awards credit for competency four of the Florida Reading Endorsement. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

3. LINK(S) TO PRIORITY INITIATIVES:

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

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Regulatory or compliance requirements

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will understand the importance of scientific research-based instruction and evidence-based practices by reviewing the history of reading instruction.
2. Participants will review current scientific research-based instruction and evidence-based practices for the basis of differentiating instruction to meet individual learning needs.
3. Participants will identify Florida initiatives and resources for teaching reading effectively.
4. Participants will compare stages of language and reading development of different age groups.
5. Participants will understand the rationale for differentiating instruction by considering variables that impact student achievement.
6. Participants will identify the alterable and instructionally relevant variables, such as language proficiency, readiness for what is being taught, background knowledge, learning preferences, and interests, that should be considered to meet individual learning needs.
7. Participants will examine research on why reading failure is unnecessary.
8. Participants will apply the guidelines of differentiated instruction in order to ensure that students are developing the reading skills necessary to comprehend increasingly complex text.
9. Participants will identify strategies and activities that support the development of a responsive learning environment that addresses the needs of individual learners, including but not limited to, students with persistent or significant reading difficulties, students learning English as a second language, and students with identified disabilities.
10. Participants will apply instructional design principles and teacher delivery methods to provide differentiated instruction at increasing levels of explicitness, intensity, and duration.
11. Participants will understand that careful analysis of assessment data must be used to meaningfully differentiate instruction and monitor student reading progress.
12. Participants will review purposes, types, and models of reading assessment.
13. Participants will describe features of Florida's reading assessment plan for elementary and secondary students.
14. Participants will activate background knowledge regarding phonological awareness.
15. Participants will clarify the relationship between phonological awareness, phonemic awareness, and skilled reading.
16. Participants will review the supporting research regarding phonological awareness.
17. Participants will discuss phonological awareness difficulties.
18. Participants will extend and apply knowledge of systematic instructional design principles and intensive teacher delivery methods to provide differentiated and explicit instruction in phonological awareness.
19. Participants will understand the goal of phonics instruction and the important role it plays in reading instruction.
20. Participants will review the research evidence-based practices for effective phonics instruction.
21. Participants will define the role of decodable text in beginning reading instruction.
22. Participants will apply the guidelines of differentiated instruction to phonics instruction to meet individual learning needs.
23. Participants will apply instructional design principles and teacher delivery methods to increase the explicitness, intensity and duration of phonics instruction to meet individual learning needs.
24. Participants will examine curriculum materials, to determine appropriateness for meeting individual learning needs, by using the guidelines for differentiating instruction and the instructional design principles that increase the explicitness and intensity of instruction.
25. Participants will define fluency.
26. Participants will determine the reasons why students are dysfluent.
27. Participants will examine the connection between proficient reading and reading fluency.
28. Participants will learn how to differentiate assessment and instruction of reading fluency for students experiencing reading difficulties.

29. Participants will understand the importance of vocabulary instruction and the role it plays in the reading process.
30. Participants will review research and evidence-based practices for effective oral language development and vocabulary instruction.
31. Participants will examine the continuum of vocabulary strategies and the relationship to levels of word knowledge.
32. Participants will understand how to choose words for instruction.
33. Participants will define academic vocabulary and understand its relationship to comprehending increasingly complex text.
34. Participants will identify the components of an effective vocabulary lesson.
35. Participants will apply the guidelines for differentiating instruction, instructional design principles and teacher delivery methods to vocabulary instruction in order to meet individual learning needs.
36. Participants will define reading comprehension.
37. Participants will list the skills, knowledge, and attitudes that are required for comprehending text.
38. Participants will recognize student behavior that may interfere with accurate text comprehension.
39. Participants will discuss the relationship between other areas of reading and the ability to comprehend increasingly complex text.
40. Participants will identify the behaviors of successful readers.
41. Participants will clarify how to differentiate comprehension instruction for students, including but not limited to students with persistent and significant reading difficulties, students learning English as a second language, and students with disabilities.
42. Participants will understand how close analytical reading can develop a student's higher order thinking and ability to think critically in order to independently comprehend challenging text.
43. Participants will contrast the difference between accommodation and instruction.
44. Participants will implement instructional practices for writing in order to develop students' comprehension of text.
45. Participants will plan comprehension instruction to meet individual learning needs by using evidence-based practices, the guidelines for effective differentiation, instructional design principles to increase explicitness, and teacher delivery methods to increase intensity.
46. Participants will plan instruction with the understanding that the goal of all reading instruction is for each learner to independently comprehend challenging text.
47. Participants will develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction.
48. Participants will learn to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia.
49. Participants will implement Florida's Formula for Success as outlined in the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

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

learning session. *The intensity and duration will vary depending on the content and learning targets of the professional learning session.

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

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

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

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

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. The final culminating project completed by each participant will be evaluated using the provided rubric, and the final culminating project will provide the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Participants will use the data gathered as part of the Professional Learning case study with the student portfolio to increase teacher capacity in the area of implementing Structured Literacy lessons with embedded evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary development to effectively meet the needs of students in kindergarten through sixth grade with persistent reading difficulties and disabilities, including dyslexia.
2. Participants will interact with the instructor and other participants to increase their understanding of evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level by determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022 - Pending Board Approval
Date Revised:	N/A
Department:	Literacy Department
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Emergent Literacy
Component Number:	1-013-017
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	017
Points to be Earned:	1-60
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   The purpose of this component is for participants to develop substantive understanding of how children learn and grow their speech and language skills. Upon successful completion of the component, participants will have a deep understanding of oral language, phonological processing, vocabulary, and print knowledge. It will also assist participants with interpreting assessment data to differentiate instruction focused on early literacy and language development to provide children the foundation needed to become proficient readers, writers, and communicators. House Bills 7011 and 419 requires that all Florida VPK instructors complete three 5-hour emergent literacy courses.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Learning- Learning Outcomes, Implementing- Implementation of Learning

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Participants gain understanding of early literacy foundations through developmentally appropriate practice (DAP) with assessments and considerations to improve instruction.
   2. Participants gain understanding of oral language and how phonological development and interactive language strategies support early literacy skills.
   3. Participants gain understanding of the essential components of print knowledge and the progression of concepts.

4. Participants learn how to provide the highest-quality literacy interactions that weave cognitive, social-emotional, and physical development through intentional, and purposeful play.
5. Participants learn how early learners acquire foundational literacy and language skills.
6. Participants learn how to help young students who have not yet learned vital early literacy skills.
7. Participants learn how to involve parents and guardians in guiding children's success in emergent reading.
8. Participants learn how to implement print knowledge, phonological awareness, vocabulary, and oral language lessons to improve student outcomes.

7. **LEARNING PROCEDURES (Methods):**

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

WHAT will occur during this professional learning opportunity?

1. Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of reading instruction in teaching students how to read. Teachers will implement their learning in their classrooms with their students. *Face-to-face meetings may be required throughout the course.
2. Participants will complete online, self-paced learning sessions containing content modules with embedded videos, quizzes, interactive activities, and a post assessment. Teachers will implement their learning in their classrooms with their students.

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

1. Online self-paced training opportunities
2. Instructor-led training

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

1. Complete all course activities
2. Complete quizzes and assessments with 80% or higher accuracy
3. Theory to practice application
4. Participate in discussions and collaborative activities if applicable

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

1. Changes in instructional practices and teacher efficacy:
• the teacher is able to provide the highest-quality literacy interactions that weave cognitive, social-emotional, and physical development through intentional, purposeful play;
• the teacher ensures early learners acquire foundational literacy and language skills; and
• the teacher helps young students who have not yet learned vital early literacy skills.
2. The teacher supports early literacy foundations through developmentally appropriate practice (DAP) with assessment considerations to improve instruction:
• the teacher is able to interpret assessment data to differentiate instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022 - Pending Board Approval
Date Revised:	N/A
Department:	Literacy Department
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	The Language Essentials for Teachers of Reading and Spelling (LETRS)
Component Number:	1-013-018
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	018
Points to be Earned:	300 points maximum
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The Language Essentials for Teachers of Reading and Spelling (LETRS) will allow educators to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. In order for educators to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, emphasis of this professional learning opportunity is focused on reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound-symbol associations, syllables, morphology, semantics, and syntax as outlined in the 20-hour in-service requirement in teaching students with disabilities (SWD) per Senate Bill 1108 (SB 1108). The LETRS professional development course of study is approved by the Florida Department of Education as a pathway for the reading endorsement. The total scope of work required for the completion of the LETRS course equals 300 in-service hours of which 260 are reading bankable.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

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

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

Upon successful completion of this course, participants will be able to:
1. Develop participant's knowledge and understanding of the historical perspective on reading.
2. Identify the kinds and characteristics of readers categorized by the Simple View of Reading.
3. Recognize the language and neurobiological basis of reading disabilities, including dyslexia.
4. Explain various projects, entities, and resources available to Florida educators supporting evidence-based literacy learning.
5. Define what is meant by Universal Design for Learning and Assistive Technology.
6. Identify elements of effective, evidence-based literacy instruction and how to appropriately match instruction to student need.
7. Recognize the role assessment plays in planning structured literacy instruction.
8. Develop your knowledge and understanding of the role phonological awareness and phonemic awareness plays in literacy learning.
9. Describe how phonetics is foundational knowledge for educators for teaching students to read and spell.
10. Recognize that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.
11. Increase your understanding of the components of phonological awareness and phonemic awareness.
12. Implement activities for teaching phonological awareness and phonemic awareness skills.
13. Develop participant knowledge and understanding of the history of writing systems and their impact on modern English.
14. Explain the correspondence between phonemes and graphemes in English.
15. Describe English orthographic conventions and the predictability of the English language.
16. To explain the importance of structured literacy instruction in developing accurate decoding for all students, especially those with reading difficulties and disabilities.
17. Implement activities for teaching sound-symbol correspondences (i.e. phonics or decoding) and syllables.
18. Develop knowledge and understand the impact morphology has on literacy learning.
19. Define the essential terminology related to morphology.
20. Describe the relationship of etymology to morpheme patterns.
21. Explain the importance of structured literacy instruction in developing morphological awareness, especially for students with reading difficulties and disabilities.
22. Implement activities for teaching morphology.
23. Develop knowledge and understand the impact syntax has on literacy learning.
24. Describe the language components of syntax.
25. Recognize that understanding sentences requires knowledge of syntax.
26. Explain the importance of structured literacy instruction in developing syntactical awareness.
27. Implement activities for teaching syntax.
28. Develop knowledge and understand the impact that semantics has on literacy learning.
29. Define the three ways language derives meaning.
30. Describe the contribution of semantics to vocabulary acquisition.
31. Explain an explicit, systematic method for choosing essential words to teach and an effective instructional routine to teach vocabulary.
32. Implement activities for teaching semantics.

7. **LEARNING PROCEDURES (Methods):**

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

   WHAT will occur during this professional learning opportunity?

   The LETRS Professional Development Course of Study is self-guided and consists of the following

components:
1. An online learning platform with a LETRS textbook study, both of which include eight units of study with opportunities for self-evaluations/reflections, formal/informal assessments, and an embedded "Bridge to Classroom" portfolio/case study. Each unit consists of approximately 15-25 hours of coursework that align to the five competencies of the Florida Reading Endorsement which are a supplemental feature for Florida Reading Endorsement participants to emphasize the application of this content into the classroom.
2. Approximately of 5 hours of Florida Reading Endorsement activities aligned with each LETRS unit.
3. LETRS Face-to-Face Training or Virtual Live Webinar Training: Introductory Launch Training – Half-day (4 hours) and 8 Post-Unit Face-to-Face Trainings – Whole-day (7 hours).

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

Lexia Learning LLC, a Cambium Learning® Group company Online Learning Platform, ZOOM Live Webinar Training Sessions

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

1. Participants will complete a pre assessment.
2. Participants will complete all required reading assignments.
3. Participants will complete all online learning activities including video viewing, reflection activities, interactive virtual learning participation.
4. Participants will complete unit quizzes.
5. Participants will complete unit assessments.
6. Participants will complete the job-embedded case study activities (Bridge to Classroom).
7. Participants will participate in as many of the live webinar unit training sessions as possible.
8. Participants will complete the post assessment.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

LETRS (Language Essentials for Teachers of Reading and Spelling) is the most comprehensive and effective course of study to address the five essential components of effective reading instruction in a flexible delivery model, allowing educators to
bridge research-based professional development into classroom success through the completion of a job embedded case study. Participants will be provided a list of the case study activities that must be completed with three students to collect portfolio work samples. Upon completion of the LETRS textbook study and online learning activities, each participant will submit their completed case study to the district literacy supervisor for review. The case study will be kept on file at the district office for a period of five years for state auditing purposes.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

-Participants will use the data gathered as part of the LETRS training to increase their capacity in the area of language and literacy foundational skills aligned with the science of reading and brain-based learning to support the implementation of evidence-based reading instruction and intervention.
-Participants will interact with the LETRS facilitator and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
-CCDS Professional Development and Literacy Departments will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April~~March~~ 2022
Date Revised:	N/A
Department:	Literacy Department
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning Through 6-12 Writing
Component Number:	1-017-003
Function:	1 Subject Content/Academic Standards
Focus Area:	017
Local Sequence Numbers:	003
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

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

3. LINK(S) TO PRIORITY INITIATIVES:

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

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

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

5. IMPACT AREA(S):

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

6. SPECIFIC LEARNER OUTCOMES:

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

explore concepts and foster student ownership of learning.4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.

5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

6. Participants will develop knowledge and effective implementation of differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

Activities may include:
1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered writing strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common writing tasks and assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
6. Participating and implementing distance learning writing tasks.
7. Developing, participating in, and implementing cross-curricula writing tasks and lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9 .Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
10. Identifying ways to monitor student progress and assess student performance in writing.
11. Identifying ways to teach students how to assess and reflect on their own writing.
12. Modeling a variety of techniques for pre-writing, drafting, revising and editing student writing.
13. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
14. Applying and modeling questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
15. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
16. Engaging in student work protocols to identify students' strengths and weaknesses pertaining to writing and create a plan based on those student needs.

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

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

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

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

8. IMPLEMENTATION/MONITORING PROCEDURES:

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

9. IMPACT EVALUATION PROCEDURES:

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

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

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

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

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

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Learning Through 6-12 Writing: Self-Paced
Component Number:	1-017-004
Function:	1 Subject Content/Academic Standards
Focus Area:	017
Local Sequence Numbers:	004
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

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

3. **LINK(S) TO PRIORITY INITIATIVES:**

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

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

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

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES**:

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

explore concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

1. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
2. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
3. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
4. Identifying ways to monitor student progress and assess student performance in writing.
5. Identifying ways to teach students how to assess and reflect on their own writing.
6. Developing an understanding of a variety of techniques for pre-writing, drafting, revising and editing student writing.
7. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
8. Developing questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
9. Developing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in the area of writing.
10. Reviewing methods, resources, curriculum and research that enhance student learning in the area of writing.

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

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

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

1. Participants may actively participate in ongoing planning sessions with other educators.

2. Participants may collaboratively design lessons that allow students to reach proficiency of the writing benchmarks.

3. Participants may analyze student performance data to determine students' needs and/or remediation strategies.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

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

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

   Who will <u>use</u> the evaluation <u>impact</u> data gathered?

   Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching writing in grades K-12.

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

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

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

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

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

    The professional development department and the facilitator of the professional learning experience will

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

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

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	General Technology
Component Number:	3-007-008
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	007
Local Sequence Numbers:	008
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   The purpose of this component is to enable participants to create more efficient and effective working/learning environments at all grade levels by utilizing CCDS digital platforms, resources, tools, and devices. It will also enable administrators to recognize and evaluate effective use of technology.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Learning- Learning Outcomes

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Identify and implement research-based standards and practices to enhance student learning, specifically ensuring that students can: utilize digital organization for efficiency; collaborate beyond the four walls of the classroom; achieve digital literacy for today's workplace, college, and leisure; communicate and create digital publications; become a digital citizen and manage one's digital footprint; participate in district and state based assessments using their device.
   2. Demonstrate knowledge of current digital safety and security policies and practices.
   3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.
   4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.

5. Develop knowledge and implement techniques for motivating students to use digital tools and resources in their studies.
6. Develop and implement techniques that will teach students how to analyze digital information.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. **LEARNING PROCEDURES (Methods):**

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

WHAT will occur during this professional learning opportunity?

Participants will engage in face to face learning sessions, during which they will engage in active learning and application of CCDS digital platforms, resources, tools, and devices. Activities may include:
1. Developing a digital presentation to present content/curriculum to students.
2. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.
3. Developing digital resources that promote student engagement with content and technology.
4. Demonstrating the ability to create and implement structures for classroom management.

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

Content will be presented in person. Participants will receive the digital resources necessary for learning. Each participant is expected to participate in live conversations during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

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

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job

responsibilities)

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

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the knowledge to increase teacher capacity in the area of technology usage and interact with the facilitator to increase understanding of CCDS digital tools and resources.

Administrators will use data for discussion to encourage continued growth in technology usage.

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

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022 - pending board approval
Date Revised:	N/A
Department:	Information and Technology Services
Name(s) of Component Author(s):	Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Youth Mental Health First Aid
Component Number:	6-409-001
Function:	6 School Safety/Safe Learning Environment/School Culture
Focus Area:	409
Local Sequence Numbers:	001
Points to be Earned:	120
Primary Purpose:	D- Other Professional Certificate/License Renewal

2. **DESCRIPTION**:

   Learn a 5-step action plan that helps you to take action in understanding and responding to mental health challenges and crises in young people.

   Youth Mental Health First Aid teaches you how to recognize signs and symptoms, identify, understand and respond to signs of mental illness and substance use disorders in youth. This training gives adults who work with youth the skills they need to reach out and provide initial support to children and adolescents (ages 6-18) who may be developing a mental health or substance use problem and help connect them to needed care.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Continuous Improvement practices, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES**:

   Once you are certified in Youth Mental Health First Aid, you will be able to:

   -Identify the common mental health concerns among youth
   -Reduce stigma
   -Recognize the signs and symptoms of mental health and substance use problems in youth
   -Use a 5-step action plan to help a youth who may be facing a mental health problem or crisis, such as

suicide.

Participants earn a three-year certification upon completion.

7. **LEARNING PROCEDURES (Methods):**

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

WHAT will occur during this professional learning opportunity?

1. Participating in and implementing suicide prevention strategies with students and adults to enhance health, and safety, while reducing risk.
2. Participating in and implementing crisis intervention practices.
3. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
4. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in supporting students.
5. Participating in and implementing Youth Mental Health First Aid (YMHFA) strategies with students and adults to enhance health and safety while reducing risk.
6. Participating in and implementing a school wide program focused on student safety and prevention.
7. Participating in and implementing a school-wide social and emotional learning (SEL) program.

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

Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the job performance of Student Services staff.

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

1. Informs adults about common mental health concerns among youth.
2. Demonstrate knowledge of and skills in analyzing data to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
3. Establish and implement effective methods of communication, consultation, and collaboration among students, families, parent/guardians, administrators, general education teachers, and other professionals as equal partners in education teams.
4. To reduce the stigmas for people with Mental Illness.
5. To teach adults how to recognize signs and symptoms of mental health and substance use problems in youth.
6. To provide adults with skills to use a 5-step action plan to help a youth who may be facing a mental health problem or crisis, such as suicide.
7. Develop and implement research-based models that promote parent involvement and parent support.
8. Develop and implement knowledge and skills in the Multi Tiered System of Support process.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

-Changes in instructional or learning practices
-Changes in observed educator proficiency in implementing targeted standards or initiatives.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

-Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022 - Pending Board Approval
Date Revised:	N/A
Department:	Climate and Culture

Name(s) of Component Author(s):   Karen Olley

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Basic Life Saving Training (ESE)
Component Number:	6-414-002
Function:	6 School Safety/Safe Learning Environment/School Culture
Focus Area:	414
Local Sequence Numbers:	002
Points to be Earned:	120
Primary Purpose:	D- Other Professional Certificate/License Renewal

2. **DESCRIPTION:**

   This component is designed to train participants on adult and pediatric CPR (Cardiopulmonary Resuscitation), choking, bleeding control, bandaging, splinting, trauma & medical emergencies, shock, burn care, safety, and accessing 9-1-1 services. Also included is an introduction to AEDs (Automatic External Defibrillator). This component trains the first aid provider/lay person responder what to do until EMS (Emergency Medical Service) arrives. This is a certification course which will require continuing education and re-current training as required.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Not significantly related to any PL Standard

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES:**

   1. Participants will gain knowledge on how to identify Sudden Cardiac Arrest (SCA) and how to respond to SCA with the application of Cardiopulmonary Resuscitation (CPR), use of an AED, and use of the Heimlich maneuver to clear obstructed airway in choking.
   2. Participants will gain knowledge of the curriculum and concepts necessary to successfully teach basic life support/CPR as prescribed by the American Heart Association or American Red Cross.
   3. Participants will gain knowledge on how to identify and react to basic life saving functions; clearing an airway, artificial breathing, artificial circulations, controlling the loss of blood flow, poisons, and trauma shock.
   4. Participants will demonstrate CPR and FBAO (Foreign Body Airway Obstruction) skills for evaluation according to standards established by the American Heart Association and the American Red Cross.

5. Participants will demonstrate knowledge of the specific hands-on procedures needed to teach the actual administration of CPR to individuals.
6. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

7. **LEARNING PROCEDURES (Methods):**

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

WHAT will occur during this professional learning opportunity?

One of the following will occur:
1. A three-day workshop will be conducted by a certified trainer in BLS/CPR and First Aid.
2. A sixteen-hour workshop, which will include lectures, demonstrations, and an emergency first aid video, will be conducted.
3. Participants will be involved in simulated emergency rescue situations in order to demonstrate acquisition of skills.
4. An eight-hour course of instruction on Basic Life Support and First Aid Training.
5. A four-hour course of instruction and testing is required for the adult-only certification. An additional two hours are required to add the pediatric certification.

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

One of the following:
1. In person workshop
2. Virtual Red Cross Curriculum
3. Both listed above

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

Participant shall successfully demonstrate increased competency on the written objectives established by the provider with a minimum passing score of 80%. The participant will successfully complete all evaluation criteria to become certified by the American Heart Association or the American Red Cross.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

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

9. **IMPACT EVALUATION PROCEDURES:**

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

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

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

Evaluation Method Student:	G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

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

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

All health assistants, nurses, and clinic relief staff will be certified in the district.

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

Participants will be certified in CPR/AED/First Aid following training.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022 - Pending Board Approval
Date Revised:	N/A
Department:	ESE (9005)
Name(s) of Component Author(s):	Teresa Carlson

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Clinical Educator Training
Component Number:	7-409-001
Function:	7 Management/Leadership/Planning
Focus Area:	409
Local Sequence Numbers:	001
Points to be Earned:	60
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by training teacher leaders to serve in a support capacity for teacher candidates, new teachers, and teachers on temporary certification seeking their professional credentialing. Teacher leaders will seek to enhance their knowledge of curriculum and instructional practices, as well as adult learning strategies. Effective training, support, and monitoring of high impact practices, combined with data analysis, continual professional improvement, and targeted feedback can enhance the quality of instruction for all students within the organization.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Professional and ethical behavior.

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Foundation- Leadership, Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources

5. **IMPACT AREA(S):**

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

6. **SPECIFIC LEARNER OUTCOMES**:

   Participants will:
   -employ knowledge of growth mindset as a foundation for their guidance and support of developing teachers
   - demonstrate a knowledge of the effective planning
   -identify and evaluate methods for observation and data collection
   -demonstrate knowledge and effective implementation of professional learning based on analysis of need

- provide high quality non-judgemental feedback, focused on data, that supports continued growth for the developing teacher
-foster reflection through use of purposeful questioning
-model reflection and growth mindset by making thinking and planning processes visible
-demonstrate the ability to deal with interpersonal process, such as collaboration, conflict management, problem solving and decision making, that accompany change efforts

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of effective clinical educator practices as outline by FLDOE model. This may include professional reading, expert content presentation, state level training, lesson planning, data analysis, role play coaching conversations, utilizing observational tools, and/or collegial collaboration.

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

Content may be presented in person at or via virtual meetings. Participants will receive necessary materials in print when applicable as well as access to online resources. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices within their role.

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

1. Participants will actively participate in ongoing discussions
2. Participants will adhere to all ethical and professional standards and maintain confidentiality as appropriate
3. Participants will reflect on their areas of strength and opportunities for development and advocate for training, support and/or leading to get the most from their professional learning experience
3. Participants will apply their learning to support the ongoing development of teacher candidates, and others whom they are able to mentor.

8. IMPLEMENTATION/MONITORING PROCEDURES:

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

9. IMPACT EVALUATION PROCEDURES:

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

Evaluation Method Staff:	G- Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues)
Evaluation Method Student:	G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

The leader will review any and all available data to evaluate decisions for effectiveness, equity, intended and actual outcome; then implement follow-up actions; and revise as needed

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered to increase capacity to provide ongoing targeted feedback and support for developing teachers.

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022 - Pending Board Approval
Date Revised:	N/A
Department:	Professional Learning
Name(s) of Component Author(s):	Robin Bossinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	~~Elementary Education~~ This component is no longer needed and will be removed from the MIP.
Component Number:	~~2-400-004~~
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	400
Local Sequence Numbers:	004
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments. It will also enable administrators to recognize and evaluate effective teaching strategies at the elementary level. Through ongoing learning within this component participants will be able to implement instructional strategies that will create a more individualized learning environment. Additionally, participants will be able to recognize and evaluate research-based instructional practices that can be used to meet students instructional needs.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Continuous Improvement practices, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Domain: Learning 2.3: Learning Strategies, School- Domain: Learning 2.3: Learning Strategies, District- Domain: Learning 2.3: Learning Strategies

5. IMPACT AREA(S):

Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices/assessments to enhance student learning in the elementary school.
2. Demonstrate knowledge of current copyright procedures and policies, textbook adoption, and other regulatory practices that impact instructional decision making in elementary settings.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.

4. Develop and implement techniques for motivating students
5. Develop and implement techniques that will teach students how to analyze information in elementary situations.
6. Develop and implement knowledge and skills of the MTSS process.
7. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

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

WHAT will occur during this professional learning opportunity?

Activities may include:
1. Serving on District or State elementary textbook adoption committee to ensure alignment with the State Standards
2. Participating in or developing an elementary copyright presentation.
3. Participating in or developing research-based workshops, on-site visitation and/or demonstrations, videotaped presentations, a professional learning community, lesson design/study groups, lectures, or role-playing that will enhance elementary learning.
4. Developing, participating in, and implementing programs that strengthen communication between home and school and parent and child.
5. Developing, participating in, and implementing programs that foster children's oral language while encouraging development in reading, writing and all instructional areas.
6. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading and writing.
7. Participating in and implementing distance learning activities.

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

Participants will attend professional learning sessions, during which they will engage in active learning and application of research-based instructional strategies. This may include research, professional reading, expert content presentation, state level training, disaggregating data, applying structures and protocols for review student work samples and for data analysis, utilization of the problem solving process, and collegial collaboration.

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

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

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

9. IMPACT EVALUATION PROCEDURES:

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

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

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

Changes in instructional practices and teacher efficacy as measured by implementation of research-based effective practices that support increased student success.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use apply the learning to daily practice for increased student performance. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component

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

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

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	7/1/2010
Date Revised:	May 2021
Department:	Professional Learning
Name(s) of Component Author(s):	Submitted by Master Inservice Plan Committee