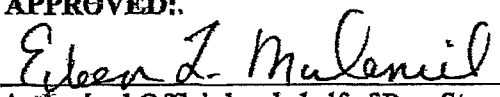



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Clay County School District	2 PROJECT NUMBER 100-2247B-7CT01		
3 PROJECT/PROGRAM TITLE Title II, Part A Teacher and Principal Training and Recruiting Fund <div style="text-align: right;">TAPS 17A011</div>	4 AUTHORITY 84.367A Title II, A Teacher and Principal Training Fund USDE or Appropriate Agency FAIN#: S367A160009		
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/05/2016 - 06/30/2017 Program Period: 07/05/2016 - 06/30/2017		
7 AUTHORIZED FUNDING Current Approved Budget: \$737,216.00 Amendment Amount: Estimated Roll Forward: \$337,000.00 Certified Roll Amount: Total Project Amount: \$1,074,216.00	8 REIMBURSEMENT OPTION Federal Cash Advance		
9 TIMELINES <ul style="list-style-type: none"> Last date for incurring expenditures and issuing purchase orders: <u>06/30/2017</u> Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2017</u> Last date for receipt of proposed budget and program amendments: <u>05/31/2017</u> Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: Date(s) for program reports: Federal Award Date : <u>07/01/2016</u> 			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; vertical-align: top;"> 10 DOE CONTACTS Program: Eileen McDaniel Phone: (850) 245-0562 Email: Eileen.McDaniel@fldoe.org Grants Management: Unit A (850) 245-0496 </td> <td style="width: 40%; vertical-align: top;"> Comptroller Office Phone: (850) 245-0401 Duns#: -017311168 FEIN#: F596000552081 </td> </tr> </table>		10 DOE CONTACTS Program: Eileen McDaniel Phone: (850) 245-0562 Email: Eileen.McDaniel@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401 Duns#: -017311168 FEIN#: F596000552081
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11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. If the district includes estimated roll-forward funds, the district will be authorized to expend estimated roll-forward funds when the Department of Education Comptroller's Office certifies these funds. 			
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 40%;">  Authorized Official on behalf of Pam Stewart Commissioner of Education </div> <div style="width: 30%; text-align: center;"> <u>9/26/16</u> Date of Signing </div> <div style="width: 20%; text-align: right;">  <small>FLORIDA DEPARTMENT OF EDUCATION fldoe.org</small> </div> </div>			

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
 - Federal Cash Advance - On Line Reporting required monthly to record expenditures.
 - Advance Payment - Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity - For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

CONTRACTS, GRANTS, AND
 PROCUREMENT
 2016 JUL -5 PM 12:29

Please return to: Florida Department of Education Office of Grants Management Room 332 Turfington Building 325 West Gaines Street Tallahassee, Florida 32399-0409 Telephone: (850) 245-0496	A) Program Name: <p align="center">Title II, Part A – Teacher and Principal Training and Recruiting Fund 2016 – 2017 LEA Application</p> <p align="center">TAPS NUMBER: <u>17A011</u></p>	DOE USE ONLY Date Received Project Number (DOE Assigned) <p align="center"><u>100-2247B-7CT01</u></p>						
B) Name and Address of Eligible Applicant: <p align="center">Clay County School Board Dr. Emily Weiskopf 900 Walnut Street Green Cove Springs, FL 32043</p>								
C) Total Funds Requested: <p align="center">\$ 1,074,216.00</p> <div style="border: 1px solid black; padding: 5px;"> DOE USE ONLY Total Approved Project: <u>\$ Alloc: \$737,216.00</u> <u>ERF: \$337,000.00</u> <u>FER: \$1,074,216.00</u> </div>	D) Applicant Contact & Business Information <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:60%;"> Contact Name: Dr. Emily Weiskopf Fiscal Contact Name: Dr. Susan Legutko </td> <td style="width:40%;"> Telephone Numbers: 904-284-6547 Fax Number: 904-529-5739- </td> </tr> <tr> <td> Mailing Address: Clay County District School Board 800 Center Street Green Cove Springs, FL 32043 </td> <td> E-mail Addresses: emily.weiskopf@myoneclay.net </td> </tr> <tr> <td> Physical/Facility Address: 800 Center Street Green Cove Springs, FL 32043 </td> <td> DUNS number: 017311168 ✓ FEIN number: 59-6000552 ✓ </td> </tr> </table>		Contact Name: Dr. Emily Weiskopf Fiscal Contact Name: Dr. Susan Legutko	Telephone Numbers: 904-284-6547 Fax Number: 904-529-5739-	Mailing Address: Clay County District School Board 800 Center Street Green Cove Springs, FL 32043	E-mail Addresses: emily.weiskopf@myoneclay.net	Physical/Facility Address: 800 Center Street Green Cove Springs, FL 32043	DUNS number: 017311168 ✓ FEIN number: 59-6000552 ✓
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Physical/Facility Address: 800 Center Street Green Cove Springs, FL 32043	DUNS number: 017311168 ✓ FEIN number: 59-6000552 ✓							

CERTIFICATION

I, Charlie Van Zant, Jr., as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) <u><i>Charlie Van Zant, Jr.</i></u> Signature of Agency Head	<u><i>Deputy Superintendent</i></u> Title	<u>6-30-16</u> Date
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**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title II, Part A, Teacher & Principal Training and Recruiting Fund 2016-2017**

A) NAME OF ELIGIBLE RECIPIENT: Clay County District School Board

B) Project Number (DOE USE ONLY): 100-2247B-7CT01

E) TAPS Number 17A011

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	After Hours Inservice Stipends for Teachers	6400	0120	After Hours Inservice Stipends for Teachers	0.000	\$25,000.00
2	PD Specialists salaries	6400	0130	Specialists Curriculum Mapping Salaries and Inservice Stipends	8.600	\$458,112.00
3	Retirement	6400	0210	Retirement Benefits	0.000	\$31,772.95
4	Social Security	6400	0220	Social Security	0.000	\$36,958.07
5	Insurance	6400	0230	Insurance Benefits	0.000	\$35,000.00
6	Worker's Compensation	6400	0240	Worker's Compensation	0.000	\$5,804.46
7	PD Consultants	6400	0310	Professional Development Consultants	0.000	\$47,000.00
8	PD Substitutes	6400	0313	Professional Development Substitutes	0.000	\$80,000.00
9	Travel	6400	0330	Professional Development Travel	0.000	\$145,627.58
10	Copier (Repairs/Maintenance)	6400	0350	Copier Repairs and Maintenance	0.000	\$1,000.00
11	Rentals	6400	0360	Rentals (PD Program)	0.000	\$64,807.26
12	Communications	6400	0378	Communications	0.000	\$500.00
13	Other Purchased Services	6400	0390	Other Purchased Services	0.000	\$3,500.00
14	Printing	6400	0391	Printing Services	0.000	\$1,000.00
15	Supplies	6400	0510	Supplies	0.000	\$14,868.18
16	PD Periodicals	6400	0530	Professional Development Periodicals	0.000	\$100.00
17	Other Materials and Supplies	6400	0590	Other Materials and Supplies	0.000	\$33,500.00
18	Equipment over \$750.00	6400	0641	Equipment over \$750.00	0.000	\$2,000.00
19	Equipment under \$750.00	6400	0642	Equipment under \$750.00	0.000	\$2,000.00
20	Computer Hardware over \$750.00	6400	0643	Computer Hardware over \$750.00	0.000	\$5,000.00
21	Computer Hardware under \$750.00	6400	0644	Computer Hardware under \$750.00	0.000	\$28,000.00
22	Tuition Reimbursement	6400	0730	Dues and Fees	0.000	\$5,600.00
23	Indirect Cost	7200	0790	Indirect Cost	0.000	\$47,265.50
Totals:					8.600	\$1,074,216.00



**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title II, Part A, Teacher & Principal Training and Recruiting Fund 2016-2017**

A) NAME OF ELIGIBLE RECIPIENT: Clay County District School Board

B) Project Number (DOE USE ONLY): 100-2247B-7CT01

E) TAPS Number 17A011

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	After Hours Inservice Stipends for Teachers	6400	0120	After Hours Inservice Stipends for Teachers	0.000	\$25,000.00
2	PD Specialists salaries	6400	0130	Specialists Salaries and Inservice Stipends for curriculum mapping (yearly) and professional development trainings. Salaries based on HR salary schedule. Additional responsibilities: Disaggregate Data, coach teachers and coaches, create common assessments and model lessons. Stipend: \$12.00/hour - 17 specialist Misc Summer Hours (hourly rate) Specialist - mapping \$29.55/hour (4) \$28.87/hour (2) \$33.63/hour \$39.23/hour \$43.84/hour (2) \$31.59/hour \$29.22 (2) \$28.53 (3) \$36.01 \$30.58 (4) \$42.82 \$29.90 (2) \$32.62 \$41.46	8.600	\$458,112.00
3	PD Substitutes	6400	0140	Substitutes are for Teachers to attend Professional Development Training. Approx 750 teachers trained - Classroom Observation, Standards Training, Collaborative Classroom, Formative Assessment, Classroom Management. Teachers will receive 2 day trainings - fall and spring	0.000	\$80,000.00
4	Retirement	6400	0210	Retirement Benefits	0.000	\$31,772.95
5	Social Security	6400	0220	Social Security	0.000	\$36,958.07
6	Insurance	6400	0230	Insurance Benefits	0.000	\$35,000.00
7	Worker's Compensation	6400	0240	Worker's Compensation	0.000	\$5,604.46
8	PD Consultants	6400	0310	Professional Development Consultants - Implementation of 11th grade interdisciplinary instruction planning teams in small learning teams. Implementation of career academy systems within a comprehensive curriculum and instructional framework - 60 days 5-consultants. Literacy Training (The Collaborative Classroom Model) - 5 days 1 consultant. Math	0.000	\$48,316.83
9	Travel	6400	0330	Professional Development Travel - Curriculum Specialist, Dir. PD/SI/Assess -	0.000	\$145,627.58

				State Conferences - FAMS, CLAS, FASSS, FASS, FASD, FASFEPA, FOIL Learning Forward, PLC @ Work Institute		
10	Copier (Repairs/Maintenance)	6400	0350	Copier Repairs and Maintenance	0.000	\$1,000.00
11	Rentals	6400	0360	Rentals (PD Program) Designer Platform website for PD training - framework, ESE, read1, etc. Training site for 3 day Administrator Leadership Training	0.000	\$64,807.26
12	Communications	6400	0370	Communications - Wifi monthly charge	0.000	\$500.00
13	Other Purchased Services	6400	0390	Other Purchased Services - Staples Printing Center - BEST New Teacher Program color brochures and handbooks	0.000	\$3,500.00
14	Printing	6400	0391	Printing Services - CCSD Print Center - photocopying for PD trainings	0.000	\$1,000.00
15	Supplies	6400	0510	Professional Development face-to-face. Supplies - PD trainings, Collaborative Learning Walks, District Wide trainings Florida Standards, the new standards-based maps and the framework for intentional teaching - fliters, post it notes, pens, chart paper, markers, flash drives and other items of similar nature	0.000	\$14,868.18
16	PD Periodicals	6400	0530	Professional Development Periodicals	0.000	\$100.00
17	Other Materials and Supplies	6400	0590	Other Materials and Supplies - Teacher Induction Program - BEST The Classroom Management Book, School Based Leader book clubs, PD Resources for Annual Administrator Leadership Training, Utilizing a professional learning model schools concept "Growth Mindset"	0.000	\$33,500.00
18	Equipment over \$750.00	6400	0641	Equipment over \$750.00	0.000	\$2,000.00
19	Equipment under \$750.00	6400	0642	Equipment under \$750.00	0.000	\$2,000.00
20	Computer Hardware over \$750.00	6400	0643	Computer Hardware over \$750.00	0.000	\$5,000.00
21	Computer Hardware under \$750.00	6400	0644	Computer Hardware under \$750.00 - Teachers participating in Beginning Educator Support Team (BEST) Teacher Induction Program - Chromebooks, Misc adapters - Curriculum Specialist	0.000	\$28,000.00
22	Tuition Reimbursement	6400	0730	Dues and Fees	0.000	\$5,600.00
23	Indirect Cost	7200	0790	Indirect Cost	0.000	\$45,948.67
Totals:					8.600	\$1,074,216.00

DOE 101



Pam Stewart, Commissioner



**FLORIDA DEPARTMENT OF
EDUCATION**
fldoe.org

Clay County District School Board

General Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- A. 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
 - B. applicable regulations of other Federal agencies; and
 - C. State regulations and laws pertaining to the expenditure of state funds.
- In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://fldoe.org/comptroller/doc/gbsectiond.doc>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence, currently on file with the Department of Education Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the Clay County District School Board will comply with the following requirements of the Elementary and Secondary Education Act (ESEA) as reauthorized as No Child Left Behind (NCLB) Act of 2001:

☒ The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.

☒ The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

☒ The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as persistently dangerous, it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe

school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptrollers Office.

Program Specific Assurances

Title II, Part A Teacher and Principal Training and Recruiting Fund

☒ The local educational agency (LEA) assures that the program(s) described in this application is based on the need assessment; and the activities are tied to academic content standards, student achievement standards and state assessments [Section 2122(b)(1)(A)].

☒ The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the lowest proportion of highly qualified and/or in-field effective teachers, have the largest average class size, or are identified for school improvement under section 1116(b) [Section 2122(b)(3)(A-C)].

☒ The LEA assures that the needs assessment will be carried out with the involvement of teachers, including teachers in schools receiving assistance under Part A, Title I, and will take into account what activities need to be conducted in order to give teachers and, where appropriate, administrators the means, including the knowledge and skills, to provide students with the opportunity to meet challenging state or local student performance standards [Section 2122(c)(1-2)].

☒ The LEA, after timely and meaningful consultation, will provide the opportunity for equitable participation by private school educational personnel in the activities and services funded by this application and those schools have been so notified. Educational services or other benefits, including materials and equipment, provided, shall be secular, neutral, and non-ideological [Section 2122(b)(11) and 9501(a)(1-5)].

☒ The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, parents, and administrators of schools to be served [Section 2122(b)(7)].

☒ The LEA assures that funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources [Section 2123(b)].

☒ The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law [Section 9501(d)(1)].

☒ The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements.

☒ The LEA assures that programs will be evaluated annually; the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; the evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and the evaluation will be submitted to the state annually.

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Needs Assessment

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. The needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs under part A of Title I, and shall take into account the activities that need to be conducted in order to give teachers the means including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards. The LEA must incorporate into the needs assessment the results of annual performance appraisals for teachers and principals. [Section 2122 (b)(8)].

The reported needs assessment shall include the aggregate assessment of local needs for professional development (teachers and principals); results of annual performance appraisals for teachers and principals; data on the number of teachers who are not highly qualified and/or infield, based on State Board of Education (SBE) Rule 6A-1.0503, FAC and reasons why teachers are not highly qualified and/or infield; an aggregate of reasons why teachers are not effective or highly effective as determined by section 1012.34 F.S. and what may be keeping teachers from being effective or highly effective.

As part of the needs assessment, consider the historical and current value added student growth data attributed to their teachers that is provided to LEAs by the state.

Response: A needs assessment was conducted using multiple data sources to determine professional development needs for employees. The sources include professional development surveys, student achievement data, and information from school improvement plans. This needs assessment yields substantial information to assist district personnel in developing professional development designed to impact student achievement.

Below is a compilation of the 2016 FSA ELA and Math scores, ECAT 2.0 Science scores, as well as the 2016 EOC scores along with the 2016 data reports.

Proficiency Percentage on 2016 FSA ELA-Elementary Schools (*below state average).

Grade 3 Grade 4 Grade 5 Grade 6

District Average 64 56 53 63

State Average 54 52 52 52

Proficiency Percentage on 2016 FSA Math Elementary Schools (*below state average)

Grade 3 Grade 4 Grade 5 Grade 6

District Average 66 63 55 62

State Average 61 59 55 50

Proficiency Percentage on 2014 FSA ELA Junior High Schools (*below state average)

Grade 7 Grade 8

District Average 51 59

State Average 49 57

Proficiency Percentage on 2016 FSA Math Junior High Schools (*below state average)

Grade 7 Grade 8

District Average 63 63

State Average 52 48

Proficiency Percentage on 2016 FSA Reading High Schools (*below state average)

Grade 9 Grade 10

District Average 52 54

State Average 51 50

Proficiency Percentage on 2016 FCAT 2.0 Science All Schools (*below state average)

Grade 5 Grade 8

District Average 57 61

State Average 51 48

Proficiency Percentage on 2016 End of Course Exams (*below state average)

Algebra 1 Geometry Algebra II

District Average 62 65 55

State Average 55 51 40

Proficiency Percentage on 2016 End of Course Exams (*below state average)

Biology Civics U.S. History

District Average 62 78 73

State Average 64 67 66

The biology and algebra scores indicate a need for targeted professional development.

The annual professional development survey includes all employees and assesses need for professional development in areas that include Florida Standards, technology, student-centered instruction, collaboration skills, content literacy, and project based learning. The survey results are aggregated by elementary, secondary, instructional, non-instructional, and administrative employees by district and individual school locations. The highest need indicated for all groups was the Florida Standards, using a student centered instructional framework and teaching content to mastery. Over 750 teachers participated in the needs assessment survey conducted in the spring of 2016. A needs assessment was conducted with administrators that indicated that they were in need of professional development that would assist them in leading teams of teachers toward a deeper understanding of the Florida State Standards, how to facilitate a student centered learning environment, and how to lead job embedded professional learning.

Additional data defines the percentage of employees participating in Learning Communities; percentage of employees who indicate they have sufficient training to meet student needs; percentage of employees who indicate that sufficient professional development time is allotted; and the preferred delivery method and time for training.

As of the last state report there are 47 teachers considered Not Highly Qualified. Due to space limitation, these teachers are not listed in the application.

Data indicated Reading as the area with the most Not Highly Qualified teachers.

Current data from Human Resources documents 73 teachers who are Out-Of-Field. Due to space limitation, these teachers are not listed in the application.

Of the 2688 teachers evaluated in Clay County, 80% are considered highly effective according to performance appraisals and 20% are considered effective. Areas of growth are determined in several ways. As mentioned above, we use the professional development survey to determine growth. We also conduct monthly learning walks in schools to look at overall teacher practice to determine areas of growth needed overall as a district. VAM data and local assessment data are utilized to determine areas of growth as well.

The LEA has a history of hiring between 200 new teachers each year with approximately 75 of those being brand new to the profession. This represents a need to provide professional development and support for new teachers to give them additional tools and strategies to help students meet challenging state and local assessments.

Collaboration

1. Describe how the LEA has collaborated with teachers, paraprofessionals, principals, other relevant school personnel, private school officials, and parents in the planning of activities to be carried out and in the preparation of this application [Section 2122 (b)(7)].

Response: All staff members were asked to complete the professional development survey online. Parents and staff members collaboratively developed school improvement plans that included professional development and trainings that would support the school improvement goals and strategies. The district has implemented a more focused approach by communicating 4 districtwide initiatives: Academies of Clay, STEM, Collaborative Classroom and Community Partnerships.

These district initiatives are evident throughout the school improvement plans and are used to ground all professional development training decisions.

District personnel collaboratively prepared this application as well as all other federal program applications to ensure alignment within the applications as well as alignment to the district initiatives.

Followup forms completed after professional learning opportunities allowed participants to provide feedback throughout the year on future needs regarding professional learning. These needs have been included in this application.

Private School Consultation Meetings

Consultation #1

All private schools are invited to a general meeting, usually in early November. Meeting invitations are mailed certified, return receipt. The Intent to Participate form, ELL Survey and Low Income Surveys are included with the invitation. At the meeting, all Federal Titles are explained. Intent to Participate form, if not already completed and received, is signed and turned in to constitute formal notice that the school intends to receive funding for the following school year. (Example: Meeting held 11-17-16, for 17-18 school year). Agenda, sign-in sheets and minutes are kept.

Consultation #2

This is an individual meeting, held in late February, between the private schools who have indicated the Intent to Participate, and the private school liaison. At this meeting, all available services are discussed, including the possibility of third party contracting to provide services. Affirmation of Topics Discussed at Consultation Meeting #2 is completed and signed. Meetings are recorded on individual contact logs.

Consultation #3

This is an individual meeting, held in April, at which time a draft service plan is

developed and signed. Meetings are recorded on individual contact logs.

Consultation #4

This is an individual meeting, held in May, to go over the completed Service Delivery Plan. The Plan is signed by both parties along with the LEA Affirmation of Consultation. Meetings are recorded on individual contact logs.

Program Plan to Address Strategies and Activities to Achieve 100 Percent Infield Effective Teachers

2. Describe the proposed strategies and activities the LEA intends to implement specifically to assist teachers who are not highly qualified and/or infield according to SBE Rule 6A-1.0503, FAC requirements or are not effective based on the LEA's Performance Evaluation System required under section 1012.34 F.S., teaching a core course(s) for which the teacher is not highly qualified and/or teaching infield, and how the LEA will continue to maintain highly qualified and/or infield teachers. Strategies must be explicitly detailed with clearly written activities. These plans must be scientifically researched-based and be developed through consultation with principals and highly qualified and/or effective teachers. Describe how the activities will be coordinated with and support other reform efforts at the school.

Response: Human Resources has established procedures to ensure teachers meet the criteria for meeting Highly qualified/infield legislation. The procedures include reassignment and hiring guidelines as well as strategies to verify highly qualified status of job applicants.

Tuition certification fees and certification testing fee reimbursement will continue for out of field teachers. Teachers who are out of field due to the need for ESOL endorsements and/or reading endorsements are provided district programs and professional development courses to complete requirements for needed endorsements.

These courses have been revised to meet 21st century teaching and learning expectations.

Human resources will counsel building administrators who have higher percentages of out of field teachers to encourage reform in hiring and staffing practices.

Teacher Effectiveness & Equitable Distribution

3. Describe the actions the LEA will take to support the professional learning of educators at high-need schools, to address and take action on equitable distribution of teacher and principal effectiveness between particular types of schools. Describe how the LEA will give priority to teachers not meeting highly qualified and/or infield requirements and principals and assistant principals who need training and/or assistance in determining levels of teacher effectiveness/performance [Section 2122 (b)(3)(A)].

Response: Human Resources in conjunction with the Instructional Division leadership team reviews performance data and assists administrators in making personnel decisions primarily on the performance of students assigned to teachers in their buildings.

Data is analyzed to ensure equitable distribution in teacher effectiveness throughout the schools. Priority for trainings to address highly qualified needs areas is given to those teachers who need the trainings to gain highly qualified status.

For teachers evaluated less than effective, nonhighly qualified, or out of field, a local professional development plan is implemented with input from both teachers and administrators in an effort to improve practice

We use student data, Professional Development surveys, administrator feedback and our monthly learning walks to determine areas for growth.

Activities to Eliminate the Achievement Gap

4. Describe how the above activities in this application will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students [Section 2122 (b)(2)]. Align the proposed activities to assist in meeting the approved ESEA Waiver Annual Measurable Objective #3: *Progress of Students in the Lowest-Performing 25% in Reading and Mathematics.*

Response: With the implementation of the new Florida Standards, teachers will have a clear understanding of what students are expected to know and be able to do. Clay County's Curriculum Specialists have spent time this spring developing new ELA/Math curriculum maps that align to the Florida Standards. Along with these standards based maps, Clay County is implementing a common instructional model to help teachers make the shift to a more student-centered, collaborative approach to instruction. The Framework for Intentional Teaching developed by Doug Fisher will be one of the areas of focus in all of the 2014-15 trainings, utilized in both district trainings as well as the weekly collaborative professional development at each school site. The Framework for Intentional Teaching that will be utilized is as follows:

Establish Purpose Focuses on student learning rather than a task activity or assignment. It must be interesting and relevant

Modeling Thinking Using "I statements" to explain thinking while demonstrating the task or strategy. Teacher may alert learners about errors to avoid, or show them how to apply new thinking.

Guided Instruction Teacher questions, prompts, cues students, facilitates. Only if those don't work, go to direct explanation.

Collaborative Learning Students consolidate their understanding of the content and explore opportunities to problem solve, discuss, and negotiate thinking through productive tasks with their peers.

Independent Learning Addresses the most important goal of good instruction-provide students with practice in applying skills and information in new ways independently.

****It is important to understand that this framework is not linear. Teachers and Students move**

back and forth among each of the components as they master skills, strategies, and learning standards.

(Adapted from Fisher, D. 2014)

This focus on instruction will increase teacher capacity and consistency with core instruction which will help eliminate the achievement gap by ensuring that all student have equitable learning opportunities as well as opportunities for remediation and support through the guided instruction and collaborative

learning components of this framework. The goal of our professional development system for next year is to change the focus to student centered learning. Teachers will utilize the standards based maps and the framework in their weekly collaborative learning opportunities to guide their conversations around the following:

What do we want students to know and understand?

How will know they learned it?

What will we do if they don't?

Beginning in the 2015-16 school year, an online professional learning system became available to all teachers. This online system now contains video resources that allow teachers to view their peers implementing lessons that have high rigor of the standards and view the components of the framework. Also available in this online system are several online courses that serve as resources for teachers to use to learn more about standards and the framework.

With the curriculum specialists conducting both district wide trainings as well as on-site follow up on the Florida Standards, the new standards based maps and the framework for intentional teaching, teachers will further their understanding in what they are to teach, how they are to teach it, and how to formatively assess student understanding to drive further instructional decisions. This will ensure a guaranteed and viable curriculum for all students.

Utilizing a "professional learning model schools concept", Clay has put into practice the growth mindset work of Carol Dweck. In July, we are hosting a collaborative classroom institute and have expanded the offering to include all 41 schools. Philosophies of the Growth Mindset will once again be shared during this institute.

Supporting Beginning Teachers

5. Describe the implementation of evidence- and research-based programs that provide targeted, specific support for beginning teachers.

Response: Beginning in the 2016-17 school year, we will begin our second year of offering intensive support for new teachers. One again, all first year teachers hired into our county will participate in the Beginning Educator Support Team (BEST) Teacher Induction Program. Over the past 5 years, 200 new teachers have been hired each year and approximately 75 of those are new to the profession. 10.5 instructional new teacher coaches will be utilized to support these beginning teachers. This program is a 3- year support program that allows for every first year teacher to receive instructional coaching, professional learning experiences that will be delivered both online and face-to-face. Below is the outline of what each first year through this support system.

Year 1 Expectations

New Teacher Training before school starts (2 days)

- Classroom Management Basics- CHAMPS
- What to do the first week of school
- Key questions to ask about school based procedures- lunch count, attendance, dismissal, duty stations, etc.
- Key contact people in a school
- Teambuilding between Coaches and Teachers

On-site orientation meeting between teacher, coach and team leader/department head (and peer teacher if appropriate) to clarify support roles of each, and to establish open communication

Online Courses (20 hours/Mastery on Quizzes)-facilitated by BEST coaches

- Online management systems (FOCUS, Portal, PM, etc)
- Classroom Management
- ESE/IEP/504/MTSS
- FL Standards/Standards based planning
- Framework
- PLCs
- OneCLayU 101

Two Observations of Master Teacher with BEST coach

- within first 45 days of each semester
- TDE day- ½ day of observation and ½ day of debrief, reflection, and planning with BEST coach
- Use standard observation form- classroom management, framework

Two coaching cycles each semester

- one with video recording
- emphasis on classroom management & framework

Face to Face Coaching Conversations- 1-4 each month

Strategies for Making Student Thinking Visible- supported with each teacher

- Establish Norms
- Engage Student Thinking with Planned Questions
- Call on All
- Pause Use Wait-Time
- Get Students to Explain
- Get students to Restate
- Turn & Talk
- Sentence Frames (Agree or Disagree)

Voluntary planning day support sessions led by coaches

Voluntary Monthly after school meetings for ongoing support

Virtual Google hangouts/collaboration to connect new teachers with one another

Year 2 Expectations

Formative Assessment Training (2 days)

Collaborative Classroom Training (3 days throughout the year)

Observation of Master Teacher with coach-

- within first 45 days of school

- TDE day- ½ day of observation and ½ day of debrief, reflection, and planning
- observation form- can be created by coach and teacher collaboratively to address specific needs or use standard observation forms- classroom management, framework

One coaching Cycle with video recording each semester

One Face-to-Face coaching conversation each month

Strategies for Making Student Thinking Visible- supported with each teacher

- Slow down the conversation to get repetitions and restatements
- Allow struggle
- Don't answer yourself
- Ask students to add on to each other's thinking
- Infuse Academic Vocabulary
- Record Academic Vocabulary
- Listen Actively & Revoice

Voluntary monthly after school meetings for ongoing support- online or face-to-face

Year 3 Expectations

Differentiated Instruction (2 days)-

Differentiated Instruction Follow-up session (1 day)-

Observation of Master Teacher with coach-

- within first 45 days of school
- TDE day- ½ day of observation and ½ day of debrief, reflection, and planning
- observation form- can be created by coach and teacher collaboratively to address specific needs or use standard observation forms- classroom management, framework.

One coaching cycle with video recording each year

One Face-to-Face Coaching Conversation each quarter

Strategies for Making Student Thinking Visible- supported with each teacher

- Avoid judgement

- Scaffold
- Persevere & Return
- Leave with Cues to Puzzle over
- Ask questions to surface discrepancies.
- Revisit Previous thinking
- Compare thinking
- Validate confusion

Voluntary monthly after school meetings for ongoing support- online or face-to-face

Each new teacher will be provided an instructional coach who will receive weekly training on how to support new teachers as well as training on best practices in instruction.

The Clay County School District created five Collaborative Classroom Model Schools in the 2014-2015 school year. The Collaborative Classroom Model schools have model classrooms at each grade level from K-5. Additionally, schools are provided with a Model School Coach. These coaches work side-by-side with the classroom teachers using the gradual release of responsibility to create model literacy classrooms that other teachers can visit. Two full days of collaboration to build capacity for the Model School Coaches will be held in July along with weekly collaborative professional learning time throughout next year to collaborate and build on their understanding of transformational coaching. These model school classrooms will be available for new teachers to observe, collaborate, and reflect on practices that promote student-centered classrooms. The model school coaches will also be available to support new teachers in the implementation of best practices for student-centered instruction. Leaders and coaches of these 6 schools will engage in a facilitated book study. These leaders will then form voluntary book study groups with other leaders replicating the process used in the facilitated book study. Collaborative protocols will be used to ensure synergistic learning.

Secondary schools in Clay County are implementing wall-to-wall academies and collaborative teaming will be a key factor for the success of this initiative. Support for this initiative will also support new teachers, as systems will be set up for common planning and collaboration. Secondary schools will be provided training in best practices such as Teaching For Understanding, interdisciplinary planning, academic intervention support, content area literacy planning within the academy framework, as well as other training to support the academy teaming structure.

Leadership Training

6. Describe implementation activities that will develop the capacity of principals and other instructional leaders to improve teaching and learning, coach and/or train principals to recognize effective teaching skills, ineffective teaching and know how to take action to ensure quality learning for all students as determined by F.S. 1012.34. Explain how the LEA will establish effective ways to build and sustain a school-site learning culture that supports collegial learning practices.

Response: Beginning in the 201516 school year, all leaders participated in monthly collaborative learning walks based on the Center for Educational Leadership's 5D model outlined at the Commissioner's Leadership Academy. For the 16-17 school year, learning walks will continue with the addition of new learning around how to engage in feedback conversations that impact adult change in practice and student achievement. Professional Learning experiences will include but are not limited to opportunities to participate in Learning Forward trainings, professional learning community institutes, as well as local district professional learning community teams. Leaders will be put into their own collaborative teams that will meet monthly. Other leadership trainings will focus on how to support the collaborative learning time at each site, how to monitor instruction through the Framework for Intentional Teaching walkthrough rubrics, how to lead small career academies at the high school level, and other best practices in instructional leadership.

In an effort to build leadership capacity to lead 21st century learning in the classroom, leaders will receive training in utilizing collaborative spaces such as the Google Drive, Google Classroom and other online collaborative tools.

District trainings will infuse technology to enhance the learning opportunities for both leaders and teachers.

In 15-16 the book Mindset was utilized as a text for both our district and school based leader book clubs. We will continue to infuse the philosophies of the growth mindset in each training delivered.

Alignment of Activities

7. Describe all other activities to be carried out by the LEA and how these activities will be inclusive of Florida's State Standards, Florida Educator Accomplished Practices (FEAPs) standards of high-quality professional learning on instructional and leadership practices that impact student success, student academic achievement standards, Florida Principal Leadership Standards (FPLS) and state assessments. Describe how the proposed activities ensure priority will be given to teachers not meeting highly qualified and/or in-field requirements based on SBE Rule 6A-1.0503, FAC and effective based on section 1012.34 F.S. [Section 2122 (b)(1)(A)(i)].

Response: Student achievement in the classroom and on local and state assessments such as FSA, EOCs and local progress monitoring tools will be targeted through the following training opportunities to improve instructional and assessment abilities of teachers, administrators, and appropriate support staff. Professional development activities will be provided to:

- Improve knowledge of teachers in effective instructional strategies and methods, including implementation of the Florida standards in ELA and math, the NGSSS standards in social studies and science, through sharing of best practices, as well as intentional practices that support the implementation of the instructional framework. Priority will be given to teachers not meeting highly qualified and/or in field requirements.
- Improve knowledge of teachers, administrators, and other qualified staff members in strategies and methods to integrate writing to support thinking, engagement strategies, and collaboration skills to support professional learning communities.
- Improve knowledge and skills of teachers, administrators and other qualified staff members in collaboration skills.
- Improve knowledge and skills of teachers, administrators and other qualified staff members in student-centered instruction as well as how to create the collaborative classroom.
- Improve knowledge of teachers, administrators, and other qualified staff members in instructional strategies for responding to students who require more support, remediation and intervention.
- Improve knowledge of teachers, administrators, and other qualified staff members in how to teach and address the needs of students with limited English proficiency.
- Train teachers, administrators, and other qualified staff members to integrate technology into the curriculum consistent with the new Florida standards as well as to enhance instructional practices.
- Train teachers, administrators and other qualified staff members to use and interpret data and assessments to improve classroom practice and student

achievement.

- Train teachers, administrators and other qualified staff members to work in interdisciplinary teams to support the wall-to-wall academy structure.
- Improve knowledge and skills of teachers, administrators and other qualified staff members in instructional practices that support students with disabilities.
- Improve knowledge of district curriculum specialists and instructional coaches in collaborative classroom practices as well as adult learning theory.
- Improve the knowledge of school-based administrators in leadership practices to support 21st century schools.

Annual Measurable Objectives

8. Provide realistic annual measurable outcome objectives for all activities funded through this application. Include how the activities will increase highly qualified and/or infield effective teachers and will have a positive impact on student academic achievement [Section 2122 (b)(2)].

Response: By the end of the 2015-16 school year:

All schools will increase the percentage of students in each subgroup who score at or above a level 3 in Reading by 7% as measured by FSA assessment and other assessment instruments.

At least 70% of the students in each subgroup will maintain or attain math proficiency by scoring at or above a level 3 in Math on the FSA assessment and other assessment instruments.

- By the end of the 2015-2016 school year, school-based administrators will observe each Clay teacher demonstrating a lesson that infuses Florida standards as well as our district's Framework for Intentional Teaching.
- By the end of the 2015-2016 school year, all schools will report at least one community involvement event to inform parents and other community members about available resources.
- Students in grade 5 and 8 will increase proficiency in science by 5%.
- Student performance on all EOC state exams will increase by 5%.
- The number of non-highly qualified teachers will decrease by at least 25% as measured by district reporting data.
- 100% of teachers and administrators will report participation in weekly collaborative professional learning.
- 100% of teachers and administrators will use data to improve student achievement as measured by professional learning community logs, professional development data, and other survey data.
- School based administrators will observe every Clay teacher utilizing the intentional framework for instruction in daily lessons.

Curricula and Programs

9. Describe how the curricula and programs being implemented, through this application, will be tied to the standards [Section 2122 (b)(1)(A)(ii)].

<http://www.fldoe.org/bii/Curriculum/>

Response: All training activities are correlated to the current state standards in all subject areas as well as the intentional instructional framework. This includes the Florida standards for ELA and Math and NGSSS for Science and Social Studies.

Activities Based on Scientifically Based Research

10. Describe how the activities to be implemented will be based on a review of scientifically based research and explain why the activities are expected to improve student academic achievement [Section 2122 (b)(1)(B)].

Response: A review of research indicates that hiring highly qualified teachers and paraprofessionals, and improving teachers and administrators knowledge of content, teaching methods and strategies, technology integration, and leadership practices result in improved student achievement.

The implementation of 6 model schools where teachers can observe and be trained in student centered instruction will ensure that the academic instruction as well as the socio-emotional instruction carry equal weight in instruction.

Outside consultants will be utilized to collaborate and model best practices for leadership and classroom instruction.

Opportunities through both state and national conferences will allow both teachers and leaders to learn from leaders in the field in regards to the collaborative classroom and student-centered teaching and leading.

All teachers will participate in site based collaborative professional learning focusing on the following 4 questions:

What do we want students to know and be able to do?

How will we know they learned it?

What will we do if they don't?

What will we do if they have already learned it?

This will ensure consistency with collaborative time as well as ensure a focus on learning and results. Administrators will participate in monthly collaborative trainings that focus on utilizing the Framework for Intentional Teaching rubrics to provide feedback to teachers on effective student-centered instruction.

Technology Purchase Evaluation

13. Describe how the effectiveness of the delivery of professional development utilizing equipment and technology purchased with Title II-A funds will be determined. The evaluation must be based on the Professional Development System Evaluation Protocol including evaluation of the implementation of the professional learning, and include measurable objectives and implementation agreements of participants. Protocol standards: 1.3.3; 2.2.4; 2.3.3; 3.2.4; 3.3.3; 3.3.4.

Response: Analysis of evaluation data shows that while the level of active teaching and learning in Clay classrooms is high, teachers need embedded professional development to assist in transforming instruction through use of technology and facilitation skills to increase student engagement and, ultimately, student achievement. Both teachers and leaders need to have flexibility for their professional learning experiences. Online learning experiences are continuously being developed to support new teachers, veteran teachers, as well as administrators. These courses will be available through a learning management system that will allow for both individual and collaborative learning experiences. All administrators will utilize personal devices to collaborate and participate in online and face-to-face learning experiences.

Professional development that is presented through technology will be evaluated for effectiveness both in participant feedback as well as evidence of implementation in classrooms. The online courses and technology dependent training will provide multiple opportunities for participant feedback. We will collect self-reported data from participants as a post PD survey, as well as feedback collected through collaboration during the courses and training. This feedback is derived through frequent checks from facilitators and the technology support for each course. The ultimate goal of any professional development endeavor is to impact students through the implementation of new strategies in the classroom. We will collect follow-up evidence from online and technology based courses. This follow up may include examples of the teacher generated lessons, student samples, and/or reflections of impact of the implementation.

Professional Development to Address the Needs of Students with Different Learning Styles

14. Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency [Section 2122 (b) (9)(A)].

Response: Face to face, online, and blended activities will include components for differentiated learning styles. Multi tiered systems of support, ESOL and ESE teaching strategies, including strategies to meet the needs of students who are gifted and talented will all be included. Trainings will be offered to address specific strategies for teaching students with disabilities. The ESE curriculum specialist will provide side-by-side support to teachers to assist with strategies to meet the needs of our most struggling students.

Professional Development to Improve Student Behavior in the Classroom

15. Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students learn [Section 2122 (b)(9)(B)].

Response: Face-to-face, online, and blended activities will include components for Multi-Tiered System of Support strategies, best practices for student engagement, classroom management for new teachers, and effective school discipline strategies.

The Beginning Educator Support Team coaches will provide side-by-side weekly support to new teachers in the areas of classroom management, the intentional framework, formative assessments, differentiated instruction, and strategies for making student thinking visible.

Professional Development to Assist Teachers with Parent Involvement

16. Describe how the LEA will provide training to enable teachers to involve parents in their child's education [Section 2122 (b)(9)(C)].

Response: Teacher and administrator professional development will include trainings to increase understanding on how to utilize online resources such as the district Learning Management System and Parent Portal to communicate regularly with parents, how to maintain class websites or develop online coursework to guide parents to appropriate resources and keep parents informed of classroom assignments and activities, as well as professional development for teachers and staff that includes specific topics that can be developed as Home-School connection activities to improve student achievement.

Professional Development to Assist Teachers to Understand and Use Data and Assessments

17. Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning as part of teacher Individual Professional Development Plans [Section 2122 (b)(9)(D)].

Response: Teachers and administrators will participate in professional development activities to gain knowledge about the use student data and assessments utilizing specific resources such as Performance Matters, our learning management system, and FOCUS. Teachers and administrators will use knowledge gained to develop specific strategies to improve student achievement. Training will be provided to both teachers and administrators on how to use formative assessments to drive instruction.

Support Reading Initiatives

18. Describe how the activities in this project will support the reading initiative and are consistent with the *Reading Program Specifications* for the Just Read, Florida! Program which can be found at <http://www.justreadflorida.com>.

Response: Florida's reading initiative will be supported by improving teacher and administrator knowledge in effective teaching strategies in reading especially within the content area; providing training district-wide that incorporates understanding the expectations of the FSA ELA assessments; and offering teacher in-service activities with parent involvement components that include activities and strategies proven to improve student achievement.

Dissemination and Marketing

19. Describe how information about the programs in this application will be disseminated and marketed to appropriate populations.

Response: Clay County's new site called OneClayU developed over the past year provides resources, links and videos to better serve the professional development needs for all employees. All employees can find workshops catered to them, in different learning styles and delivery methods. OneClayU provides links to calendars specific to professional learning opportunities, access to videos that demonstrate best practices in instruction, and curriculum maps that include links to resources. This site houses training tools for both teacher leaders and administrators to use for facilitating professional development at their school sites.