Master Inservice Plan 2010 - 2015

Ben Wortham, Superintendent of Schools

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Clay County School Board

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TABLE OF CONTENTS

RATIONALE

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

District Vision

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

District Mission

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

District Professional Development Belief Statement

We believe in the on-going professional development of our teachers, support personnel and administrators and will provide relevant and engaging opportunities for professional growth.

Professional Development Advisory Council Belief Statement

The Clay County Professional Development Advisory Council has a commitment to provide all stakeholders opportunities for obtaining viable, research-based inservice activities that will encourage innovative change. We believe teamwork among the Professional Development Advisory Council, district, schools, and the community will result in quality goal achievement by students.

Professional Development Advisory Council Mission

The mission of the Professional Development Advisory Council is to enhance professionalism for all school board employees by providing opportunities for continuing education through quality programs and positive learning experiences with appropriate implementation.

MANAGEMENT PROCESSES

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

The responsibility for management of professional development in Clay County Schools lies primarily with the Professional Development Department. The Professional Development Department and the local sites facilitate the planning, delivery, follow-up and evaluation for the training and development experiences for instructional and non-instructional personnel. The Professional Development Department believes in recognizing and using available expertise and "training the trainer" to expand the accessibility of professional education for its stakeholders.

The Clay County School System believes that professional education is a personal choice, and personnel should be able to determine their own developmental needs based upon an analysis of student performance data. However, requests for required or mandatory training must be approved by the Professional Development Advisory Council and the Clay County School Board. Professional development experiences are designed for individuals, teams, departments, and schools to reflect the variation in stakeholder needs.

They are delivered on Inservice Days, outside of work hours, during work hours (with substitute coverage as needed), and during the summer. Workshops may be site-based or in a central or other applicable location. Personnel also have access to online courses and courses at local universities and community colleges.

All inservice offerings focus on one of the following categories: New Generation Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, or parental involvement. Stakeholders may request professional development experiences as identified by a needs assessment and as prioritized funding permits.

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

Participation

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

Registration Process

The registration process varies. Potential participants register via the internet by accessing the current automated staff development management system. In some instances, participants will return a tear-off form, or be recommended by their immediate supervisor.

Component Information

The Master Inservice Plan (MIP) contains the available components for use in training school board employees. The components currently in the plan have been written by the Master Inservice Plan Committee composed of selected Professional Development Advisory Council members. Components may be written by district employees and submitted to the Professional Development Department for consideration. If it is determined that the need reflected in the new component is not addressed in a component currently in the plan, the Professional Development Department submits the new component to the Professional Development Advisory Council for review (see review form in Appendix A) before submitting to the Clay County School Board for approval.

Once the board approves a component, it becomes a part of the MIP. It can then be offered for component credit.

Component Points

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

One (1) component point is equivalent to one (1) clock hour of participation in a training activity. Any component activity that has a partial hour will be rounded down (3.75 hours/points will become 3). Credit for certification renewal may **not** be given for a component fewer than three (3) hours in length. The maximum number of points per day is six (6) for training conducted outside the School District of Clay County.

All personnel involved in a professional development activity are expected to successfully complete the assigned follow-up activity to demonstrate increased competency on the specific objectives addressed and its impact on student performance.

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

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

College Credit

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

Renewing Professional Educator's Certificate

A State of Florida, Department of Education, Professional Educator's Certificate can be renewed with component credit, college credit, a passing score on the subject area exam of a certification area listed on the certificate, instructing a college level course, or a combination these options. All of these options must be completed within the 5-year validity period of the current certificate. Each staff member who wishes to have his/her teaching certificate renewed using only component points must have earned at least one hundred twenty (120) points during his/her current validity period of the certificate. Renewal of the Professional Educator Certificate may also be obtained through National

Board Certification. The procedure for renewing a teaching certificate is found in Appendix B.

Procedures for Components

The Inservice Coordinator (IC) and participants must complete and submit all required paperwork to the Professional Development Department in a timely manner as outlined in "Paperwork In A Nutshell" (separate handbook; multiple copies distributed to all IC's).

The IC and participant must provide the appropriate paperwork for documentation of training hours.

For credit to be awarded, the instructor and/or IC must certify by signature that all named participants have successfully completed the assigned follow-up activity and documented it on the current Professional Development FOLLOW-UP Form (SCH-1-2178).

<u>Paying Participants for Training</u>

A stipend is only paid for actual seat time for training and cannot be paid while an employee is on their regular contract time.

To pay participants for attending a workshop, please follow these steps:
1. Identify workshop participants who are to receive the stipend.
2. Immediately upon completion of the workshop, prepare the *Inservice Payroll* form (SCH-1-2156) and attach a **copy** of the sign-in sheet(s).
3. Sign-in sheets must include dates, times and title of the training.
3. Obtain the Cost Center Supervisor's signature of the school/department paying the stipends.
4. Submit the completed *Inservice Payroll* form along with a copy of the sign-in sheets to the Professional Development Department immediately after the training.

The object code for inservice payrolls must match the object code used for an individual's regular salary. If more than one object code is used to pay stipends, a separate payroll form needs to be completed for each object code.
Object Codes
- Classroom Teacher   0120
- Other Certified   0130 (Reading Coaches, Media Specialists, etc.)
- Substitute Teacher   0140 (with prior authorization)
- Aide   0150
- Other Support Personnel   0160 (with prior authorization)

Please submit a separate payroll form for each object code used.
Funds must also be in object 0220 for social security and object 0240 for workers compensation.

NOTE: **Stipends can only be paid for the actual time spent sitting in training sessions with unpaid lunches. Participants cannot be paid for training conducted during CCSB contracted time.**

How to Retain and Pay an Out-of-District Consultant

Sometimes there is a need for knowledge and skills so complex that an outside expert is needed to conduct a specific training. The steps for bringing in an expert trainer are as follows:

Step 1 At minimum, four months prior to the month in which the training is taking place, contact the consultant and confirm consultant fee, travel expenses, materials cost, date(s), time(s), location and how support after the training will be provided. **See page 9 of the "Nutshell" handbook for stipulations regarding the Board approved fee schedule for consultants and the procedures to follow if the consultant's fee exceeds these amounts.**

Step 2 As soon as a verbal agreement has been reached, mail to the consultant a *Consultant Services Agreement* form (SCH-1-2161) **and a copy of the National Staff Development Council Standards (See Appendices)**. Request the consultant to sign, date, and return the agreement. Ask the consultant to read the NSDC standards prior to presenting to ensure they are within the guidelines outlined. If a consultant prefers, he/she may provide their own consultant agreement. **Do not sign a consultant services agreement.** The only persons authorized to sign service agreements for the School District of Clay County are the Director of Purchasing, the chairperson of the board, and the Superintendent.

Step 3 Three months prior to the month in which the training is taking place, secure a requisition for a purchase order through the school/department secretary/bookkeeper. Send the white copy of the signed Consultant Services Agreement with a copy of the requisition to the Purchasing/Accounts Payable Department to receive a purchase order.

Step 4 Immediately after the workshop ends complete, attach, and submit the following forms/information to the Accounts Payable Department:
· Invoice from the consultant for services provided (If the consultant doesn't provide an invoice, an example follows.)
· Consultant signature on a completed *Out-of-County Travel Voucher for Reimbursement of Traveling Expenses* (MIS13202) (if travel expenses are to be paid)
· Green Copy of purchase order (signed)
· Photo copy of *Consultant Services Agreement* (SCH-1-2161)

Step 5 If a stipend is paid to participants, complete an Inservice Payroll form, attach a copy of the sign-in sheets, and forward to the Professional Development Department.

How to Retain and Pay a District Consultant

A consultant who is a Board employee cannot receive both their regular salary and a consultant fee.

Consultant fees for district consultants are as follows:
      $33.00 per hour   -- not to exceed $2,000.00 for a 60-hour activity
Multiple presenters may not be paid a consultant fee for presenting the same content at the same time to the same group of attendees. For questions or clarification, please call the Professional Development Department.
To retain a district consultant for a workshop, the Inservice Coordinator (IC) must do the following:
Step 1 Contact the consultant and confirm consultant fee, minimum number of attendee cancellation policy (See Consultant Services Agreement), date(s), time(s), location, and how support will be provided after the activity ends. **NOTE: District consultants cannot be paid for training conducted during CCSB contracted time.**
Step 2 To the consultant, mail the completed *Consultant Services Agreement* form (SCH-1-2161) **and a copy of the National Staff Development Council (NSDC) Standards (See Appendices)**. Request the consultant to sign, date, and return the service agreement. Ask the consultant to read the NSDC standards prior to presenting to ensure they are within the guidelines outlined.
Step 3 Immediately upon completion of the workshop, complete the following forms and submit to the Professional Development Department.
- If paying travel cost, a Request for Reimbursement - Mileage Only Travel (ACP-1-3203) for travel expenses from school to school or from district office to school
- Inservice Payroll (SCH-1-2156) with **copy** of activity sign-in sheets and the signed, white copy of Consultant Services Agreement attached
- Ensure funds are available for salaries and benefits
  - 0120 for classroom teachers
  - 0130 for non-classroom teachers
  - 0150 for classroom aides
  - 0160 for other support personnel
  - 0110 for administrators who present after their normal work day
  - Social security (object 0220)
  - workers compensation (object 0240)
  - retirement (object 0210)

NOTE: Social security and workers compensation is calculated for participants. Social security, workers compensation, and retirement are calculated for district consultants.

Procedures for Ad-hoc Activities (activities NOT LISTED on Navigator Plus)

When inservice points are requested for classroom visitations, professional conferences, or online training, the activities must be identified and approved to meet specific objectives for the Out-of-County Request for Professional Development and will be assigned to a component by the Professional Development Department.

- One point is equivalent to one whole clock hour of participation.
- The maximum number of inservice points that can be awarded for a full day of conference attendance is six (6).
- Inservice points for portions of a day are calculated based on the agenda provided by the participant. (Inservice points are rounded down rather than up.)
- The top section of the *Out-of-County Request for Professional Development* (SCH-1-2150) form is completed and submitted, along with proof of registration, to the Inservice Coordinator for prior approval at least two weeks prior to the scheduled departure.
- The remaining sections of the *Out-of-County Request for Professional Development* (SCH-1-2150) must be completed, including appropriate documentation, reviewed and signed by the Inservice Coordinator, and submitted to the Professional Development Department within thirty (30) school days of the ending date of the activity. If additional time is needed for implementation, a written request must be made to the Professional Development Department.
- Out-of-County Requests for Professional Development for the current academic year must be submitted to the Professional Development Department no later than the last day for teachers.

Inservice Days

District-wide Inservice Days are a vehicle for delivery and do not warrant credit by attendance alone. However, if credit is warranted, one (1) point shall be equivalent to one whole clock hour of actual participation (inservice points are rounded down rather than up). Points shall be assigned to each component on the basis of the average time required for a participant to satisfactorily complete the activity. A component that awards inservice points for certification shall be at least three (3) hours in length.

Points earned in one validity period, five (5) Professional Services contract or Continuing Contract or ten (10) years National Board Certification, cannot be carried over into a subsequent validity period except for Reading component credit, ESOL Endorsement credit and Reading Endorsement credit which may be banked to be used for subsequent validity periods.

Bankable Points

Points earned in one validity period that can be carried over into subsequent validity periods are earned in the Reading component, ESOL Endorsement credit, and Reading Endorsement credit.

For employees with a temporary professional educator certificate, ESOL and Reading points must be used to renew the first 5-year professional certificate. ESOL and Reading points earned while holding a temporary certificate may not be banked to renew the second 5-year professional certificate.

 Teachers with a professional educator certificate (at the time the training is completed) who earned ESOL credit after June of 1998, may bank ESOL credit indefinitely. Also, teachers with a professional educator certificate (at the time the training is completed) may bank any inservice points earned in the Reading component or for Reading Endorsement credit. These, too, may be banked indefinitely.

Documentation Procedure

Attendance in professional training will be recorded on an official sign-in sheet. If a participant's signature does not appear on the sign-in sheet, he/she will not receive credit.

Component Workshops
- *Professional Development Registration* (SCH-3-2151) or signature sheet from Navigator Plus
- Individual Professional Development Plan (Online) - classroom teachers only
- Professional Development FOLLOW-UP Form (SCH-1-2178)
- Component Evaluation Summary (SCH-1-2152)

Out-of-County Request for Professional Development
- *Out-of-County Request for Professional Development forms* (SCH-1-2150) MUST be submitted to the Inservice Coordinator for approval two weeks prior to start date.
- Out-of-County Request for Professional Development documentation of implementation (follow-up) must be successfully completed before inservice points are awarded.

When a component activity has been completed, documentation forms are forwarded to the Professional Development Department. All component activities will be documented in the Professional Development Department.

<u>Approval of consultant payment:</u>
- Notify Cost Center Supervisor of completion of duties. Submit to Accounts Payable
- Invoice for Consultant Services
- Out-of-County Travel Voucher for Reimbursement of Traveling Expenses (if applicable (ACP-1-3202)
- Green copy of purchase order
- White copy of *Consultant Services Agreement* (signed)

<u>Approval for payment of stipends and/or hourly instructor:</u>
- *Inservice Payroll* (SCH-1-2156) with copies of sign-in sheets attached must include social security numbers of those to be paid, total hours to be paid, hourly rate of pay and the amount to be paid.
- The Cost Center Supervisor must sign the *Inservice Payroll* before it is forwarded to the Professional Development Department.

Transfer of Component Points

When an individual has accumulated component points in another district in the state of Florida and wishes to transfer those points to Clay County, the following procedures must be completed.

- The individual must contact their previous school district's professional development department to request an *Inservice Teacher Education Transfer Record* (OTE 206). This form is to be sent to the School District of Clay County, Professional Development Department, 23 South Green Street, Green Cove Springs, Florida 32043 for processing. Transferred points are subject to Clay County policies and procedures.

- When leaving Clay County to go to another school district in Florida, the individual should contact the Professional Development Department and request a transfer record to be sent to the school district where they are currently employed.

Procedure for Updating MIP

Revisions for the MIP are approved by the Clay County School Board with input from various sources. Some examples are listed below.
- A cross-functional committee (Professional Development Advisory Council)
- Participant evaluations of professional education experiences
- A review of existing components by component authors
- Program evaluations

- Legislative, Department of Education, School Improvement and district expectations

PROFESSIONAL DEVELOPMENT SYSTEMS

Planning

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

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

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

A description of each follows:

1. **Identify Data Sources**
   Multiple data sources are used to assess the professional development needs of faculty members:
   - Classroom disaggregated student achievement data by content area and skills
   - District assessments
   - State assessments
   - School Improvement Plans

- Annual performance appraisal data for teachers and administrators
- Annual school reports
- District plans for professional development
- District strategic plans
- K-12 Reading Plan
- District Technology Plan
- Feedback from teachers, administrators, Professional Development Advisory Council members, and curriculum specialists
- Professional Development Department staff regarding requests for service from schools and departments/divisions
- Clay County Education Association (CCEA)
- Clay Educational Staff Professional Association (CESPA)

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

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

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

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

   - *Individual Professional Development Plans*
     The previous and current years Individual Professional Development Plans are reviewed for unmet professional development needs.

   - *Personal Interviews*
     Professional development needs are identified by collegial conversations

between teachers, administrators, and the Professional Development Department.

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

- o *Teacher and Administrator Performance Appraisals*
  Performance appraisals for teachers and administrators are reviewed in the process for determining the district wide professional development needs for improving student performance.

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

6. **Consider Implications**
    The Professional Development Advisory Council, Professional Development Department and Instructional Division consider the implications and establish the priority order of identified needs.

Delivery

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

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

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

Many different forms of technology are used in providing training. They include, but are not limited to, presentation software programs, LCD screens, videotapes, CD's, laser disc, and educational software programs.

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

Funding for professional development is provided to each school through an allocation based on the schools' FTE. Other funding may be provided through grants and state and federal funds designated for teacher training.

Easy access to coordinated records on received professional development is provided by an automated staff development management system. All certificated personnel are able to view their professional development portfolio to determine their progress toward certificate renewal. School administrators can also view the portfolios of their faculty members to ensure certificated personnel are on track with their certificate renewal and Independent Professional Development Training Plan.

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

Follow-up

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

For teachers to be successful in the implementation of new strategies, it is important for coaching and mentoring to take place. Administrators, trainers, and professional development facilitators are required to be available for consultation and feedback after training takes place. ***They are also required to provide web-based resources, including e-mail correspondence, for additional information and assistance.*** If training is initiated at the school level, the Inservice Coordinator at that school is responsible for ensuring follow-up takes place. If training is initiated at the district level, the facilitator

of the training will coordinate the follow-up activity(ies) and ensure consistency throughout the district.

Evaluation

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

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

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

Participant Follow-up

- Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
- The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
- Each participant must submit to the Professional Development Facilitator for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teachers' last day of the current academic year.
- Each participant will submit to the Professional Development Facilitator documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation

- Each facilitator will collect a Professional Development Follow-up Form from each participant for the completion of the activities of the component.
- Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Department to be reviewed by the Professional Development Advisory Council.

Program Evaluation

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

Reporting

Evaluation data is reported in the following ways:

- **Participation Evaluation**
  Results are used by the provider and coordinator of the professional development offering and are not generally reported for individual sessions. This data is most useful when combined with other participant evaluations to help evaluate a component.

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

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

  Tracking changes in educator practice is documented in one or more of the following methods: reflection logs, student assessments, results documented in collaborative

learning activities examining educator practice and work samples, peer visits, and/or professional portfolios.

Major professional learning initiatives at both the school level and district level will be documented and evaluated using the Professional Development Evaluation form. This form is completed by the professional learning facilitator and submitted to the Professional Development Department along with data verifying transfer into the classroom, how monitoring was conducted, and the frequency of monitoring. The facilitator is asked to summarize the planning, implementation, follow-up, and evaluation of the training. They are also asked to provide input into how the evaluation of this training can be used in future professional learning initiatives. This document is submitted to the district professional learning management team at the end of each academic year for use in planning future professional learning opportunities. This information is also use to fine-tune or discontinue ineffective training.

Evaluation Matrix

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

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

ADDENDUM

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

Areas	Programs
Beginning teachers	Teacher Induction Program (TIP)
Leadership development	Human Resource Management Development Plan (HRMD)
Course work	Various Colleges & Universities

These three areas are not included in this publication due to their size and complexity.

Complete documentation may be examined in the following locations:

Program	Location & Person to Contact
TIP and ACP	Human Resources Division Contact: Neil Sanders, Director, Instructional Personnel
HRMD	Human Resources Division Contact: Neil Sanders, Director, Instructional Personnel
Course work	Human Resources Division Contact: Neil Sanders, Director, Instructional Personnel

MASTER INSERVICE PLAN CROSS-FUNCTIONAL TEAM

The following individuals contributed their time and talents to renew this MIP:

Ilah Breen, Teacher, Coppergate Elementary School
Angela Johnson, Vice Principal, Wilkinson Junior High School
Diane Kornegay, Director of School Improvement, Professional Development and Assessment
Hilda Manning, Professional Development Assistant
Martha McNerney, Staffing Specialist, Exceptional Student Education Department
Anne Miller, Principal, Doctors Inlet Elementary School
Sharon Walsh, Reading Coach, Wilkinson Junior High School

Administrator Components

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

General Objectives:
The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective schools at all levels. It will enable participants to recognize and evaluate effective teaching strategies.

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

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

Activities may include:
1. Participating in or developing research-based workshops, on-site visitations/demonstrations (including technology), videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the development of administrators and staff.
2. Participating in and implementing distance learning administrative activities.
3. Participating in training to understand and apply the Florida Principal Standards.
4. Preparing a portfolio for the HRMD Leadership Development Program.
5. Participating in training and demonstrating the ability to use formative,

summative, and benchmark data through observation, diagnostic skills, analyses of the data, and providing appropriate feedback to teachers.

6. Demonstrating knowledge of and applying appropriate procedures for completing the CAS (Clay Assessment System) report and signature sheet

7. Participating in training on C.E.T. (Clinical Educator Training) that will enhance knowledge of interpersonal communication skills, effective supervisory responses, instructional diagnostic instruments, recording anecdotal data, techniques in interactive data, steps of the clinical supervision model, and procedures for conducting pre- and post-observation conferences.

8. Participating in training of Principal Perceiver Interviews and implementing use of the instrument.

9. Participating in and implementing Professional Development Plan training through the S.P.R.I.N.T. (Supervisors of Pre-Intern Teachers) office.

10. Participating in and implementing strategies through collegial conversations between and among schools through the Crown Consortium, Florida Leaders.net, SREB (Southern Regional Education Board), and PEP (Professional Enhancement Program) programs to enhance instructional leadership qualities among administrative staff.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve teacher performance/student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.

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

3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than last day for teachers of the current academic year.

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

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

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

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

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

General Objectives:
The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective classrooms at all grade levels. It will also enable administrators to recognize and evaluate research-based instructional strategies.

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

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

Activities may include:
1. Developing and implementing strategies to meet objectives of the school improvement plan model.
2. Developing knowledge and skill in identifying measurable outcomes for specific goals while developing, implementing, and assessing adequate progress according to the school improvement plan model.

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

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

Facilitator Component Evaluation:
1. Each facilitator will collect documentary evidence of follow-up from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

Content Area Components

State Identifier: 1-010-002   Effective: 7.1.2010
Component Title: Performing Arts
Inservice Points: 3-120
Certification Area(s): Music, Drama, Band, Chorus, Vocal Music, Speech, Debate, Elementary Teachers

General Objectives:

The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate research-based instructional strategies.

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

Specific Objectives:

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

Activities may include:

1. Viewing the eight Harry Wong videotapes in the series entitled The Effective Teacher and participating in professional learning communities that reflect on the tapes' contents as they could be adapted to using performing arts to advance student learning. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways to use this training to help enhance student learning through performing arts. Participating in CRISS training may

only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.

3. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use this training to help enhance student learning through the performing arts. Participating in SIM training may only be used once in a validity period. This model is instructed by a certified SIM instructor.
4. Serving on District or State performing arts textbook adoption committee to insure alignment with Next Generation Sunshine State Standards (NGSSS).
5. Developing, participating in, and implementing a performing arts copyright presentation.
6. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures or role-playing, and action research.
7. Participating in and implementing district/school curriculum articulation in performing arts grades K-12.
8. Developing, participating in, and implementing in the production of materials to be used in performing arts to align with the New Generation Sunshine State Standards.
9. Participating in and implementing distance learning performing arts activities.
10. Developing, participating in, and implementing cross-curricula performing arts lessons.
11. Reviewing, analyzing, and identifying research related to ways to integrate performing arts through the other content areas.
12. Increasing knowledge and developing rehearsal techniques for instrumental/vocal ensembles/solos.
13. Developing knowledge of current trends in music education and of available music.
14. Developing skills in integrating cultural diversity in movement and dance.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

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

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

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

Activities may include:
1. Viewing the eight Harry Wong videotapes in the series entitled The Effective Teacher and participating in professional learning communities that reflect on the tapes' contents as they could be adapted to using art to advance student learning. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways to use this training to help enhance student learning through art. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
3. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use this training to help enhance student learning through art. Participating in SIM training may only be used once in a validity period. This

model is instructed by a certified SIM Instructor.

4. Serving on District or State art textbook adoption committee to insure alignment with Next Sunshine State Standards (NGSSS).
5. Developing, participating in, and implementing an artworks copyright presentation.
6. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing pertaining to art in school.
7. Participating in distance learning arts activities, such as those programs offered by the Cummer Museum of Art or the Appleton Museum of Art and implementing those activities in the classroom.
8. Developing and implementing a community art awareness program.
9. Developing and implementing cross-curricula art lessons.
10. Developing and implementing an art-in-the-home program involving parents and children in the arts.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

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

Activities may include:
1. Viewing the eight Harry Wong videotapes in the series entitled The Effective Teacher and participating in professional learning communities that reflect on the tapes' contents as they could be adapted to using foreign language to advance student learning. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways to use this training to help enhance student learning through foreign language.
3. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
4. Participating in SIM (Strategic Instruction Model) training and demonstrating

ways to use this training to help enhance student learning. Participating in SIM training may only be used once in a validity period. This model is instructed by a certified SIM instructor.

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

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the related activities completed by the participant.

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

Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objective:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in information literacy.
2. Describe the process used to select materials for the media center.
3. Demonstrate knowledge of current copyright procedures and policies.
4. Demonstrate competencies related to cooperative consultations and planning between regular education, media, technology, and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students in library media/information literacy.
6. Develop and implement techniques that will teach students how to analyze information.
7. Acquire skills in motivating students to become avid and enthusiastic readers.
8. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:
1. Viewing Library media videotapes on effective research, evaluation, and others as approved by the District Media Specialist and/or the eight Harry Wong videotapes in the series entitled <u>The Effective Teacher</u> and participating in professional learning communities that reflect on the tapes' contents as they could be adapted to student achievement in media. Viewing the Library media videotapes and/or the eight Harry Wong videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
3. Participating in SIM (Strategic Instruction Model) training and demonstrating

ways to use this training to help enhance student learning through information literacy. Participating in SIM training may only be used once in a validity period. This model is instructed by a certified SIM instructor.

4. Serving on district or state textbook adoption committees to insure alignment with Next Generation Sunshine State Standards (NGSSS).
5. Developing, participating in, and implementing a copyright presentation.
6. Developing, participating in, and implementing research-based workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing.
7. Participating in and implementing distance learning activities.
8. Developing (through collaboration with classroom teachers), participating in, and implementing cross-curricula information literacy lessons.
9. Demonstrating knowledge of and skills in library/media programs and instructional resources.
10. Using interlibrary loan services through various providers.
11. Identifying and using services and training available through distance learning.
12. Demonstrating the ability to operate and maintain audiovisual materials and equipment.
13. Demonstrating ethical behavior in regard to information and information technology.
14. Developing and describing strategies to encourage students to read age-appropriate literature.
15. Participating in the selection of research-based adolescent and/or children's literature within the field of general education or a specific content area.
16. Identifying ways to monitor student progress as competent and motivated readers.
17. Developing and describing collaborative strategies to assist and encourage classroom teachers in introducing specific titles/resources to their students.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual

student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objective:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

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

Activities may include:
1. Viewing the eight Harry Wong videotapes in the series entitled The Effective Teacher and participating in professional learning communities that reflect on the tapes' contents as they could be adapted to student achievement in Language Arts. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
3. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use this training to help enhance student learning through Language Arts.
4. Participating in SIM training may only be used once in a validity period. This

model is instructed by a certified SIM instructor.
5. Serving on district or state textbook adoption committees to insure alignment with Next Generation Sunshine State Standards (NGSSS).
6. Developing, participating in, and implementing a language arts copyright presentation.
7. Developing, participating in, and implementing research-based workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, and role-playing.
8. Participating in and implementing distance learning Language Arts activities.
9. Developing, participating in, and implementing cross-curricula Language Arts lessons.
10. Reviewing, analyzing, and identifying research related to ways to integrate language arts through the other content areas.
11. Identifying and implementing ways to assess student performance using a portfolio approach.
12. Developing and implementing a parent awareness program describing the advantages of integrated language arts instruction across the content areas.
13. Developing and implementing appropriate language arts teaching strategies.
14. Creating thematic units that integrate language arts with the other content areas.
15. Developing an understanding of and techniques for implementing the Literacy Learning in the Classroom model.
16. Developing, describing, and implementing strategies to encourage students to read and discuss age-appropriate literature.
17. Identifying and implementing ways to monitor student progress as competent and motivated readers.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the language arts related activities completed by the participant.

Facilitator Component Evaluation:

5. Each facilitator will collect a Professional Development Follow-up Form from each participant.
6. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

Organization Information:

Submitted: Master-Inservice Plan Committee, October 2009

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

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

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

Activities may include:
1. Viewing the eight Harry Wong videotapes in the series entitled The Effective Teacher and participating in professional learning communities that reflect on the tapes' contents as they could be adapted to using math to advance student learning. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways to use this training to help enhance student learning through math. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
3. Participating in SIM (Strategic Instruction Model) training and demonstrating

ways to use this training to help enhance student learning through mathematics. Participating in SIM training may only be used once in a validity period. This model is instructed by a certified SIM instructor.

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

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the mathematics related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning in physical education, athletic coaching, health, physical science, and NJROTC.
2. Describe the process used to select textbooks for adoption.
3. Demonstrate knowledge of current copyright and legal procedures and policies in physical education, athletic coaching, health, physical science, and NJROTC.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge in and implement techniques for motivating students in physical education, athletic coaching, health, physical science, and NJROTC.
6. Develop and implement techniques that will teach students how to analyze information in physical education, athletic coaching, health, physical science, and NJROTC.

Activities may include:
1. Viewing the eight Harry Wong videotapes in the series entitled The Effective Teacher and participating in a professional learning community that reflects on the tapes' contents as they can be adapted to student achievement in physical education. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways this training can be applied to physical education activities. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
3. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use this training to help enhance student learning through PE.

4. Participating in SIM training may only be used once in a validity period. This model is instructed by a certified SIM instructor.
5. Serving on District or State textbook adoption committee to insure alignment with Next Generation Sunshine State Standards (NGSSS).
6. Developing, participating in, and implementing a physical education/athletic coaching copyright or tort liability in athletics presentation.
7. 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.
8. Participating in distance learning physical education/athletic coaching activities.
9. Developing, participating in, and implementing a community physical education awareness program, such as a Health and Physical Fitness Fair.
10. Developing, participating in, and implementing cross-curricula physical education, health, and NJROTC lessons.
11. Developing, participating in, and implementing a physical education/athletic coaching/NJROTC program involving parents and children in physical education/athletic coaching.
12. 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.
13. Participating in and implementing District/school curriculum articulation in physical education.
14. Developing and implementing the District Health and Physical Fitness curriculum.
15. Developing and implementing programs that enhance awareness of the social, motivational, psychological, physiological, and maturational advantages of participation in interscholastic sports and NJROTC programs.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

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

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at the pre-kindergarten level. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

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

Activities may include:
1. Viewing the eight Harry Wong videotapes in the series entitled The Effective Teacher and participating in professional learning communities that reflect on the tapes' contents as they could be adapted to Pre-K student achievement. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways this training could be adapted to enhance student learning in elementary schools. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a

certified CRISS instructor.

3. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use this training to help enhance student learning in elementary schools. Participating in SIM may only be used once in a validity period. This model is instructed by a certified SIM instructor.

4. Serving on District or State pre-kindergarten textbook adoption committee to insure alignment with Next Generation Sunshine State Standards (NGSSS).

5. Participating in and implementing distance learning Pre-kindergarten activities.

6. Participating in or developing a pre-kindergarten elementary copyright presentation.

7. Participating in or developing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance elementary learning.

8. Developing and implementing High Scope Pre-Kindergarten curriculum and the Plan-Do-Review process.

9. Developing, participating in, and implementing programs that strengthen communication between home and school and parent and child.

10. Developing, participating in, and implementing programs that foster children's oral language while encouraging development in reading and writing.

11. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading, and writing.

12. Developing and implementing evaluation techniques of students and programs.

13. Developing and implementing key experiences and activities that advance the cognitive development within the classroom.

14. Develop skills in identifying the characteristics of a developmentally appropriate and cognitively oriented pre-kindergarten curriculum to include establishing a daily routine and arranging and equipping a pre-kindergarten classroom to maximize learning opportunities.

15. Develop and implement knowledge and skills of child safety and first aid.

16. Develop knowledge of the problems children face (child abuse, cocaine babies) as these problems relate to learning.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.

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

3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objective:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

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

Activities may include:
1. Viewing the eight Harry Wong videotapes in the series entitled The Effective Teacher and participating in professional learning communities that reflect on the tapes' contents as they could be adapted to using reading to advance student learning. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
3. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use this training to help enhance student learning through reading instruction. Participating in SIM training can only be used once in a validity

period. This model is instructed by a certified SIM instructor.

4. Serving on district or state textbook adoption committees to insure alignment with Next Generation Sunshine State Standards (NGSSS).
5. Developing, participating in, and implementing a reading copyright presentation.
6. Developing, participating in, and implementing research-based workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing.
7. Developing the skills necessary to implement research-based reading programs, such as Johns Hopkins University Success for All Reading Program, RIGGS (Riggs Writing Road to Reading Model), and SRA.
8. Developing the knowledge of and further implementation of Direct Instruction strategies and techniques.
9. Participating in training provided for reading tutors and coaches.
10. Participating in and implementing distance learning reading activities.
11. Developing, participating in, and implementing cross-curricula reading lessons.
12. Reviewing, analyzing, and identifying research related to ways to integrate Reading through the other content areas.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

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

Activities may include:
1. Participate in and implement science safety standards procedures (all grades) through the use of, but not limited to, the following**:**
    a.   Science Safety, No Game of Chance! Manual
    b.   Laboratory Health & Safety notebook
    c.   8-Volume science safety video set
    d.   Flinn's Scientific Safety Online Newsletter
2. Viewing the eight Harry Wong videotapes in the series entitled The Effective Teacher and participating in professional learning communities that reflect on the tapes' contents as they could be adapted to using science to advance student learning. Viewing the eight Harry Wong videotapes may only be used once in a validity period.

3. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways to use this training to help enhance student learning through science. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
4. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use this training to help enhance student learning through science. Participating in SIM training may only be used once in a validity period. This model is instructed by a certified SIM instructor.
5. Serving on District or State science textbook adoption committee to insure alignment with Next Generation Sunshine State Standards (NGSSS).
6. Developing, participating in, and implementing a science copyright presentation.
7. Developing, participating in, and implementing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and/or role-playing, and action research.
8. Participating in and implementing district/school curriculum articulation in science grades K-12.
9. Developing, participating in, and implementing in the production of materials to be used in science to align with the Next Generation Sunshine State Standards (NGSSS).
10. Developing, participating in, and implementing in the production of materials to be used in science which align with the NGSSS.
11. Participating in and implementing distance learning science activities.
12. Developing, participating in, and implementing cross-curricula science lessons and labs.
13. Reviewing, analyzing and identifying research related to ways to integrate science through the other content areas.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual

student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objective:
The purpose of this component is to enable participants to improve student learning, improve
student behavior, and create more efficient and effective learning environments at all grade
levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

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

Activities may include:
1. Viewing the Harry Wong videotapes in the series entitled The Effective Teacher and
   participating in professional learning communities that reflect on the tapes' contents as
   they could be adapted to student achievement in social sciences. Viewing the Harry Wong
   videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies)
   training. Participating in CRISS training may only be used once in a validity period.
   CRISS training is provided by a certified CRISS instructor.
3. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use
   this training to help enhance student learning through social sciences. Participating in
   SIM training may only be used once in a validity period. This model is instructed by a
   certified SIM instructor.
4. Serving on district or state textbook adoption committees to insure alignment with Next
   Generation Sunshine State Standards (NGSSS).
5. Developing, participating in, and implementing a social sciences copyright presentation.
6. Developing, participating in, and implementing workshops, on-site
   visitations/demonstrations, videotaped presentations, professional learning communities,
   lesson design/study groups, conferences (provided proper paperwork is submitted),
   lectures, and role-playing.
7. Participating in and implementing distance learning social sciences activities.
8. Identifying and implementing research-based practices to enhance student learning in
   social sciences.

9. Developing knowledge of and implementing techniques for motivating students in social sciences.
10. Developing, participating in, and implementing techniques that will teach students how to analyze information in social sciences.
11. Developing, participating in, and implementing networks for communicating with others in the state and country on innovative strategies for teaching social sciences.
12. Developing, participating in, and implementing appropriate social sciences teaching strategies, such as _History Alive!_
13. Reviewing, analyzing, and implementing test instruments appropriate for social sciences evaluation.
14. Developing and implementing methods to incorporate reading in the content area of social sciences.
15. Developing and implementing thematic units that integrate social sciences with reading and language arts skills.
16. Updating knowledge in content area of social sciences.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels using technology education tools. It will also enable administrators to recognize and evaluate effective use of technology in the classroom.

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

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

Activities may include:
1. Participating in or developing a computer/technology copyright presentation.
2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance the use of computer software and hardware.
3. Demonstrating the ability to use technology equipment and to define the personnel involved in producing a video that enhances student learning.
4. Demonstrating the ability to devise and implement assignments that use multimedia (the melding of multi-media) to enhance student learning.
5. Developing classroom websites that encourage family involvement in the classroom.
6. Demonstrating the ability to devise and implement programs for classroom management as well as programs for classroom lessons (e.g., Webquest, Information Harvesting) that indicate a restructuring of the lecture-oriented classroom.
7. Demonstrating the ability to use textbook-related technology to enhance student learning.
8. Demonstrating the ability to implement and maintain a successful TCP/IP network.

9. Demonstrating the ability to explain and employ administrative automated information management systems (e.g., SmartWeb, AIP Star, FCAT Star, IEP Star, TERMS, My-Points, Blackboard).
10. Identifying and using services and training available through distance learning.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the technology related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels by integrating technology into the curriculum. It will also enable administrators to recognize and evaluate effective use of technology systems.

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

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

Activities may include:
1. Participating in or developing a technology copyright presentation.
2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance the integration of technology in the instructional setting.
3. Demonstrating the ability to incorporate diverse software programs to enhance student learning.
4. Demonstrating the ability to devise and implement assignments that use multimedia (the melding of multi-media) to enhance student learning.
5. Demonstrating the ability to devise and implement programs for classroom management as well as programs for classroom lessons (e.g., Webquest, Information Harvesting) that indicate a restructuring of the lecture-oriented classroom.

6. Demonstrating the ability to devise and implement strategies for and lessons involving the use of adaptive software and hardware to enhance student learning.
7. Demonstrating the ability to devise and implement the adaptation of a traditional unit of study into an on-line unit of study through an interactive website.
8. Demonstrating the ability to use textbook-related technology to enhance student learning.
9. Demonstrate the ability to design lessons and activities that involve (incorporate) online student collaboration through the use of blog's, wiki's, and social networking.
10. Identifying and using services and training available through distance learning.
11. Developing classroom websites that encourage family involvement in the classroom.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print, and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the technology related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objective:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

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

Activities may include:
1. Viewing the eight Harry Wong videotapes in the series entitled The Effective Teacher and participating in professional learning communities that reflect on the tapes' contents as they could be adapted to student achievement in writing. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
3. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use this training to help enhance student learning through writing. Participating in SIM training may only be used once in a validity period. This model is instructed by a certified SIM instructor.
4. Serving on district or state textbook adoption committees to insure alignment with Next Generation Sunshine State Standards (NGSSS).
5. Developing, participating in, and implementing a writing copyright presentation.
6. Developing, participating in, and implementing workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing.
7. Participating in and implementing distance learning writing activities.
8. Developing, participating in, and implementing cross-curricula writing lessons.

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

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, or PowerPoint/multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

Additional Components

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

General Objective(s):
This component is designed to train participants on adult and pediatric CPR (Cardiopulmonary Resuscitation), choking, bleeding control, bandaging, splinting, trauma & medical emergencies, shock, burn care, safety, and accessing 9-1-1 services. Also included is an introduction to AEDs (Automatic External Defibrillator). This component trains the first aid provider/lay person responder what to do until EMS (Emergency Medical Service) arrives. This is a certification course which will require continuing education and re-current training as required.

Specific Objective(s):
1. Participants will gain knowledge on how to identify Sudden Cardiac Arrest (SCA) and how to respond to SCA with the application of Cardiopulmonary Resuscitation (CPR), use of an AED, and use of the Heimlich maneuver to clear obstructed airway in choking.
2. Participants will gain knowledge of the curriculum and concepts necessary to successfully teach basic life support/CPR as prescribed by the American Heart Association or American Red Cross.
3. Participants will gain knowledge on how to identify and react to basic life saving functions; clearing an airway, artificial breathing, artificial circulations, controlling the loss of blood flow, poisons, and trauma shock.
4. Participants will demonstrate CPR and FBAO (Foreign Body Airway Obstruction) skills for evaluation according to standards established by the American Heart Association and the American Red Cross.
5. Participants will demonstrate knowledge of the specific hands-on procedures needed to teach the actual administration of CPR to individuals.
6. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities:
1. A three-day workshop will be conducted by a certified trainer in BLS/CPR and First Aid.
2. A sixteen-hour workshop, which will include lectures, demonstrations, and an emergency first aid video, will be conducted.
3. Participants will be involved in simulated emergency rescue situations in order to demonstrate acquisition of skills.
4. An eight-hour course of instruction on Basic Life Support and First Aid Training.
5. A four-hour course of instruction and testing is required for the adult-only certification. An additional two hours are required to add the pediatric certification.

Participant Evaluation:
Participant shall successfully demonstrate increased competency on the written objectives established by the provider with a minimum passing score of 80%. The participant will successfully complete all evaluation criteria to become certified by the American Heart

Association or the American Red Cross.

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

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

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

General Objective(s):
The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all levels. This component will enable administrators to recognize and evaluate effective classroom management strategies.

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

Specific Objectives:
1. Demonstrate knowledge of the skills of high performing teachers such as organization, questioning techniques, effective presentations, developing and administering assessments, conferencing with parents, teaching/learning styles, multiple intelligences, the difference between concepts, academic rules, value knowledge, laws and law-like, Individual Professional Development Plans, and Professional Development Plans.
2. Demonstrate knowledge of cooperative learning versus group work.
3. Develop and implement classroom management concepts and techniques.
4. Develop knowledge of high risk student characteristics and research-based instructional strategies designed to meet their needs.
5. Develop a variety of strategies for improving behavior management including cognitive and empirical approaches.
6. Develop and implement knowledge of cooperative discipline.
7. Demonstrate skills in teaching students from varied cultures.
8. Research and implement proven strategies for motivating students.
9. Develop and implement knowledge and skills of the Response to Intervention (RtI) process.
10. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities:
1. Developing and participating in research-based workshops, on-site visitation/demonstrations (including technology), videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the implementation of effective classroom management, instructional strategies, and cooperative learning.
2. Viewing the eight Harry Wong videotapes in the series entitled <u>The Effective Teacher</u> and participating in a learning community that reflects on the tapes' contents as they could be adapted to student achievement. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
3. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways this training could be adapted to enhance student

learning in elementary schools. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.

4. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use this training to help enhance student learning. Participating in SIM training may only be used once in a validity period. This model is instructed by a certified SIM instructor.

5. Viewing <u>Classroom Management That Promotes Self -Esteem</u> Part 1 and 2 and participating in professional learning communities that reflect on the tapes' contents as they could be adapted to student achievement through more effective classroom management techniques. Viewing the classroom management tapes may only be used once in a validity period.

6. Participating in and implementing techniques learned in a professional learning community utilizing the book, <u>A Teacher's Guide to Cooperative Discipline</u>. The study of this book through a professional learning community may be used only once in a validity period.

7. Developing, participating in, and implementing procedures for reducing restrictions in a student's optimal learning environment including CHAMPS (<u>C</u>onversation <u>H</u>elp <u>A</u>ctivity <u>M</u>ovement <u>P</u>articipation <u>S</u>ystem) training.

8. Developing, participating in, and implementing consequences designed to reduce the occurrence of behaviors that warrant a suspension or expelling in accordance with the Clay County School Board policies.

9. Developing, participating in, and implementing classroom management procedures that will integrate the affective curriculum with academics that will enhance students' learning environment.

10. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.

11. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.

12. Develop and implement a behavior management system appropriate for use with high risk students.

13. Develop and implement techniques for individualizing instruction for specific high risk students.

14. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.

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

3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

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

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objectives:
The purpose of this component is to enable participants to increase knowledge and acquire skills in data analysis and assessment methods and systems to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective data analysis and assessment methods.

Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment. Administrator participants will be able to recognize and evaluate research-based data analysis and assessment tools and techniques that can be used to identify student instructional needs.

Specific Objectives:
1. Identify and implement research-based practices/assessments to enhance student learning.
2.   Demonstrate knowledge of current data analysis/assessment procedures and policies.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
4. Develop and implement techniques that will teach students how to analyze information and their own assessment data.
5. Demonstrate knowledge and understanding of rubrics, portfolios, effective alternative assessments, disaggregation and interpretation of student data, and formal and informal assessment strategies/techniques.
6. Develop and implement knowledge and skills of the Response to Intervention (RtI) process.
7. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:
1. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways to use this training to help enhance student learning through art. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
2. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use this training to help enhance student learning. Participating in SIM training may only be used once in a validity period. This model is instructed by a certified SIM instructor.
3. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing pertaining to data analysis or assessments in school.
4. Participating in distance learning data analysis and/or assessment activities.
5. Developing and implementing cross-curricula desegregated/aggregated data/assessment analysis lessons to enhance the learning of students.
6. Developing and implementing the use of state/district testing/assessment data provided as well as data in all forms collected within the classroom to make informed academic decisions for individual students.

7. Developing, participating in, and implementing data analysis training through the Southern Regional Education Board (SREB--Schultz Center) and within the district.
8. Developing, participating in, and implementing generic and/or specific rubric for a variety of tasks including the FCAT Writing Rubric as well as the FCAT scoring rubrics for short- and extended-response questions.
9. Developing, participating in, and implementing requirements, locating appropriate data elements, and specific data to be input into TERMS and the DOE Data Base for specific Survey periods.
10. Develop and implement knowledge of procedures to verify accuracy of reporting data and the correction of already submitted data to DOE.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at the elementary grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

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

Activities may include:
1. Viewing the eight Harry Wong videotapes in the series entitled The Effective Teacher and participating in a learning community that reflects on the tapes' contents as they could be adapted to elementary school student achievement. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways this training could be adapted to enhance student learning in elementary schools. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
3. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use this training to help enhance student learning. Participating in SIM training may only be used once in a validity period. This model is instructed by a certified SIM instructor.
4. Serving on District or State elementary textbook adoption committee to insure alignment with Next Generation Sunshine State Standards (NGSSS).
5. Participating in or developing an elementary copyright presentation.
6. Participating in or developing research-based workshops, on-site visitation and/or demonstrations, videotaped presentations, a professional learning community, lesson

design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that will enhance elementary learning.

7. Developing and implementing school-wide homework guidelines.
8. Developing, participating in, and implementing programs that strengthen communication between home and school and parent and child.
9. Developing, participating in, and implementing programs that foster children's oral language while encouraging development in reading, writing and all instructional areas.
10. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading and writing.
11. Participating in and implementing distance learning activities.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objectives:
The purpose of this component is to enable the school community to improve student learning, improve student behavior, and create more efficient and effective classrooms at all grade levels. It will also enable administrators to recognize and evaluate effective processes for family involvement in the educational setting.

Upon successful completion of the component, all participants will be able to implement strategies that will construct a home/school connection that will emphasize an individualized learning environment. Administrator participants will be able to recognize and evaluate research-based strategies for improving the school community.

Specific Objectives:
1. Identify and implement research-based practices to enhance student learning through family involvement.
2. Demonstrate knowledge of current copyright procedures and policies in regard to family involvement.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs and families.
4. Develop knowledge and implement techniques for motivating students and parents to increase family involvement.
5. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

Activities may include:
1. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and implementing CRISS-based assignments involving family participation. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
2. Developing, participating in, and implementing a family-focused copyright presentation.
3. Developing, participating in, and implementing research-based workshops, on-site visitation and/or demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or role-playing that enhance the home/school connection.
4. Develop and implement techniques that will teach students how to make effective decisions.
5. Developing and implementing guidelines for parent conferences that positively impact student achievement.
6. Developing, participating in, and implementing programs that will enhance a parent's awareness of and involvement with their child's academic/societal/extra-curricular activities and responsibilities.
7. Developing and implementing programs that increase family involvement in behavior rehabilitation programs.
8. Developing, participating in, and implementing family literacy programs.
9. Developing, participating in, and implementing effective parenting programs to include effective listening skills and enhanced communication between parents and their child.

10. Developing, participating in, and implementing programs that encourage family involvement in literacy building.
11. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading and writing.
12. Developing, participating in, and implementing programs that will increase educator knowledge of the importance of family involvement in drug/alcohol/anger management programs.
13. Develop classroom websites that encourage family involvement in the classroom/school environment.
14. Participating in and implementing distance learning activities.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

State Identifier: 2-408-023   Effective: 7.1.2010
Component Title: Professional Learning Communities
Inservice Points: 3-120
Certification Area(s): All
                         Professional Learning Community Form Attached

General Objective:

The purpose of this component is to enable participants to improve student learning, improve student behavior, and create an efficient and effective learning environment at all grade levels by appraising their own instructional practices. It will also enable administrators to recognize and evaluate effective instructional strategies.

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

Specific Objectives:

1. Define the school-wide and/or grade level problem or priority to be addressed.
2. Identify research-based and exemplary practices to improve student learning.
3. Expand participant's range of instructional strategies.
4. Focus on real need(s) related to school-wide or classroom improvement as evidenced by desaggagrated achievement data.
5. Comprehend the value of constantly engaging in peer coaching, reflection, dialogue, sustained training, and assessing results.
6. Recognize that professional learning communities are job-embedded practices and strategies that promote professional growth.
7. Assess and make decisions based on comparisons, rankings, and measurements of implemented strategies.
8. Identify and implement research-based instructional practices to enhance student learning.
9. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
10. Develop and implement knowledge and skills of the Response to Intervention (RtI) process.
11. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity

Activities may include:

1. Utilize Professional Learning Community form for documenting participation and implementation of new teaching practices.
2. Viewing the eight Harry Wong videotapes in the series entitled The Effective Teacher and participating in a professional learning community that reflects on the tapes' contents. Viewing the eight Harry Wong videotapes may only be used one in a validity period.
3. Selecting research-based professional books and journal articles within the field of general education or a specific content area.
4. Recording (summarizing and stating in writing) reactions to journal articles and/or professional books.
5. Using critical thinking skills to evaluate content and usefulness of professional readings within the Professional Learning Community.

6. Locating research-based professional materials on the Internet for use within the Professional Learning Community.
7. Identifying and discussing research-based practices to enhance student learning within an organized Professional Learning Community setting.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, PowerPoint or multimedia presentations attached to the Clay County generated forms for Learning Communities.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than June 1 of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect the Professional Learning Community Forms from the recorder.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

*Professional Learning Community Form attached.

Professional Learning Community Documentation Form
(Use for each meeting)

Professional Learning Community (PLC) Problem or Focus:

List assessment data used to identify student or school-wide need:

If using a book/journal, title is:

Total inservice points are calculated as follows: one inservice point per clock hour of meetings plus one inservice point for each 20 pages of professional book/magazine article.

Meeting Date:

Members of PLC Present
(Please print name and sign just below printed name)
(My-points.org sign-in sheet may be used)
(Use a separate form for each PLC meeting)

Professional Learning Community (PLC) Session Notes
(To be taken by the Recorder only)
(Should be copied for all members of the PLC)

Date:

Instructional practice to be studied:

Notes on relationship of study to student learning:

List comparisons, ranking or measurements used to assess the instructional practice implemented:

Progress/Challenges/Successes:

What research is to be done prior to next meeting?

(Professional Development Department Form)
SCH-1-2179

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

General Objective(s):
The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective schools at all levels. It will enable participants to recognize and evaluate effective strategies for controlling crisis situations.

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

Specific Objectives:
1. Participants will demonstrate knowledge of the stages of a crisis situation.
2. Participants will demonstrate knowledge of verbal and non-verbal interactive techniques to prevent/de-escalate explosive situations.
3. Participants will become familiar with safe crisis management concepts and techniques such as safe zone, pivot, balance and parry.
4. Participants will be able to correctly use/teach physical control techniques.
5. Participants will be able to correctly use/teach evasive techniques.
6. Participants will acquire knowledge of the dynamics of explosive behaviors.
7. Participants will be able to successfully utilize/teach holding techniques.
   Participants will be able to explain rationale and to demonstrate correct performance of current safe crisis management techniques/technologies.
8. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

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

Participant Follow-up:
1. Each participant must successfully demonstrate mastery of skills through a formal assessment administered by the facilitator.
2. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
3. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
4. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc)

within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objective(s):
1. Participants will increase the quality of their work area by increasing knowledge of trouble shooting techniques, test procedures, and leadership techniques.
2. Participants will increase effectiveness by maintaining safe work practices and procedures.
3. Participants will become better equipped to deal with the changes in technology evident in the repair industry.
4. The Support Services Personnel shall perform more efficiently and effectively in support of the district's goals related to pupil transportation.
5. Participants will achieve certification and/or licensure as defined in the specific objective.
6. Support employees shall acquire skills in achieving a positive learning environment for all students.
7. Identify effective practices that promote human rights for developing an understanding an appreciation of diversity.

Specific Objectives:
1. Receiving certification in Refrigeration and Recovery; Liquid Petroleum Gas; Boiler; Lift Station; School Bus Inspection and Backflow Prevention.
2. Participating in and implementing recommended methods of eliminating "down-time" through preventive maintenance.
3. Learning to identify defects that may jeopardize safety and the proper response to such defects.
4. Becoming familiar with appropriate standards of accounting associated with all work.
5. Becoming proficient in the role of the driver or attendant, demonstrating professional standards in pupil management and the District's discipline plan and displaying knowledge of customer service techniques and standards applied in the local setting.
6. Demonstrating increased skill in troubleshooting equipment maintained by the District.
7. Receiving training and certification in fork-lift, ram set nail gun and pin gun, Uniform Building Code Inspector and AutoCADD (Computer Aided Drafting and Drawing) Systems.
8. Demonstrating increased knowledge of local, state, and national codes and directives.
9. Increasing skill in safe working practices.
10. Developing skills in building the team concept in the workplace, and in working and interacting successfully with fellow employees.
11. Increasing skills in the use of computer software programs related to the employees' specific job assignment.
12. Increasing skills in effectively managing, training and directing personnel.

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

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

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

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

District Only Components

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

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

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

Activities may include:
1. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures or role-playing, or action research.
2. Teaching a professional development course that leads to an add-on endorsement.
3. Developing, participating in, and implementing the production of materials to be used to align with the Next Generation Sunshine State Standards (NGSSS).
4. Participating in and implementing distance learning activities.
5. Developing, participating in, and implementing performance-based strategies and cross-curricula activities.
6. Reviewing, analyzing, and identifying research related to ways to integrate instruction in the content areas.
7. Creating a learning environment that meets the needs of the diverse student population.

8. Improving skills in using a variety of performance assessment techniques and strategies.
9. Expanding knowledge and techniques for effective communication in the classroom.
10. Acquiring knowledge and trends related to specific content areas.
11. Expanding skills and using technology to manage, evaluate, and improve classroom instruction.
12. Utilizing peer observations and feedback sessions to improve teaching and student learning.
13. Recognizing the need and implementing the process for continuous improvement for the teacher and the school.
14. Developing and implementing a school-wide Title I professional development program.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the activities completed by the participant.
5. Submit grade report showing completion of course participants.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development follow-up Form from each Participant.
2. Each facilitator will submit a short summary of the documentary evident of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory council.

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

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

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

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

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

Activities may include:
1. Viewing the eight Harry Wong videotapes in the series entitled <u>The Effective Teacher</u> and participating in professional learning communities that reflect on the tapes' contents as they could be adapted to using ESE to advance student learning. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways to use this training to help enhance student learning through ESE. Participating in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
3. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use this training to help enhance student learning. Participating in SIM training may only be

used once in a validity period. This model is instructed by a certified SIM instructor.

4. Serving on District or State ESE textbook adoption committee to insure alignment with Next Generation Sunshine State Standards (NGSSS).
5. Developing, participating in, and implementing an ESE copyright presentation.
6. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), or lectures or role-playing pertaining to ESE.
7. Participating in distance learning ESE activities and implementing those activities in the classroom.
8. Developing and implementing a community ESE awareness program.
9. Developing and implementing cross-curricula and inclusion ESE lessons.
10. Demonstrating and developing instructional/ behavioral techniques for use with ESE students.
11. Develop an understanding of medical conditions and medications, using information from evaluations, for appropriate delivery of strategies that will positively impact student learning/progress.
12. Develop, participate in, and implement techniques for safely positioning, moving, and lifting students for optimal learning opportunities.
13. Develop knowledge and skills for successful use of assistive technology devices that will positively impact student learning/progress.
14. Developing and demonstrating the appropriate writing of goals and objectives for optimal learning opportunities of students.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity related to student academic achievement a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the ESE related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objectives:
The purpose of this component is to enable participants to establish an inviting and safe learning environment for students at all grade levels. This component will enable participants to recognize and evaluate effective strategies and techniques for creating a safe, positive place for learning.

Upon successful completion of the component, all participants will be able to implement strategies that will create safe learning environments. Participants will be able to recognize and evaluate procedures and research-based best practices in eliminating any physical, cultural, or mental health threats or barriers that may interfere with the academic achievement of students.

Specific Objectives:
1. Demonstrate knowledge of analyzing information to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
2. Demonstrate knowledge of legal and ethical issues and implement effective methods of communication, consultation, and collaboration with students, families, parent/guardians, administrators, general education teachers, and other professionals as equal partners in educational teams.
3. Develop and implement research-based concepts and models to improve racial/ethnic relations and understandings among students.
4. Develop and implement research-based intervention strategies for violence prevention and resolution of student/faculty conflicts.
5. Implement established procedures within schools in the event of an emergency or catastrophic event.
6. Identify and implement behavioral interventions that promote and support safety in the learning environment.
7. Recognize and apply the laws, rules, policies, and established procedures that are required in providing a safe place to learn.
8. Develop knowledge and effective implementation of the Response to Intervention (RtI) process.
9. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:
1. Developing and participating in research-based workshops, on-site visitation, demonstrations (including technology), videotaped presentations, problem-solving teams, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, and role-playing that will enhance the role of Student Services.
2. Viewing the eight Harry Wong videotapes in the series titled The Effective Teacher and participating in professional learning communities that reflects on the tapes' contents as they could be adapted to providing a safe school and learning environment. Viewing the eight Harry Wong videotapes may only be used once in a validity period.

3. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways to use this training to help enhance student learning. Participating in CRISS training may only be used once in a validity period.
4. Participating in and implementing Foundations, a research-based school-wide discipline program.
5. Participating in and implementing techniques of CERT (Crises Emergency Response Training) training.
6. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
7. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
8. Participating in and implementing distance learning activities.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line, or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity related to student academic achievement a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each activity completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science, and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

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

General Objectives:
The purpose of this component is to enable participants to improve student learning, improve student behavior, recognize multicultural issues, and create more efficient and effective schools at all grade levels. This component will enable participants to recognize and evaluate effective student services procedures and learning strategies.

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

Specific Objectives:
1. Demonstrate knowledge of and skills in analyzing data to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
2. Demonstrate knowledge of legal and ethical issues involved in the social, counseling, psychological, and health issues in the schools.
3. Establish and implement effective methods of communication, consultation, and collaboration among students, families, parent/guardians, administrators, general education teachers, and other professionals as equal partners in education teams.
4. Develop and implement methods of accommodating assessment, instruction, and materials to meet individual student needs.
5. Develop and implement knowledge of transition planning from elementary to secondary education to develop desired post-school outcomes.
6. Identify and deliver methods/techniques to generate a dropout retrieval program.
7. Implement the knowledge of state and federal legislation affecting the education of students by adapting that knowledge to academic and career planning for post-school outcomes.
8. Develop and implement research-based concepts and models to improve racial/ethnic relations and understandings among students and faculties.
9. Demonstrate knowledge and implement new testing instruments and evaluation techniques for all forms of assessment.
10. Analyze and relate current information regarding scholarships, financial aid, and transitional trends in education.
11. Identify and use current laws, rules, policies, and procedures in managing student records.
12. Knowledge in analyzing and maintaining student attendance records.
13. Develop and implement research-based models that promote parent involvement and parent support.
14. Develop and implement knowledge and skills in the Response to Intervention (RtI) process.
15. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

Activities may include:

1. Developing and participating in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the job performance of Student Services staff.
2. Viewing the eight Harry Wong videotapes in the series entitled <u>The Effective Teacher</u> and participating in professional learning communities that reflect on the tapes' contents as they could be adapted to student achievement. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
3. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways to use this training to help enhance student learning. Participating in CRISS training may only be used once in a validity period.
4. Participating in and implementing Foundations, a research-based school-wide discipline program.
5. Participating in and implementing techniques of CERT (Crises Emergency Response Training) training.
6. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
7. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
8. Participating in and implementing distance learning activities.

Participant Follow-up:

1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity related to student academic achievement a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each activity completed by the participant.

Facilitator Component Evaluation:

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

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

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

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

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

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

Activities may include:
1. Viewing the eight Harry Wong videotapes in the series entitled The Effective Teacher and participating in professional learning communities that reflect on the tapes' contents as they can be adapted to student achievement in CTE/TECH PREP learning. Viewing the eight Harry Wong videotapes may only be used once in a validity period.
2. Participating in CRISS (**CR**eating **I**ndependence through **S**tudent-owned **S**trategies) training and demonstrating ways to implement this training in CTE/TECH PREP classes to improve student achievement Participation in CRISS training may only be used once in a validity period. CRISS training is provided by a certified CRISS instructor.
3. Participating in SIM (Strategic Instruction Model) training and demonstrating ways to use this training to help enhance student learning. Participating in SIM training may only be used once in a validity period. This model is instructed by a certified SIM instructor.

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

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on line, or in print and must be submitted to the professional development facilitator (PDF) for each activity. This evidence will be returned to the participant following the submission of the Professional Development Follow-up Form.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than teacher's last day of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science, and/or math skills for each of the related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in Reading, Writing, Science and/or Math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

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

PDA-ESE Components

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

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

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

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:
1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

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

COMPONENT EVALUATION:

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

ORGANIZATION INFORMATION:

Submitted by: Pam White, ESE Technology Specialist

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

GENERAL OBJECTIVES: Increase knowledge of assessment and evaluation

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

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the
following activities:
1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to
   address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

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

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

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

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

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

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

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:
1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

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

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

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

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

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

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

SPECIFIC OBJECTIVES:
Upon completion of the activities, each participant will have gained the knowledge and skills to be able to:
1. Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
2. Identify data collection strategies to assess student behavior.
3. Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.
4. Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan.
5. Recognize the various concepts and models of positive behavior management.

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:
1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

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

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

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

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

GENERAL OBJECTIVES: Increase knowledge of language development and communication skills

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

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

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:
1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

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

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

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

STATE IDENTIFIER: 2-100-005   Effective: 7.1.2010
COMPONENT TITLE: Module 6 - Interpersonal Interactions and Participation
INSERVICE POINTS: 30
CERTIFICATION AREA(S): Content for All Areas

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

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

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:
1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

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

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

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

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

GENERAL OBJECTIVES: Increase knowledge of the transition process

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

ACTIVITIES:
Participants will participate in online activities and group sessions and are to complete the following activities:
1. Research and application of skills
2. Interviews with experienced educators
3. Development of lesson plans, behavior profiles, and teaching strategies
4. Identification of local and state resources
5. Analysis of student performance/behavior and identification of appropriate strategies to address deficit areas
6. Development of Individualized Educational Plans and Transition Plans
7. Determination of appropriate assessment tools and techniques

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

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

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

Specialized Training Components

Add-on Endorsement Programs

Training components used for Add-on Endorsements are found within the written program submitted under separate cover. For information regarding these components, please contact the Professional Development Department.

Approved Add-on Endorsement Programs:
- Athletic Coaching
- English for Speakers of Other Languages (ESOL)
- Gifted
- Reading
- Autism Spectrum Disorders

Appendices

APPENDIX   A

Component Evaluation Sheet

The items listed on this evaluation must all be marked yes for the component to meet county and

state standards. Items not marked " yes" or " approved with corrections" in the

" Comments" sections must be reviewed and updated/changed by the component author.

Component Title_____ Component Identifier

Number_____Author_____

Component Title	Yes	No	Comments (If No)
Title is descriptive and related to general objective.			
Inservice Points	Yes	No	Comments (If No)
The number of points that can be earned is equal to or less than the number of hours of participation required to gain the competencies identified in the specific objectives.			
The number of points are supported by the description of activities.			
The maximum number of points that can be earned is 120 or less. (Per Board Policy, the minimum number of points is 3.)			
Certification Areas	Yes	No	Comments (If No)
Areas of content certification credit are identified by subject.			
All other areas listed as generic.			
General Objective(s)[Circle Educator Accomplished Practice(s) Addressed]	Yes	No	Comments (If No)
Component addresses one or more of the following 12 Educator Accomplished Practices. ▪ Assessment ▪ Communication ▪ Continuous Improvement ▪ Critical Thinking ▪ Diversity ▪ Ethics ▪ Human Development/Learning ▪ Knowledge of Subject Matter ▪ Learning Environments ▪ Planning ▪ Role of the Teacher ▪ Technology			
States the general purpose, expected results, and the type of participant(s) who should attend.			
Specific Objectives	Yes	No	Comments (If No)
Specific objectives (SO) are observable and measurable.			
The SO are reflective of the general objective.			
The time it will take to complete SO' s does not exceed points listed.			
Description of Activities	Yes	No	Comments (If No)
Activities will enable participants to master SO.			

103

Participant Evaluation	Yes	No	Comments (If No)
Valid and measurable assessments will be administered.			
Component Evaluation	Yes	No	Comments (If No)
Participants and consultant(s) will complete the prescribed district form for component evaluation.			
Organizational Information	Yes	No	Comments (If No)
Author, title, and school/department is identified.			

Comment:

☐ Approved

☐ Approved with corrections

☐ Not Approved-Return to Author

Reviewed by_____ Date of review_____

APPENDIX B

Ways to Renew a Professional Teaching Certificate		
Methods	Time Frame	Requirements
Inservice Points	Must Be Completed Within 5-Year Validity Period	1 or 2 Subject Areas - 120 Inservice Points 3 or More Subject Areas - 60 Inservice Points per Area Combinations 60 Inservice Points + 1 3-Hr College Course 60 Inservice Points + Passing Score on 1 SAE 60 Inservice Points + Teaching a College Credit Course
Subject Area Exam (SAE) in Subject on Professional Certificate	Must Be Completed Within 5-Year Validity Period	2 SAE Passing Scores Combinations 1 SAE Passing Score + 60 inservice points 1 SAE Passing Score +1 3-Hr College Course 1 SAE Passing Score + Teaching a College Credit Course
NBPTS Certificate	Must Be Completed Within 5-Year Validity Period	No Requirements Other Than a Valid NBPTS Certificate
Teaching a College Credit Course – Letter from college/university verifying the course(s) taught and dates taught.	Must Be Completed Within 5-Year Validity Period	2 3-Hr College Courses (different courses taught in different semesters) Combinations 1 3-Hr College Course Taught + 60 inservice points 1 3-Hr College Course Taught + SAE 1 3-Hr College Course Taught + Completion of a College Course
Completing 3-Hour College Courses	Must Be Completed Within 5-Year Validity Period	2 3-Hr College Courses Combinations 1 3-Hr College Course + 60 inservice points 1 3-Hr College Course + SAE 1 3-Hr College Course + Teaching a College Credit Course

APPENDIX   C
Professional Development Program Evaluation

Training Program
Title:_____

Start Date:_____End Date:_____

Facilitator'sName:_____

Facilitator'sTitle:_____

Number of Participants____   Number Who Completed____   Grade Level(s)_____

Program Description (Include Strategy/Strategies Taught):

How (method) was the training conducted?

What process was used to determine if participants used the learned techniques and/or skills in their classrooms?

What were the change(s) in student's classroom performance as a result of this training?

How were the change(s) verified (attach data)?

How was verification of transfer into the classroom monitored and how often?
- o   Classroom walkthroughs   -   ___Number of observations
- o   Classroom visitation by coach(es)   -   ___Number of visits
- o   Action Research   -   ___Approximate time
- o   Collaborative team(s)   -   ___Number of meetings
- o   Peer Reviews/Feedback   -   ___Number of meetings
- o   Group examination of student work   -   ___Number of meetings

Summarize the planning, implementation, follow-up and evaluation of this training. Describe how the results can be used in future professional development initiatives.

Signature:_____ Date:_____

Submit to the Professional Development Department no later than June 30 of the current academic year.