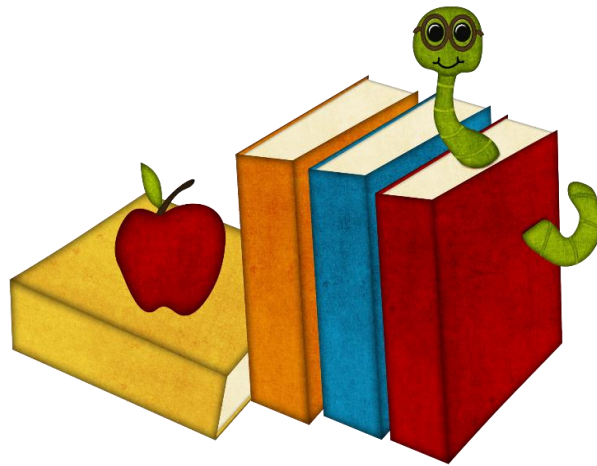
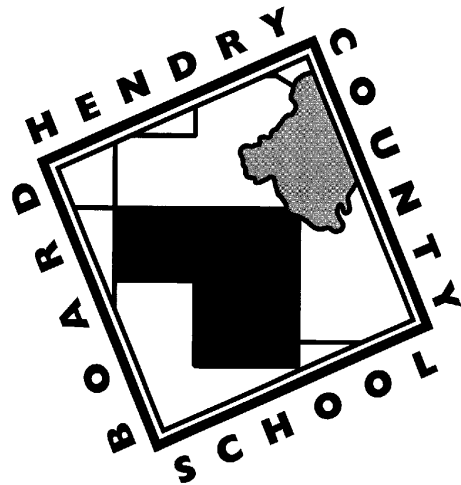


**HENDRY COUNTY
DISTRICT SCHOOLS**



MASTER INSERVICE PLAN

2017-2018

INSTRUCTIONAL COMPONENTS

COMPONENT TITLE: *Art – Subject Matter – Educator Accomplished Practice 8*

COMPONENT NUMBER: 1000500

CERTIFICATION AREA(S): Art, Elementary Education, Pre-Kindergarten/Primary, and Primary Education

GENERAL OBJECTIVE:

The purpose of this component is to acquire knowledge and skills necessary to understand and teach the subject matter.

SPECIFIC OBJECTIVES:

Upon successful completion of one or more of the in-service training and professional development strategies listed in the Description of Activities of this component, participants will:

1. Identify changes in laws, rules, regulations, and procedures governing arts education.
2. Demonstrate in-depth understanding of content and skills identified in the Sunshine State Standards in art.
3. Communicate accurate knowledge of art in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
4. Use references, materials, strategies and technologies of art in a manner appropriate to the developmental stage of the learner.
5. Identify and organize a breadth of art knowledge to enable students to approach and inter-relate content from a variety of perspectives, interests, and points of view.
6. Demonstrate understanding of art to communicate with colleagues, students, and parents the expectations for student performance.
7. Demonstrate a breadth of art knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
8. Demonstrate knowledge of current art methods, trends, and research that improve student performance.
9. Demonstrate applications of art knowledge to real world situations, and links to other disciplines.
10. Demonstrate knowledge of district and state curriculum requirements and program of studies, and required instruction (233.061), of art.
11. Demonstrate progress toward short-term and long-term professional goals relating to knowledge of art.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

*Art – Subject Matter – Educator Accomplished Practice 8
Page 2*

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – interactive
- S. Electronic – non-interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Assessment – Educator Accomplished Practice 1*

COMPONENT NUMBER: 4401500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to acquire knowledge, skills, attitudes, and dispositions to use a variety of assessment strategies to promote the continuous development of the learner.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate in-depth understanding of current assessment practices.
2. Align classroom expectations and assessments with state standards and assessments.
3. Design and use rubrics and scoring guides to clearly clarify expectations to students and parents.
4. Collaborate with others to develop consistency in expectations for student performance on state standards.
5. Analyze individual learning needs in order to select appropriate formative and summative assessments, which accommodate differences.
6. Understand appropriate uses of traditional and alternative assessment strategies in determining students' mastery of specified outcomes.
7. Identify ways to guide students in developing and maintaining individual portfolios of individual and class work.
8. Examine ways to modify instruction based on assessed student performance.
9. Discuss strategies to guide students in assessing their own work and progress.
10. Discuss strategies to assist students in designing individual plans and setting goals for reaching the next performance level.
11. Develop observational and anecdotal records to monitor student progress.
12. Interpret and use data from various informal and standardized assessment procedures to plan instruction.
13. Review assessment data and identify students' strengths and weaknesses.
14. Understand strategies to effectively communicate student progress to all stakeholders.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Assessment – Educator Accomplished Practice 1
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Assessment for Students with Special Needs*

COMPONENT NUMBER: 2102500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to develop and update participant's knowledge and skills appropriate to exceptional student education in the area of assessment.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Identify, utilize, and analyze a variety of formal and informal assessment instruments and techniques to determine student strengths and developmental needs in the following areas:
 - a. *academic,*
 - b. *social,*
 - c. *physical,*
 - d. *psychological and*
 - e. *communication.*
2. Incorporate a variety of assessment results to set goals, develop objectives, and determine instructional strategies in a student's educational plan.
3. Demonstrate the ability to monitor a student's progress through frequent assessments and consultation with other professionals and parents.
4. Identify and utilize alternate assessment instruments to assess student progress on the Sunshine State Standards for Special Diploma.
5. Demonstrate the ability to report alternate assessment results as required by the district and state.
6. Demonstrate the knowledge, selection, and application of assessment accommodations.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Assessment for Students with Special Needs
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified delivery methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (includes for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified follow-up methods listed below. A follow-up activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Athletic Coaching*

COMPONENT NUMBER: 8011500

CERTIFICATION AREA(S): None

GENERAL OBJECTIVE:

The purpose of this component is to develop additional knowledge, methods and skill applications that will improve coaching effectiveness through legal aspects, human growth and development, psychosocial development, bio-physiological foundation, sport management, and sport instruction.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate proficiency in understanding of tort liability in athletics, including knowledge of adequate care and proper supervision and insurance requirements.
2. Understand the constitutional rights of student athletes in the areas of discrimination, discipline management, and decision-making team selection.
3. Recognize and adhere to appropriate state, local and contractual law as it relates to athletic participation and coaching.
4. Demonstrate understanding of normative, maturational and readiness differences, and identify appropriate experiences for each.
5. Demonstrate understanding of the psychological aspects of coaching, i.e., development of appropriate self-perceptions, effective peer interactions, problem solving and motivation.
6. Identify normal anatomical features and abnormal deviations, exercise physiology, body composition and relationship to performance and conditioning.
7. Demonstrate managerial skills in use of equipment, facilities, personnel, budget, and evaluation.
8. Understand and implement sound instructional practices including program philosophy, assessment, planning, resources, and techniques.
9. Demonstrate progress toward short-term and long-term professional goals relating to knowledge of subject field.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE: *Athletic Coaching*
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Classroom Management for Students with Special Needs*

COMPONENT NUMBER: 2101500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to update participant's knowledge and skills appropriate to exceptional student education in the area of classroom management.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate skills and techniques for the appropriate management of student conduct.
2. Identify the components of a Functional Behavior Assessment (FBA).
3. Demonstrate skills necessary to complete a Functional Behavior Assessment (FBA).
4. Demonstrate skills to utilize information from the Functional Behavior Assessment to select a replacement behavior and develop a plan for positive behavior support.
5. Gain the skills necessary to implement positive behavior strategies in the classroom.
6. Demonstrate knowledge of, and the ability to, implement a variety of behavior techniques.
7. Demonstrate knowledge and ability to teach at least one social skills curriculum.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of "high-effect" practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

***Classroom Management for Students with Special Needs
Page 2***

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Clinical Education/Collegial Coaching*

COMPONENT NUMBER: 8406500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to develop skills for collegial coaches in formative peer observation, clinical supervision feedback skills and professional development planning, for increased instructional effectiveness, as required in FS 240.529.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate proficiency in the formative evaluation of teaching processes based on the Florida Performance Measurement System.
2. Demonstrate an awareness of the summative process of the Florida Performance Measurement System and its application to diagnosing teacher performance strengths and development needs.
3. Assist in the development of Professional Development Plans for colleagues and/or participants in the New Teacher Induction Program.
4. Demonstrate knowledge and skill in the formal and informal selection, design and use of observation tools and systems, including self-assessment.
5. Develop strategies for providing assistance to participants in the New Teacher Induction Program through performance assessment, coaching and supervision.
6. Identify and document mastery of effective teaching behaviors described in research and state certification requirements.
7. Develop skills in verbal and non-verbal communication for conferencing with and feedback to peers.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Clinical Education/Collegial Coaching
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Code of Ethics – Educator Accomplished Practice 6*

COMPONENT NUMBER: 8416500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide an awareness of the Code of Ethics, the Principles of Professional Conduct, and education profession in Florida.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. Encourage a students' independent action in pursuit of learning.
3. Provide for a student's access to diverse points of view.
4. Take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
5. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
6. Shall not use institutional privileges for personal gain or advantage.
7. Maintain honesty in all professional dealings.
8. Shall not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages for participation in any professional organization.
9. Support a colleague's right to exercise political or civil rights and responsibilities.
10. Recognize the consequences of violations to the Code of Ethics and Principles of Professional Conduct.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

***Code of Ethics – Educator Accomplished Practice 6
Page 2***

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent/ Learning Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Communication – Educator Accomplished Practice 2*

COMPONENT NUMBER: 2406500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to acquire the knowledge and skills necessary to use effective communication techniques with students, parents, colleagues, and the community.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate in-depth knowledge of effective communication skills.
2. Provide clear communications to students and others regarding high expectations for learning.
3. Establish positive interaction in the learning environment that uses incentives and consequences for students.
4. Communicate effectively, in both verbal and nonverbal styles, with all students, including those with handicapping conditions and those of varying cultures, linguistic backgrounds, learning styles, and abilities.
5. Vary communication according to the nature and needs of individuals.
6. Provide all students with opportunities to learn from each other.
7. Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.
8. Motivate, encourage, and support individual and group inquiry.
9. Encourage students' desire to receive and accept constructive feedback on individual work and behavior.
10. Communicate with colleagues, school and community, specialists, administrators, and parents, consistently and appropriately.
11. Demonstrate progress toward short-term and long-term professional goals relating to communication.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Communication – Educator Accomplished Practice 2
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Communication Skills for Administrators*

COMPONENT NUMBER: 7507500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide administrators who work with various education professionals, parents, and other members of the learning community, with the necessary and appropriate tools for interpersonal connections and communication to perform their job roles and responsibilities.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Acquire knowledge and demonstrate effective communication skills (listening, speaking, writing, and group interaction).
2. Exhibit personal behaviors that promote a positive and caring climate in the school community.
3. Develop skills that will enable the establishment of trust and team building.
4. Identify strategies and make plans to recognize achievements and contributions of employees and students.
5. Elicit the perceptions, feelings, and concerns of others.
6. Manage conflict by reducing emotions and increasing mutual understanding.
7. Work with diverse groups of people in a variety of situations.
8. Utilize appropriate communication aids/strategies/techniques.
9. Communicate through the proper channels to keep appropriate personnel informed of impending problems or events of unusual nature.
10. Conduct effective meetings.
11. Interact with, involve appropriately, and inform parents/community on issues about the district, school, or their child.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Communication Skills for Administrators
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Compliance Issues for Exceptional Student Education*

COMPONENT NUMBER: 2103500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to develop and update participant's knowledge and skills appropriate to exceptional student education in the area of procedural and/or legal requirements.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate understanding of the Individuals with Disabilities Education Act requirements.
2. Demonstrate knowledge of state requirements for exceptional students.
3. Demonstrate knowledge of the district's Special Programs and Procedures document.
4. Demonstrate knowledge and skills to write a compliant Individual Education Plan.
5. Demonstrate skills and knowledge required to establish and maintain legal compliance.
6. Demonstrate an understanding of federal, state, and local laws, rules, regulations, policies and procedures related to exceptional student education.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of "high-effect" practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

***Compliance Issues for Exceptional Student Education
Page 2***

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Comprehensive Health Education and Substance Abuse Prevention*

COMPONENT NUMBER: 2005500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to develop knowledge and skills in comprehensive health education, substance abuse prevention, and prevention of sexually transmitted disease, as required in FS 233.067.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Understand current legal issues, theory, knowledge and practice regarding the identification, appropriate referral procedures, and prevention of alcohol and substance abuse.
2. Demonstrate knowledge of the comprehensive health education curriculum and appropriate instructional objectives for a specific grade level.
3. Identify the role of the teacher, family and health professionals in the instruction of health related issues.
4. Use appropriate techniques and strategies to motivate and develop student skills to make personal behavior changes, which are based on valid health education principles.
5. Describe the role, responsibility, symptoms, and reporting procedure for dealing with students who may be victims of child abuse or substance abuse, and those who are potentially suicidal.
6. Demonstrate progress toward short-term and long-term professional goals relating to knowledge of subject field.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry
- G. Structured Coaching/Mentoring

COMPONENT TITLE:

Comprehensive Health Education and Substance Abuse Prevention
Page 2

LEARNING METHODS CONTINUED:

- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Continuous Improvement – Educator Accomplished Practice 3*

COMPONENT NUMBER: 7408500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to acquire the knowledge, skills, and attitudes necessary to promote and achieve school improvement goals and engage in continuous quality improvement of student and school to meet individual school or district goals.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Understand the principles of quality related to continuous improvement and apply them in the school or work setting.
2. Participate in the development of improvement initiatives that support the overall school improvement plan goals.
3. Develop school or classroom priorities/goals based on data analysis and interpretation, aligned with state and local goals, and school vision and mission.
4. Understand and use strategies and tools to analyze data, interpret results, and determine student/school needs as a basis for action.
5. Use data from his/her own learning environment (e.g., classroom observation, audio/video recordings, student results, feedback, and research) as a basis for reflecting upon and changing personal teaching practice.
6. Work in groups in cooperation with other educators, parents, and community members to analyze the effectiveness of instruction in the school, to develop improvement strategies, to monitor and evaluate school improvement initiatives.
7. Develop and implement a quality process improvement study.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

***Continuous Improvement – Educator Accomplished Practice 3
Page 2***

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: CPR

COMPONENT NUMBER: 6414500

CERTIFICATION AREA(S): Any Subject Area

GENERAL OBJECTIVE:

The purpose of this component is to provide participants with the knowledge and basic procedures in the life-saving techniques for infant, child and adult CPR and proper use of the Automated External Defibrillator (AED).

SPECIFIC OBJECTIVES:

To meet state and district requirements and to help maintain a safe work and learning environment by providing employees with the life saving skills & knowledge of CPR. Upon successful completion the participant will:

1. Be able to care for an unconscious person.
2. Be able to give abdominal thrusts in the event that an adult, infant, or child is choking on an object, which is blocking the airway.
3. Be able to give mouth-to-mouth resuscitation to an adult, infant, or child.
4. Be able to identify the signs/symptoms associated with a heart attack.
5. Be able to perform the skills necessary for cardiopulmonary resuscitation.
6. Be able to identify an obstructed airway on an unconscious person and perform the skill necessary to remove the obstruction.
7. Know when the use of an Automated External Defibrillator is beneficial and how to properly use it.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)

LEARNING METHODS CONTINUED:

- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Crisis Intervention*

COMPONENT NUMBER: 6403500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

Participants will acquire knowledge and skills in crisis intervention such as child abuse, substance abuse, and suicide prevention.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Describe the role and responsibility of techniques in reporting and dealing with students who may be victims of child abuse or substance abuse, and those who are potentially suicidal.
2. Name and describe signs and symptoms of child abuse, substance abuse, and suicidal tendencies.
3. Develop strategies for improving teacher/student relationships, student self-esteem, self-concept, and student awareness of the negative aspects of physical/psychological abuse.
4. Identify techniques and strategies to assist students in developing criteria for making value decisions.
5. Design classroom activities to assist students in coping with stress and negative societal influences.
6. Identify school and community resources available for students in crisis.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate

COMPONENT TITLE: *Crisis Intervention*
Page 2

LEARNING METHODS CONTINUED:

K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

M. Structured Coaching/Mentoring

N. Independent Learning/Action Research (should include evidence of implementation)

O. Collaborative Planning related to training, includes Learning Community

P. Participant Product related to training or learning process

Q. Lesson Study Group Participation

R. Electronic – Interactive

S. Electronic – Non-Interactive

T. Evaluation of Practice Indicators

COMPONENT TITLE: *Critical Thinking*

COMPONENT NUMBER: 1408500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide instructional staff with the knowledge, skills, and dispositions necessary to effectively use appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Analyze student performance standards to identify higher-order thinking skills, and design learning and performance strategies to evoke higher-order thinking.
2. Demonstrate and model the application of higher-order thinking skills.
3. Choose varied teaching strategies, materials, and technologies to extend the learning environment and to expand students' thinking abilities.
4. Vary role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs.
5. Assist students in the selection of open-ended projects and other activities that involve gathering information, solving problems, creating products, and devising innovative solutions to achieve the ultimate objective.
6. Monitor student work and adjust strategies in response to learner needs and successes in creative thinking activities.
7. Use a variety of assessment strategies, both traditional and alternative, to determine student performance and progress.
8. Assist students to self-evaluate performance and to set goals to improve application of higher-order thinking.
9. Demonstrate progress toward short-term and long-term professional goals relating to critical thinking.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE: *Critical Thinking*
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Curriculum for Students with Special Needs*

COMPONENT NUMBER: 2105500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to develop and update participant's knowledge and skills appropriate to exceptional student education in the area of curriculum.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Understand the scope and sequence of concepts and skills development, including prerequisite skills at each level and determine appropriate time frames for mastering specific concepts and skills.
2. Identify criteria for selection of texts and instructional materials, which are appropriate for specific concepts and skills.
3. Demonstrate skills and knowledge to successfully utilize a specific curriculum to plan and deliver instruction, and assess student mastery of content.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of "high-effect" practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

Curriculum for Students with Special Needs
Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Customer Service – Support Personnel*

COMPONENT NUMBER: 8506500

CERTIFICATION AREA(S): None (Component NOT Leading to Recertification)

GENERAL OBJECTIVE:

Participant's will develop and/or update and enhance attitudes, skills, knowledge, and techniques that will enable them to function effectively and efficiently with customers.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Identify who are customers.
2. Acquire knowledge and proficiency of customer service techniques.
3. Demonstrate competencies in customer service techniques.
4. Gain knowledge of interpersonal communications.
5. Identify strategies for dealing with a difficult customer.
6. Gain knowledge of follow-up procedures in dealing with customers.
7. Acquire knowledge of effective listening skills.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of "high-effect" practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

Customer Service – Support Personnel
Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Data Analysis for Students with Special Needs*

COMPONENT NUMBER: 4100500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to develop and update participant's knowledge and skills appropriate to exceptional student education in the area of instructional planning.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate skills for collecting student data on individual goals.
2. Demonstrate the skills required to utilize student data to plan and deliver instruction.
3. Demonstrate skills, knowledge and ability to utilize student data to report student performance and develop appropriate goals and objectives/benchmarks.
4. Understand the scope and sequence of concepts and skills development, including prerequisite skills at each level and determine appropriate time frames for mastering specific concepts and skills.
5. Identify and demonstrate effective teaching techniques and strategies for specific learning processes and learning styles.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of "high-effect" practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

Data Analysis for Students with Special Needs
Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Diversity – Educator Accomplished Practice 5*

COMPONENT NUMBER: 2412500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide teachers and staff with the awareness, knowledge, skills and attitude necessary to effectively use teaching and learning strategies that reflect each student’s culture, learning style, special needs and socio-economic background.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Accepts and values students from diverse cultures; ethnicities; linguistics, religious and socio-economic backgrounds and treats all students equitably.
2. Creates a learning environment in which all students are treated equitably.
3. Helps students develop shared values and expectations that create a climate of openness, mutual respect, support and inquiry using strategies such as acceptance, tolerance, resolution, and medication.
4. Utilize the cultural, linguistic diversity, other differences and experience of individual students to enrich instruction for the whole group.
5. Provide a variety of activities, techniques, materials, technologies, and school/family/community resources to meet the various learning styles and cultural and linguistic backgrounds of all students.
6. Recognize the importance of family and family structure; use appropriate school, family, and community resources in instructional activities to meet all students’ learning needs.
7. Select and use appropriate content, materials and resources that reflect multicultural contributors.
8. Model and use learning activities that foster student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty.
9. Assist students to self-evaluate performance and set goals to improve understanding and acceptance of others.
10. Provide learning situations, which enable students to practice skills and gain knowledge needed for success as an adult in a diverse society.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Diversity – Educator Accomplished Practice 5
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Early Childhood*

COMPONENT NUMBER: 2012500

CERTIFICATION AREA(S): Pre-Kindergarten/Primary, Primary Education and Elementary Education

GENERAL OBJECTIVE:

The purpose of this component is to provide training that will allow participants to acquire and update knowledge, skills and dispositions to enable them to effectively implement early childhood programs according to federal and district policies and procedures.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Identify historical, philosophical, and organizational structure of state/federal early childhood programs.
2. Demonstrate knowledge of the federal and state program performance standards and issuances, and the district policies and procedures necessary to carry out roles and responsibilities.
3. Demonstrate knowledge of normal child development and problems, which inhibit the normal development of the preschool child.
4. Develop an environment for children to learn through active exploration and interaction with adults, other children, and materials.
5. Administer, interpret, and use assessment instruments and record keeping documents.
6. Develop sequential lesson plans using developmentally appropriate teaching strategies, curriculum and materials to meet individual needs and developmental levels.
7. Identify and utilize effective strategies for communicating with and involving parents and community services to enhance student success.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE: *Early Childhood*
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *English for Speakers of Other Languages (ESOL) for Administrators*

COMPONENT NUMBER: 1707510

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

This program is designed to enable participant's to increase their knowledge of the role and responsibilities of administrators in Florida regarding Limited English Proficient (LEP) students.

SPECIFIC OBJECTIVES:

Given involvement in the program, the participant will:

1. Demonstrate knowledge of the background of the 1990 ESOL Agreement, including knowledge of related legislation and litigation (e.g., Bilingual Education Act, Lau v Nichols).
2. Demonstrate knowledge of the requirements of the 1990 ESOL Agreement (placement, monitoring, programmatic issues, etc.) to ensure compliance.
3. Demonstrate knowledge of administrator's role and responsibility as the instructional leader of the school and participant in the LEP Committee.
4. Demonstrate knowledge of the role and responsibilities of Florida Department of Education, school districts and schools regarding the 1990 ESOL Agreement.
5. Demonstrate ability to evaluate trained teachers using ESOL strategies in basic ESOL courses.
6. Demonstrate ability to evaluate trained teachers who are using ESOL or home language strategies in basic subject area courses.
7. Demonstrate ability to evaluate instructional personnel (other than basic subject area teachers) who are using ESOL or home language strategies.
8. Demonstrate knowledge and sensitivity to multicultural and diverse student populations; create a positive and supportive environment to accommodate the diverse cultural backgrounds of students.
9. Recognize major differences and similarities among various cultural groups in the U.S., in Florida, and in the local community: counsel students, parents, school personnel and community members on these differences and similarities.
10. Demonstrate ability to work cooperatively with the community and express to the community that its participation is wanted and needed.
11. Develop cross-cultural awareness and understanding of the major cultural groups represented in the local school district, and at the individual schools, in order to meet the needs of LEP students within the context of a multicultural student population.
12. Demonstrate ability to explain to LEP students what behavior is expected of them in American culture, in the district, and in the school.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

COMPONENT TITLE:

English for Speakers of Other Languages (ESOL) for Administrators
Page 2

EVALUATION CRITERIA: Continued

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *FCAT Math – Benchmark Math*

COMPONENT NUMBER: 1009500

CERTIFICATION AREA(S): Elementary Education K-6, Middle Grades General Science 5-9, Biology 6-12, Chemistry 6-12, Earth-Space Science 6-12 and Physics 6-12

GENERAL OBJECTIVE:

Teachers explore the importance of Sunshine State Standards Math Benchmarks to high student performance on the FCAT Math. Instruction includes introduction of specific design characteristics of the FCAT Math including Annually Assessed Benchmarks, reporting clusters, and high order thinking skills. Test taking and preparation strategies are reviewed. Specific sample lessons and activities are modeled.

SPECIFIC OBJECTIVES:

Improvement of student performance in math by orienting teachers to the relationships between the Sunshine State Standards Benchmarks in Math and the FCAT Math, building teacher confidence and competence in the use of inquiry-based instructional options, and introducing specific informational text reading strategies.

Upon successful completion the participants will:

1. Understand the basic design of the FCAT Math.
2. Know the importance of the Annually Assessed Benchmarks in Math.
3. Use the FCAT Math Test Item Specifications to develop appropriate student assessment items.
4. Interpret the cluster data associated with the FCAT Math.
5. Apply specific informational text reading strategies to math text.
6. Use authentic experiences in the math curriculum.
7. Align the classroom curriculum to district math standards.
8. Incorporate higher order thinking skills in their classroom activities.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

***FCAT Math – Benchmark Math
Page 2***

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *FCAT Reading – Benchmark Reading*

COMPONENT NUMBER: 1013500

CERTIFICATION AREA(S): Elementary Education K-6, Middle Grades General Science 5-9, Biology 6-12, Chemistry 6-12, Earth-Space Science 6-12 and Physics 6-12

GENERAL OBJECTIVE:

Teachers explore the importance of Sunshine State Standards Reading Benchmarks to high student performance on the FCAT Reading. Instruction includes introduction of specific design characteristics of the FCAT Reading including Annually Assessed Benchmarks, reporting clusters, and high order thinking skills. Test taking and preparation strategies are reviewed. Specific sample lesson and activities are modeled.

SPECIFIC OBJECTIVES:

Improvement of student performance in reading by orienting teachers to the relationships between the Sunshine State Standards Benchmarks in Reading and the FCAT Reading, building teacher confidence and competence in the use of inquiry-based instructional options, and introducing specific informational text reading strategies. Upon successful completion the participants will:

1. Understand the basic design of the FCAT Reading.
2. Know the importance of the Annually Assessed Benchmarks in Reading.
3. Use the FCAT Reading Test Item Specifications to develop appropriate student assessment items.
4. Interpret the cluster data associated with the FCAT Reading.
5. Apply specific informational text reading strategies to reading text.
6. Use authentic experiences in the reading curriculum.
7. Align the classroom curriculum to district reading standards.
8. Incorporate high order thinking skills in their classroom activities.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

***FCAT Reading – Benchmark Reading
Page 2***

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *FCAT Science – Benchmark Science*

COMPONENT NUMBER: 1015500

CERTIFICATION AREA(S): Elementary Education K-6, Middle Grades General Science 5-9, Biology 6-12, Chemistry 6-12, Earth-Space Science 6-12 and Physics 6-12

GENERAL OBJECTIVE:

Teachers explore the importance of Sunshine State Standards Science Benchmarks to high student performance on the FCAT Science. Instruction includes introduction of specific design characteristics of the FCAT Science including Annually Assessed Benchmarks, reporting clusters, and high order thinking skills. Test taking and preparation strategies are reviewed. Specific sample lessons and activities are modeled.

SPECIFIC OBJECTIVES:

Improvement of student performance in science by orienting teachers to the relationships between the Sunshine State Standards Benchmarks in Science and the FCAT Science, building teacher confidence and competence in the use of inquiry-based instructional options, and introducing specific informational text reading strategies. Upon successful completion the participants will:

1. Understand the basic design of the FCAT Science.
2. Know the importance of the Annually Assessed Benchmarks in Science.
3. Use the FCAT Science Test Item Specifications to develop appropriate student assessment items.
4. Interpret the cluster data associated with the FCAT Science.
5. Implement specific inquiry-based lessons in their classrooms.
6. Apply specific informational text reading strategies to science text.
7. Use authentic experiences in the science curriculum.
8. Align the classroom curriculum to district science standards.
9. Incorporate higher order thinking skills in their classroom activities.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

***FCAT Science – Benchmark Science
Page 2***

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *FCAT Writing – Benchmark Writing*

COMPONENT NUMBER: 1017500

CERTIFICATION AREA(S): Elementary Education K-6, Middle Grades General Science 5-9, Biology 6-12, Chemistry 6-12, Earth-Space Science 6-12 and Physics 6-12

GENERAL OBJECTIVE:

Teachers explore the importance of Sunshine State Standards Writing Benchmarks to high student performance on the FCAT Writing. Instruction include introduction of specific design characteristics of the FCAT Writing including Annually Assessed Benchmarks, reporting clusters, and high order thinking skills. Test taking and preparation strategies are reviewed. Specific sample lessons and activities are modeled.

SPECIFIC OBJECTIVES:

Improvement of student performance in writing by orienting teachers to the relationships between the Sunshine State Standards Benchmarks in Writing and the FCAT Writing, building teacher confidence and competence in the use of inquiry-based instructional options, and introducing specific informational text reading strategies. Upon successful completion the participant will:

1. Understand the basic design of the FCAT Writing.
2. Know the importance of the Annually Assessed Benchmarks in Writing.
3. Use the FCAT Writing Test Item Specifications to develop appropriate student assessment items.
4. Interpret the cluster data associated with the FCAT Writing.
5. Apply specific informational text reading strategies to writing text.
6. Use authentic experiences in the writing curriculum.
7. Align the classroom curriculum to district writing standards.
8. Incorporate high order thinking skills in their classroom activities.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

***FCAT Writing – Benchmark Writing
Page 2***

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *First Aid*

COMPONENT NUMBER: 6414510

CERTIFICATION AREA(S): Any Subject Area

GENERAL OBJECTIVE:

This workshop provides participants with the knowledge and basic procedural skills in first aid techniques.

SPECIFIC OBJECTIVES:

To meet state and district requirements and to help maintain a safe work and learning environment by providing participants with knowledge and basic procedural skills in first aid techniques. Upon successful completion the participant will:

1. Know how to care for a person having a seizure, diabetic emergency, in shock, or having a stroke.
2. Know emergency measure necessary to care for a person who has a wound.
3. Know how to care for a person who has been burned, to determine the emergency measures necessary.
4. Know how to care for a person who has a possible injury to a bone, muscle, or joint.
5. Know how to care for a person who has been exposed to extreme heat or cold.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

First Aid

Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Food Service*

COMPONENT NUMBER: 8505500

CERTIFICATION AREA(S): None (Component NOT Leading to Recertification)

GENERAL OBJECTIVE:

The purpose of this component is to provide food service workers with updated knowledge and skills in food management and preparation to serve attractive and nutritious meals to students in a clean, efficient, and friendly environment.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Acquire knowledge of programs and procedures in food management, service, and preparation.
2. Demonstrate skills in school meal planning.
3. Acquire skills required in accounting, inventory, and reporting.
4. Update and acquire knowledge and skills in quantity food preparation, nutrition, portion control, food handling and storage, equipment use and care, food services role in education, and sanitation and food safety.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE: *Food Service*
 Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Foreign Language – Subject Matter – Educator Accomplished Practice 8*

COMPONENT NUMBER: 1004500

CERTIFICATION AREA(S): Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian and Spanish

GENERAL OBJECTIVE:

The purpose of this component is to acquire knowledge and skills necessary to understand and teach the subject matter.

SPECIFIC OBJECTIVES:

Upon successful completion of one or more of the in-service training and professional development strategies listed in the Description of Activities of this component, participants will:

1. Identify changes in laws, rules, regulations, and procedures governing the foreign languages.
2. Demonstrate in-depth understanding of content and skills identified in the Sunshine State Standards in foreign languages.
3. Communicate accurate knowledge of foreign languages in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
4. Use references, materials, strategies and technologies of foreign languages in a manner appropriate to the developmental stage of the learner.
5. Identify and organize a breadth of knowledge in foreign languages to enable students to approach and inter-relate content from a variety of perspectives, interests, and points of view.
6. Demonstrate understanding of foreign languages to communicate with colleagues, students and parents the expectations for student performance.
7. Demonstrate a breadth of knowledge in foreign languages to collaborate with colleagues from other subject fields in the integration of instruction.
8. Demonstrate knowledge of current methods, trends, and research in foreign languages that improve student performance.
9. Demonstrate applications of knowledge in foreign languages to real world situations, and links to other disciplines.
10. Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction (233.061), in foreign languages.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

***Foreign Language – Subject Matter – Educator Accomplished
Practice 8
Page 2***

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Health – Subject Matter – Educator Accomplished Practice 8*

COMPONENT NUMBER: 1005500

CERTIFICATION AREA(S): Health, Elementary Education, and Pre-Kindergarten/Primary Education

GENERAL OBJECTIVE:

The purpose of this component is to acquire knowledge and skills necessary to understand and teach the subject matter.

SPECIFIC OBJECTIVES:

Upon successful completion of one or more of the in-service training and professional Identify changes in laws, rules, regulations, and procedures governing health education.

1. Demonstrate in-depth understanding of content and skills identified in the Sunshine State Standards in health.
2. Communicate accurate knowledge of health content in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
3. Use references, materials, strategies and technologies of health in a manner appropriate to the developmental stage of the learner.
4. Identify and organize a breadth of health knowledge to enable students to approach and inter-relate content from a variety of perspectives, interests, and points of view.
5. Demonstrate understanding of health to communicate with colleagues, students, and parents the expectations for student performance.
6. Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
7. Demonstrate knowledge of current health methods, trends, and research that improve student performance.
8. Demonstrate applications of health knowledge to real world situations, and links to other disciplines.
9. Demonstrate knowledge of district and state curriculum requirements and program of studies, and required instruction (233.061), of health.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

***Health – Subject Matter – Educator Accomplished Practice 8
Page 2***

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Human Development and Learning – Educator Accomplished Practice 7*

COMPONENT NUMBER: 2411500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Understand the variety of developmental levels and learning styles that impact student learning.
2. Identify instructional practices based on human development/learning theories and concepts, and student development processes to meet the needs of all students.
3. Examine a wide variety of activities, strategies, technologies and materials to engage the learner and to accommodate different student learning needs, developmental levels, and experiential backgrounds.
4. Demonstrate knowledge of advances in the field of normal child development and the disorders of development.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring

COMPONENT TITLE:

***Human Development and Learning – Educator Accomplished
Practice 7
Page 2***

LEARNING METHODS CONTINUED:

- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Inclusive Educational Approaches*

COMPONENT NUMBER: 1101500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to develop the knowledge, skills, and attitudes necessary to work cooperatively with other professionals to successfully plan, deliver and evaluate instruction for exceptional students in the regular classroom.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate an understanding of federal, state and local laws, rules, regulations, policies, and procedures related to educating a student with disabilities in the general education classroom that promote inclusion.
2. Summarize research and literature that supports inclusive practices.
3. Define and compare the models of external, in-class, and specialized supports and services for students with special needs.
4. Determine roles, responsibilities, and tasks for each staff member in the three models of support (external, in-class, specialized).
5. Identify and describe techniques that can be used in the collaborative planning, instruction, and evaluation of students in inclusive settings.
6. Develop techniques to work with people of different personality types and points of view, describe and develop strategies for an inclusive school community.
7. Apply sound techniques in making accommodations, modifications, and strategies based on student's need and learning style.
8. Create instructional alternatives and strategies for selected subject areas, lessons, assignments, and evaluation methods to address differences in student needs, disabilities, and learning styles.
9. Develop and analyze schedules to promote inclusion.
10. Develop strategies to promote inclusion in extracurricular activities, athletics, and school-wide events.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Inclusive Educational Approaches
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Instructional Leadership*

COMPONENT NUMBER: 7507510

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide administrators with the necessary and appropriate tools to provide leadership for the educational program, which includes the teaching and learning process, supporting services, developmental activities and resources.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Develop strategies to select, develop or modify, and implement instructional and auxiliary programs for the improvement of teaching and learning.
2. Understand the roles and responsibilities of the district departments, their relationships to each other, and services provided to school sites.
3. Ensure the use of appropriate instructional methods and curriculum in classrooms.
4. Identify best practices from research to evaluate current practice in schools/departments.
5. Gain knowledge in curriculum theory, practice, trends, issues, and models.
6. Align curriculum with student assessment.
7. Select, analyze and use a variety of student performance and achievement assessment tools.
8. Involve teachers in the design, development, and management of curriculum.
9. Establish plans for proper student conduct that implements disciplinary procedures and policies based on the Student Code of Conduct.
10. Understand and accommodate student growth and development needs for diverse populations.
11. Utilize and coordinate with community organizations and agencies.
12. Plan for a comprehensive program of student activities and a management system.
13. Possess the skills to work with diverse groups of people.
14. Plan, organize and facilitate staff development programs that enhance faculty and staff effectiveness.
15. Plan for program improvements based on data collection and analysis.
16. Compare student performance to a standard, and plan strategies for increasing student achievement.
17. Procure, allocate, monitor, and evaluate fiscal, human, material, and time resources.
18. Establish and manage a program for the recruitment and selection of qualified personnel that reflects the needs and diversity of the work location.
19. Gain knowledge and demonstrate proficiency in use of the state required and district's personnel assessment instruments and procedures.
20. Develop sound personnel evaluation and assessment practices to provide coaching and feedback or assistance on performance and accountability.

COMPONENT TITLE: *Instructional Leadership*
Page 2

SPECIFIC OBJECTIVES CONTINUED:

21. Understand, establish and manage student accounting and data management procedures.
22. Understand the components within and ensure accurate reporting for the Florida Educational Finance Program.
23. Coordinate the accuracy of the Management Information System.
24. Design accountability systems for data collection and resource use.
25. Develop and manage a school budget, including student activities.
26. Design and administer materials and equipment purchasing and inventory system and ensure the security of the school board property.
27. Design a master schedule that utilizes the allocated resources.
28. Coordinate maintenance functions, plant safety, and inspections.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

Instructional Leadership

Page 3

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Instructional Strategies for Students with Special Needs*

COMPONENT NUMBER: 2100510

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to develop and update participant's knowledge and skills appropriate to exceptional student education in the area of instructional strategies.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Identify and demonstrate effective teaching techniques and strategies for specific learning processes and learning styles.
2. Identify and demonstrate effective instructional strategies for students of varying needs.
3. Demonstrate the ability to present instructional material in a variety of ways.
4. Demonstrate understanding and implementation of continuous assessment for instructional planning and instruction.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of "high-effect" practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

***Instructional Strategies for Students with Special Needs
Page 2***

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Interest-Based Process*

COMPONENT NUMBER: 7406500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to acquire the knowledge, skills, and attitudes necessary to promote and use the Interest-Based collaborative approach to problem solving, decision-making and contract negotiations:

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Understand the scope of interest-based contract negotiations and collaborative negotiations.
2. Identify principles and strategies for effecting changes occurring in the district and/or work site using the interest-based process.
3. Understand the components of an interest-based process.
4. Understand the attitudes and behaviors that lead to more positive relationships in an interest-based process and apply them in the district and/or work setting.
5. Understand the differences between interest-based and positional strategies.
6. Understand the nature and norms of collaborative work.
7. Understand and use strategies and tools to analyze data, interpret results and determine needs as a basis for agreements and action.
8. Understand the role and responsibilities of a committee, work group and/or bargaining team member using the interest-based process.
9. Develop communication strategies that are accurate and timely to educate constituencies of the interest-based process for problem-solving, decision-making and/or contract negotiations.
10. Participate in the development of an interest-based improvement initiative that supports the overall district goals and priorities.
11. Understand the role and responsibilities of a facilitator in the interest-based process.
12. Function as a facilitator in the district and/or work site actively applying the principles and strategies of the interest-based process to reach mutual decisions that meet the identified interest of the parties.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Interest-Based Process

Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Language Arts – Subject Matter – Educator Accomplished Practice 8*

COMPONENT NUMBER: 1008500

CERTIFICATION AREA(S): Drama, English, Journalism, Middle Grades English, Elementary Education, Pre-kindergarten/Primary and Primary Education

GENERAL OBJECTIVE:

The purpose of this component is to acquire the knowledge and skills necessary to understand and teach language arts.

SPECIFIC OBJECTIVES:

Upon successful completion of one or more of the in-service training and professional development strategies listed in the Description of Activities of this component, participants will:

1. Identify changes in laws, rules, regulations, and procedures governing language arts.
2. Demonstrate in-depth understanding of content and skills identified in the Sunshine State Standards in language arts.
3. Communicate accurate knowledge of language arts in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
4. Use references, materials, strategies and technologies of language arts in a manner appropriate to the developmental state of the learner.
5. Identify and organize a breadth of language arts knowledge to enable students to approach and inter-relate content from a variety of perspectives, interests, and points of view.
6. Demonstrate understanding of language arts to communicate with colleagues, students, and parents the expectations for student performance.
7. Demonstrate a breadth of language arts knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
8. Demonstrate knowledge of current language arts methods, trends, and research that improve student performance.
9. Demonstrate applications of language arts knowledge to real world situations, and links to other disciplines.
10. Demonstrate knowledge of district and state curriculum requirements and program of students, and required instruction (233.061), of language arts.
11. Demonstrate progress toward short-term and long-term professional goals relating to knowledge of language arts.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

*Language Arts – Subject Matter – Educator Accomplished Practice 8
Page 2*

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Laws, Rules, Policies and Procedures for Administrators*

COMPONENT NUMBER: 7410500

CERTIFICATION AREA(S): All Certifications Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide administrators who work with various education professionals, parents, and other members of the learning community, with the necessary and appropriate tools to understand the intellectual, ethical, cultural, economic, political, and governmental influences upon schools to perform their job roles and responsibilities.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Gain knowledge of federal and state constitutional provisions, statutory standards, and regulatory application.
2. Implement administrative directives, school board policy, state statutes, and federal regulations, as they pertain to the assigned work location.
3. Understand the content and application of bargaining unit contractual agreements.
4. Align school improvement plans with statutes, district policy, and school board goals and initiatives.
5. Administer contracts, grants, and financial accounts.
6. Understand due process rights and procedures as they apply to personnel, management, and students.
7. Recognize standards of care involving civil and criminal liability for negligence.
8. Establish policy and procedures at work location that are congruent with providing for quality educational experiences for all students.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Laws, Rules, Policies and Procedures for Administrators
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Learning Environments – Educator Accomplished Practice 9*

COMPONENT NUMBER: 5404500

CERTIFICATION AREA(S): All Certifications Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide teachers and staff with the knowledge, skills and dispositions necessary to effectively create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation. Pursuant to 232.271(4), Florida Statutes – Teachers removing more than 23% of their students must participate in professional development activities related to classroom behavior management skills.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Manage student behavior in the various learning environments: establish smooth, efficient routines; involve students in establishing standards for behavior; apply rules and standards consistently and equitably; share learning environment management responsibilities with students; and, employ innovative classroom management techniques.
2. Create positive learning experiences: design appropriate instruction activities in individual, small and large group settings to meet cognitive, linguistic, and affective needs; organize instruction to include cooperative, student-directed groups; monitor learning activities, providing feedback and reinforcement to students; arrange and manage the physical environment to facilitate student learning outcomes; and, provide a safe place for students to take risks.
3. Manage the use of time: use learning time effectively; maintain instructional momentum with smooth and efficient transitions; make effective and efficient use of time required in the learning environment for administrative and organizational activities; maintain academic focus of students by use of varied motivational devices; and provide clear directions for instructional activities and routines.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Learning Environments – Educator Accomplished Practice 9
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LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Maintenance and Custodial Training*

COMPONENT NUMBER: 8510500

CERTIFICATION AREA(S): None (Component NOT Leading to Recertification)

GENERAL OBJECTIVE:

The purpose of this component is to provide maintenance and custodial personnel with knowledge and skills that will result in improved job performance.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate knowledge of local, state, and federal rules and regulations applicable to their jobs.
2. Acquire knowledge necessary for the conservation of energy.
3. Understand job expectations, requirements and procedures.
4. Demonstrate procedures for scheduling and completing routine maintenance and custodial tasks.
5. Acquire knowledge and skills necessary for maintenance and repair of machinery.
6. Acquire knowledge of safety procedures.
7. Acquire knowledge of first aid procedures.
8. Demonstrate proper sanitation procedures for cleaning facilities.
9. Demonstrate proper procedures for cleaning various floors.
10. Demonstrate proper use of chemicals.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring

COMPONENT TITLE:

Maintenance and Custodial Training
Page 2

LEARNING METHODS CONTINUED:

- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Mathematics – Subject Matter – Educator Accomplished Practice 8*

COMPONENT NUMBER: 1009510

CERTIFICATION AREA(S): Mathematics, Elementary Education, Middle Grades Mathematics, Middle Grades Integrated Curriculum, and Pre-Kindergarten/Primary Education

GENERAL OBJECTIVE:

The purpose of this component is to acquire knowledge, skills, and instructional strategies necessary to provide all students with a high-quality mathematics education.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Identify changes in state laws, rules, regulations, and procedures governing mathematics instruction.
2. Demonstrate knowledge of district and state curriculum requirements in mathematics (Sunshine State Standards, academic plans, district assessments, etc.).
3. Demonstrate in-depth understanding of mathematics content, processes, and skills appropriate to the level of the learner.
4. Use the language of mathematics to clearly communicate, orally and in written form, mathematical thinking to students, parents, and/or colleagues.
5. Demonstrate high expectations and aligned methods of support for all students, regardless of academic, cultural, or linguistically diverse backgrounds.
6. Use resources, manipulatives, instructional strategies, and technologies in mathematics in a manner appropriate to the developmental stage of the learner.
7. Demonstrate and model the use of higher-order thinking and questioning skills in the mathematics classroom.
8. Demonstrate the mathematical and pedagogical knowledge needed to collaborate with colleagues on the integration of mathematics and other content areas.
9. Demonstrate knowledge of current mathematical methods, trends, and research to improve student performance.
10. Demonstrate application of mathematical knowledge and problem solving strategies to resolve real world situations.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Mathematics – Subject Matter – Educator Accomplished Practice 8
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Media Instruction and Management*

COMPONENT NUMBER: 1407500

CERTIFICATION AREA(S): Educational Media Specialist

GENERAL OBJECTIVE:

The purpose of this component is to acquire knowledge, skills, and attitudes for the management of school media programs and instructional materials, and to utilize appropriate methods and strategies for instruction in library and media skills.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Use effective techniques for establishing goals, priorities, plans and strategies for a school media program.
2. Develop and maintain a school media budget, based on appropriate school, district and state revenue sources.
3. Identify and implement strategies for organizing the facilities, arranging, circulating and maintaining the materials of a school media center to provide maximum student and teacher access.
4. Identify criteria, policies and procedures for evaluating the media program, and for selecting and acquiring appropriate media for a school setting, as well as for handling challenges to school library resources and services, including student access to the Internet.
5. Use a variety of methods and techniques for teaching library media, technology and information literacy skills that correlate with the state and district curriculum.
6. Identify and employ techniques that motivate and guide student reading, listening, and viewing.
7. Demonstrate the ability to collaborate with teachers in the development of instructional units of study to incorporate media resources.
8. Demonstrate the ability to set up, use, care for, and maintain various items of technology in the school, and the capacity to teach others how to do the same.
9. Identify and utilize procedures and guidelines for selecting effective instructional and media materials appropriate for school curriculum, and use accompanying policies and procedures to manage materials.
10. Demonstrate the use of the library automation software for collection management and inventory.
11. Demonstrate the creation and/or acquisition of MARC records by utilizing electronic resources such as SunLink, Library of Congress and various software.
12. Demonstrate the ability to utilize various items of video production, editing and broadcast equipment for an effective news program within a school environment.
13. Identify and apply a variety of methods and techniques to instruct teachers how to use FL-DOE Instructional Television resources for the development of units of study and to motivate and guide student media literacy.
14. Demonstrate the ability to provide guidance and assistance to teachers in the identification of district information resources such the Special Projects Center's (SPC) media catalog, the Heartland Educational Consortium (HEC), FDLRS, and the additional resources on the SPC and HEC websites.

COMPONENT TITLE:

Media Instruction and Management
Page 2

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Music, Dance – Subject Matter – Educator Accomplished Practice 8*

COMPONENT NUMBER: 1010500

CERTIFICATION AREA(S): Music, Dance, Elementary Education, Pre-Kindergarten/Primary and Primary Education

GENERAL OBJECTIVE:

The purpose of this component is to acquire knowledge and skills necessary to understand and teach the subject matter.

SPECIFIC OBJECTIVES:

Upon successful completion of one or more of the in-service training and professional development strategies listed in the Description of Activities of this component, participants will:

1. Identify changes in laws, rules, regulations, and procedures governing music and/or dance education.
2. Demonstrate in-depth understanding of content and skills identified in the Sunshine State Standards in music and/or dance.
3. Communicate accurate knowledge of music and/or dance in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
4. Use references, materials, strategies and technologies of music and/or dance in a manner appropriate to the developmental stage of the learner.
5. Identify and organize a breadth of knowledge in music and/or dance to enable students to approach and inter-relate content from a variety of perspectives, interests, and points of view.
6. Demonstrate understanding of music and/or dance to communicate with colleagues, students, and parents the expectations for student performance.
7. Demonstrate a breadth of knowledge in music and/or dance to collaborate with colleagues from other subject fields in the integration of instruction.
8. Demonstrate knowledge in music and/or dance methods, trends, and research that improve student performance.
9. Demonstrate applications of knowledge in music and/or dance to real world situations, and links to other disciplines.
10. Demonstrate knowledge of district and state curriculum requirements and program of studies, and required instruction (233.061), of music and/or dance.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE: *Music, Dance – Subject Matter – Educator Accomplished Practice 8*
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Office Personnel Training*

COMPONENT NUMBER: 8509500

CERTIFICATION AREA(S): None (Component NOT Leading to Recertification)

GENERAL OBJECTIVE:

The purpose of this component is to provide an opportunity for support personnel to update and expand knowledge, skills, and attitudes necessary for the improvement of job functions.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Understand and support the vision and mission of the school or department, and district.
2. Acquire knowledge and proficiency of customer service techniques.
3. Increase positive interpersonal communications with all customers, including follow-up.
4. Identify strategies for dealing with a difficult customer.
5. Acquire knowledge of effective listening skills.
6. Gain knowledge of existing and new policy and procedural guidelines for school or department operation.
7. Demonstrate strategies for providing consistency and accuracy in clerical/secretarial duties.
8. Demonstrate the use of computers, software, and office machines.
9. Acquire knowledge of bookkeeping/accounting/math computations.
10. Use a “decision model” that is efficient and accurate for solving school and department problems.
11. Manage conflict and motivate others.
12. Manage projects in an efficient and timely manner.
13. Write business documents faster and in an accurate manner.
14. Increase trust and rapport with supervisors for enhanced productivity.
15. Positively present ideas, and delegate tasks and follow-up on behalf of a supervisor.
16. Monitor progress and report results on assigned tasks.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Office Personnel Training
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Organizational Planning Skills for Administrators*

COMPONENT NUMBER: 7507520

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to administrators who work with various education professionals, parents, and other members of the learning community, with the necessary and appropriate tools to understand the organizational processes and techniques by which the mission of the school and district is achieved and to perform their job roles and responsibilities.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. State purpose and provide clear direction for self, individuals and groups.
2. Develop strategies to shape school/department culture and values to create a context for student learning.
3. Acquire skills to facilitate the development of a shared strategic vision for the school/work location.
4. Formulate goals and plan change efforts with staff/community.
5. Set priorities for one's work setting in the context of community, district priorities, student, and staff needs.
6. Gather data, facts, and perceptions from a variety of sources about the school/district community.
7. Classify and organize information for use in decision making, monitoring, and reporting.
8. Identify the important elements of a problem situation by analyzing relevant information.
9. Use a problem-solving model to formulate reasoned opinions about problems and issues.
10. Reach logical conclusions and make high quality, timely decisions based on the best available information.
11. Plan, coordinate and schedule one's own and others' tasks so that resources are used appropriately, short-term and long-term priorities are achieved, and goals are met.
12. Establish procedures to regulate activities and monitor projects.
13. Assign projects, tasks, and responsibilities together with clear authority to accomplish them in a timely and acceptable manner.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Organizational Planning Skills for Administrators
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: OSHA Safety Training

COMPONENT NUMBER: 6511500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

This course meets the annual OSHA safety-training requirement for the School District of Hendry County employees and substitute teachers. Topics that are reviewed include Blood Borne Pathogens, Asbestos Awareness, and Right-to-Know.

SPECIFIC OBJECTIVES:

To maintain compliance with the annual federal OSHA safety-training requirement and to provide employees with knowledge and skills needed to contribute to a safe work and learning environment. Upon successful completion the participant will:

1. Be informed of OSHA safety regulations that pertain to Right-to-Know in accordance with 29 CFR 1910.1200.
2. Be informed of OSHA safety regulations that pertain to Asbestos Awareness in accordance with 29 CFR 1926.1101.
3. Be informed of OSHA safety regulations that pertain to Blood Borne Pathogens in accordance with 29 CFR 1910.1030.
4. Review common questions & answers that pertain to OSHA safety.
5. Receive contact information for specific questions they may have regarding OSHA safety.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE: *OSHA Safety Training*
Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Paraprofessional Training*

COMPONENT NUMBER: 8409500

CERTIFICATION AREA(S): None (Component NOT Leading to Recertification)

GENERAL OBJECTIVE:

The purpose of this component is to provide instructional assistants with the knowledge and skills to effectively enhance the learning process and environment for students.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Understand the relationship of child development, and student academic and behavioral expectations.
2. Understand effects on students caused by current health, abuse, and family dynamics issues.
3. Access and support the school's mission and school improvement plan.
4. Support the classroom teacher using appropriate communication skills.
5. Document and report on student academic and behavioral progress.
6. Demonstrate use of instructional machines such as computers and audio-visual media to enhance the learning process.
7. Demonstrate skill in utilizing a positive approach to the management of student conduct, conflict resolution strategies, and problem solving techniques.
8. Recognize the special needs and abilities of students and implement modified class activities.
9. Create appropriate hands-on teaching materials under direction of the teacher.
10. Identify strategies for assisting the assigned classroom teacher(s) in areas such as implementing lesson plans, tutoring, reinforcement, drill, and monitoring student progress.
11. Understand and support the inclusion of students with special needs in the regular classroom.
12. Understand the cultural diversity and contributions of the ESOL student.
13. Demonstrate understanding of content and skills identified in the Sunshine State Standards in specific subject field.
14. Identify appropriate strategies for assisting students with math, reading, and language arts; in Title I and other federally funded programs.
15. Refine skills and knowledge needed to be in compliance with the No Child Left Behind Act.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE: *Paraprofessional Training*
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LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Paraprofessional Training for Early Childhood*

COMPONENT NUMBER: 8409510

CERTIFICATION AREA(S): None (Component NOT Leading to Recertification)

GENERAL OBJECTIVE:

The purpose of this component is to provide instructional assistants with the knowledge and skills to effectively enhance the learning process and environment for students.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Understand the relationship of child development, and student academic and behavioral expectations.
2. Understand effects on students caused by current health, abuse, and family dynamics issues.
3. Access and support the school's mission and school improvement plan.
4. Support the classroom teacher using appropriate communication skills.
5. Document and report on student academic and behavioral progress.
6. Demonstrate use of instructional machines such as computers and audio-visual media to enhance the learning process.
7. Demonstrate skill in utilizing a positive approach to the management of student conduct, conflict resolution strategies, and problem solving techniques.
8. Recognize the special needs and abilities of students and implement modified class activities.
9. Create appropriate hands-on teaching materials under direction of the teacher.
10. Identify strategies for assisting the assigned classroom teacher(s) in areas such as implementing lesson plans, tutoring, reinforcement, drill, and monitoring student progress.
11. Understand and support the inclusion of students with special needs in the regular classroom.
12. Understand the cultural diversity and contributions of the ESOL student.
13. Identify appropriate strategies for assisting students with math, reading, and language arts in Title I and other federally funded programs.
14. Refine skills and knowledge needed to be in compliance with the No Child Left Behind Act.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Paraprofessional Training for Early Childhood
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Paraprofessional Training for ESE*

COMPONENT NUMBER: 8104500

CERTIFICATION AREA(S): None (Component NOT Leading to Recertification)

GENERAL OBJECTIVE:

The purpose of this component is to provide instructional assistants with the knowledge and skills to effectively enhance the learning process and environment for students.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Understand the relationship of child development, and student academic and behavioral expectations.
2. Understand effects on students caused by current health, abuse, and family dynamics issues.
3. Access and support the school's mission and school improvement plan.
4. Support the classroom teacher using appropriate communication skills.
5. Document and report on student academic and behavioral progress.
6. Demonstrate use of instructional machines such as computers and audio-visual media to enhance the learning process.
7. Demonstrate skill in utilizing a positive approach to the management of student conduct, conflict resolution strategies, and problem solving techniques.
8. Recognize the special needs and abilities of students and implement modified class activities.
9. Create appropriate hands-on teaching materials under direction of the teacher.
10. Identify strategies for assisting the assigned classroom teacher(s) in areas such as implementing lesson plans, tutoring, reinforcement, drill, and monitoring student progress.
11. Understand the benefits and access the ESE programs through the referral process.
12. Understand and support the inclusion of students with special needs in the regular classroom.
13. Understand the cultural diversity and contributions of the ESOL student.
14. Demonstrate understanding of content and skills identified in the Sunshine State Standards in specific subject field.
15. Identify appropriate strategies for assisting students with math, reading, and language arts in
16. Title I and other federally funded programs.
17. Refine skills and knowledge needed to be in compliance with the No Child Left Behind Act.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Paraprofessional Training for ESE
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Paraprofessional Training for ESOL*

COMPONENT NUMBER: 8506520

CERTIFICATION AREA(S): None (Component NOT Leading to Recertification)

GENERAL OBJECTIVE:

The purpose of this component is to provide instructional assistants with the knowledge and skills to effectively enhance the learning process and environment for students.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Understand the relationship of child development, and student academic and behavioral expectations.
2. Understand effects on students caused by current health, abuse, and family dynamics issues.
3. Access and support the school's mission and school improvement plan.
4. Support the classroom teacher using appropriate communication skills.
5. Document and report on student academic and behavioral progress.
6. Demonstrate use of instructional machines such as computers and audio-visual media to enhance the learning process.
7. Demonstrate skill in utilizing a positive approach to the management of student conduct, conflict resolution strategies, and problem solving techniques.
8. Recognize the special needs and abilities of students and implement modified class activities.
9. Create appropriate hands-on teaching materials under direction of the teacher.
10. Identify strategies for assisting the assigned classroom teacher(s) in areas such as implementing lesson plans, tutoring, reinforcement, drill, and monitoring student progress.
11. Understand and support the inclusion of students with special needs in the regular classroom.
12. Understand the cultural diversity and contributions of the ESOL student.
13. Under teacher direction, utilize appropriate evaluative instruments to generate data on the language dominance and learning needs for the ESOL student.
14. Collaborate with the classroom teacher to plan and implement effective cultural and academic activities for ESOL students.
15. Demonstrate understanding of content and skills identified in the Sunshine State Standards in specific subject field.
16. Identify appropriate strategies for assisting students with math, reading, and language arts in Title I and other federally funded programs.
17. Refine skills and knowledge needed to be in compliance with the No Child Left Behind Act.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

COMPONENT TITLE:

Paraprofessional Training for ESOL
Page 2

EVALUATION CRITERIA: Continued

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Parent Education*

COMPONENT NUMBER: 7602500

CERTIFICATION AREA(S): None (Component NOT Leading to Recertification)

GENERAL OBJECTIVE:

The purpose of this component is to provide parents with specific information about their child's Educational progress; provide parents with comprehensive information about their choices and opportunities for involvement in their child's education; and to provide a framework for building and strengthening partnerships among parents, teachers, principals, district school superintendents, and other personnel. This component is in alignment with section 1002.23 Florida Statutes regarding the Family and School Partnership for Student Achievement Act.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate an understanding of requirements set forth by the Family and School Partnership for Student Achievement Act.
2. Identify strategies that promote successful family and community involvement in education.
3. Increase knowledge in effective methods of home-school communication in order to enhance student achievement.
4. Demonstrate communication skills and prior knowledge necessary to actively participate in parent-teacher conferences.
5. Identify strategies for parents to reinforce content area instruction for students.
6. Demonstrate knowledge of effective strategies for parents to work at home with learning difficulties experienced by students (assistance with homework, skills development, etc.).
7. Identify reading strategies parents may utilize to assist students who exhibit a substantial deficiency in reading.
8. Identify strategies for parents to implement that will foster students' growth in intellectual, language, physical, and social development.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Parent Education

Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Physical Education – Subject Matter – Educator Accomplished Practice 8*

COMPONENT NUMBER: 1011500

CERTIFICATION AREA(S): Physical Education, Elementary Education, and Prekindergarten/Primary

GENERAL OBJECTIVE:

The purpose of this component is to provide participants with updated knowledge and skills in the specified physical education area in order to improve student achievement.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Use appropriate techniques and strategies to motivate students and develop student skills to make personal behavior changes, which are based on valid health and fitness values.
2. Demonstrate knowledge of the physical education curriculum and appropriate instructional objectives for a specific grade level.
3. Demonstrate skill in the use of various technologies used in physical education.
4. Determine the techniques for necessary classroom management.
5. Demonstrate teaching techniques, which include introducing and summarizing lessons, teaching concepts and principles, using oral questioning techniques, using cooperative learning strategies, and skill development.
6. Update knowledge and skills, trends, issues and research about specific physical education topics.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)

COMPONENT TITLE: *Physical Education – Subject Matter – Educator Accomplished
Practice 8
Page 2*

LEARNING METHODS CONTINUED:

- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Planning – Educator Accomplished Practice 10*

COMPONENT NUMBER: 1411500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to acquire the knowledge, skills, and dispositions necessary to effectively plan, implement, and evaluate effective instruction in a variety of learning environments.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Develop lessons in which skills and concepts are introduced sequentially and are developmentally appropriate for intended audience.
2. Develop student performance outcomes, benchmarks, and evidence of adequate progress to guide planning for instruction.
3. Conduct planned lessons that engage students in activities to promote high standards for student achievement and support continuous improvement.
4. Integrate student performance and learning outcomes into lesson design and delivery.
5. Provide instruction in effective learning processes, study skills, and test taking strategies.
6. Conduct lessons that utilize a variety of support and enrichment activities, multiple resources (including the community), materials, and technologies.
7. Guide students in developing skills to access and interpret information from multiple sources, i.e. library media center, electronic sources, public media, interviews, community, etc.
8. Create approaches to learning that are interdisciplinary and that integrate opportunities for students to learn thorough meaningful, real-world activities and lessons.
9. Present concepts through multiple methods such as analogies, metaphors, graphics, models, and concrete examples.
10. Adjust instruction based on reflection of professional practices, student needs, and results of student performance.
11. Provide for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems, to benefit from unexpected opportunities, to re-teach or reengage students in learning activities.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Planning – Educator Accomplished Practice 10
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Reading – Subject Matter - Educator Accomplished Practice 8*

COMPONENT NUMBER: 1013580

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to acquire the knowledge and skills necessary to understand and teach reading.

SPECIFIC OBJECTIVES:

Upon successful completion of one or more of the in-service training and professional development strategies listed in the Description of Activities of this component, participants will:

1. Identify changes in laws, rules, regulations, and procedures governing reading.
2. Demonstrate in-depth understanding of content and skills identified in the Sunshine State Standards in reading.
3. Communicate accurate knowledge of reading in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
4. Use references, materials, strategies and technologies of the reading in a manner appropriate to the developmental state of the learner.
5. Identify and organize a breadth of reading knowledge to enable students to approach and inter-relate content from a variety of perspectives, interests, and points of view.
6. Demonstrate understanding of reading to communicate with colleagues, students, and parents the expectations for student performance.
7. Demonstrate a breadth of reading knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
8. Demonstrate knowledge of current reading methods, trends, and research that improve student performance.
9. Demonstrate applications of reading knowledge to real world situations, and links to other disciplines.
10. Demonstrate knowledge of district and state curriculum requirements and program of studies, and required instruction (233.061), of reading.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

***Reading – Subject Matter - Educator Accomplished Practice 8
Page 2***

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Reading Content*

COMPONENT NUMBER: 1013510

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to acquire the knowledge and skills necessary to effectively integrate reading strategies across the curriculum.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate knowledge of the importance of the role of classroom climate in supporting readers across the curriculum.
2. Demonstrate knowledge of the reading process.
3. Demonstrate knowledge of an explicit model of instruction to teach reading strategies.
4. Demonstrate knowledge of vocabulary strategies to teach concept vocabulary.
5. Demonstrate knowledge of reading strategies that are used to access student's prior knowledge.
6. Demonstrate knowledge of before, during, and after reading strategies that actively engage students during the reading process.
7. Demonstrate knowledge of reading strategies that promote students' metacognition of their reading process.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring

COMPONENT TITLE: *Reading Content*
Page 2

LEARNING METHODS CONTINUED:

- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Response to Intervention (RtI)*

COMPONENT NUMBER: 4401510

MAXIMUM POINTS: 60

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

School personnel will use evidence-based practices and apply the principles of problem-solving to ensure that all students receive appropriate instruction.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Implement the RtI model as a multi-tiered approach to providing high quality instruction and intervention matched to student needs.
2. Use learning rate over time and level of performance data to inform instructional decisions.
3. Use assessment data systematically to most efficiently allocate resources to improve learning for all students.
4. Learn and use in teams a problem-solving method (define, analyze, implement, and evaluate) designed to inform the development of interventions based on a continuum of student needs.
5. Implement an integrated data collection/assessment system to inform decisions at each tier of service delivery.
6. Structure standards, instruction, and assessments to ensure that learning builds progressively from grade-to-grade in a developmentally-appropriate way and to make connections among content programs and RtI components.
7. Use data on each child's progress to adjust/differentiate instruction appropriately.
8. Use reliable, valid, and instructionally relevant formative and summative assessments.
9. Gather information from multiple sources to determine why students are not benefiting from instruction and to identify specific areas of need.
10. Provide increasing levels of support based on increasing levels of student needs.
11. Guide instructional decisions using data to align curriculum and instruction to assessment data, to allocate resources, to drive professional development decisions, and to create student growth trajectories to target and develop interventions.
12. Provide professional development and follow up modeling and coaching to ensure effective instruction at all levels.
13. Build staff support, internal capacity, and sustainability over time using strong leadership and all available resources.
14. Allocate resources in a three-tier model with increasingly more intense instruction and interventions based on data collected at each tier – Tier 1 (core), Tier 2 (supplemental), and Tier 3 (intensive) instructional and behavioral methodologies.
15. Provide school-based and district support using human and material resources for process management in a continuous improvement model school-wide and district-wide.

COMPONENT TITLE:

Response to Intervention (RtI)

Page 2

TRAINING OBJECTIVE:

As a result of the in-service activity, participants' schools and students will experience successful learning in an effective support system that meets their individual needs.

DESCRIPTION OF ACTIVITIES:

Participants will engage in a variety of activities designed to meet specific objectives of the in-service, including lecture/discussions, small group activities, large group activities, and skill practice exercised on site or at workshops.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following:

- Pre- and post tests.
- Completed projects or products.
- Demonstration of objectives and competencies.
- Other method of measurement acceptable to the in-service leader.

Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine the degree to which objectives have been addressed and the impact acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of "high-effect" practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

Response to Intervention (RtI)

Page 3

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Role of the Teacher – Educator Accomplished Practice 11*

COMPONENT NUMBER: 7413500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to acquire the knowledge, skills, and attitudes necessary to effectively work with various educational professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Work cooperatively with parents, colleagues, school volunteers, and community members to improve educational experiences in the school.
2. Develop and expand strategies that effectively fulfill the teacher's role of student advocate.
3. Seek assistance from a variety of sources (school, home and community) to provide students a variety of learning opportunities and to enhance student progress.
4. Participate in school improvement planning, use continuous quality improvement techniques, and monitor and evaluate school improvement initiatives.
5. Communicate effectively with families of culturally and linguistically diverse backgrounds to become familiar with home and background, provide feedback on student progress, and assist families in guiding and supporting student progress.
6. Acquire knowledge of different types of grants, grant sources, and grant funds, develop skills of grant writing, and form a school grant writing team.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Role of the Teacher – Educator Accomplished Practice 11
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Safety Training*

COMPONENT NUMBER: 6511510

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to provide participants with the knowledge and basic procedures in personal and environmental safety.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Identify hazards in the work place, as well as specific procedures and equipment to protect oneself and others from exposure or injury.
2. Identify indicators of a potentially violent situation and understand appropriate procedures that should be implemented.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE: *Safety Training*
Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *School Principal Certification - Induction*

COMPONENT NUMBER: 7513500

CERTIFICATION AREA(S): Educational Leadership and School Principal

GENERAL OBJECTIVE:

The purpose of this component is to provide potential school principals with the acquisition of knowledge, skills and abilities necessary to obtain School Principal Certification and function in the role of the principalship (FS231.087).

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Understand the components of the Hendry County Preparing New Principals Program.
2. Diagnose his/her own administrative behavior to develop a professional development plan.
3. Describe the Hendry County defined roles, relationships and responsibilities of the principalship.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

School Principal Certification – Induction

Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *School Principal Certification - Portfolio*

COMPONENT NUMBER: 7513510

CERTIFICATION AREA(S): Educational Leadership and School Principal

GENERAL OBJECTIVE:

The purpose of this component is to provide potential school principals with the acquisition of knowledge, skills and abilities necessary to obtain School Principal Certification and function in the role of the principalship (FS231.087).

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Develop proficiency in the Florida Principal Competencies.
2. Identify the Hendry County essential function and tasks of the principalship as defined on the job description.
3. Understand processes related to the departments within the district (business services, curriculum and instruction, facilities, labor relations, legal issues/policies, school improvement, school safety, special program including English for Speakers of Other Languages (ESOL), staff development, student services, and transportation) as they apply to school management.
4. Complete an approved Principal Certificate Program portfolio.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

COMPONENT TITLE:

School Principal Certification – Portfolio
Page 2

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Science – Subject Matter – Educator Accomplished Practice 8*

COMPONENT NUMBER: 1015510

CERTIFICATION AREA(S): Biology, Chemistry, Earth-Space Science, Physics, Middle Grades General Science, Elementary Education, Pre-kindergarten/Primary, and Primary Education

GENERAL OBJECTIVE:

The purpose of this component is to acquire knowledge and skills necessary to understand and teach science subject matter and skills.

SPECIFIC OBJECTIVES:

Upon successful completion of one or more of the in-service training and professional development strategies listed in the Description of Activities of this component, participants will:

1. Acquire an accurate and thorough knowledge of science content and skills.
2. Understand laws, rules, regulations, and procedures governing the teaching of science.
3. Understand the content and skills identified by the Sunshine State Standards in science.
4. Understand and apply the science curriculum established in the School District of Hendry County.
5. Research and implement proven science instructional techniques.
6. Understand and use instructional strategies appropriate to the developmental stage of the learner.
7. Use language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
8. Describe classroom and laboratory performance expectations to students and parents.
9. Use resources – appropriately apply references, materials, strategies, community resources, field sites, and technologies that support science learning.
10. Use real-world applications and situations to apply science content, concepts, and skills.
11. Integrate science instruction with other subject areas.
12. Work with colleagues in other disciplines to align courses of student and student skill development.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Science – Subject Matter – Educator Accomplished Practice 8
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Social Sciences – Subject Matter – Educator Accomplished Practice 8*

COMPONENT NUMBER: 1016500

CERTIFICATION AREA(S): Economics, Geography, History, Political Science, Psychology, Sociology, Middle Grades Social Science, Humanities, Social Science, Elementary Education, Pre-kindergarten/Primary and Primary Education

GENERAL OBJECTIVE:

The purpose of this component is to acquire knowledge and skills necessary to understand and teach social science subject matter and skills.

SPECIFIC OBJECTIVES:

Upon successful completion of one or more of the in-service training and professional development strategies listed in the Description of Activities of this component, participants will:

1. Identify changes in laws, rules, regulations, and procedures governing social sciences.
2. Demonstrate in-depth understanding of content and skills identified in the Sunshine State Standards in social sciences.
3. Communicate accurate knowledge of social sciences in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
4. Use references, materials, strategies and technologies of social sciences in a manner appropriate to the developmental state of the learner.
5. Identify and organize a breadth of social sciences knowledge to enable students to approach and inter-relate content from a variety of perspectives, interests, and points of view.
6. Demonstrate understanding of social sciences to communicate with colleagues, students, and parents the expectations for student performance.
7. Demonstrate a breadth of social sciences knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
8. Demonstrate knowledge of current social sciences methods, trends, and research that improve student performance.
9. Demonstrate applications of social sciences knowledge to real world situations, and links to other disciplines.
10. Demonstrate knowledge of district and state curriculum requirements and program of studies, and required instruction (1003.42), of social sciences.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

*Social Sciences – Subject Matter – Educator Accomplished Practice 8
Page 2*

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Strategic Plan*

COMPONENT NUMBER: 7409500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to acquire knowledge and skills necessary to understand practices related to all stakeholders around the Strategic Plan of Hendry County.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Develop a common understanding, language, and approach to deployment of strategic-based improvement and to the creation of a high-performing system at every level.
2. Develop shared commitment, roles, and responsibilities of strategic partners to support education priorities.
3. Understand how to develop common goals and measures based on valid customer requirements.
4. Develop aligned, interlocking action plans in support of strategic plan goals deployment.
5. Use facilitative leadership strategies to set and communicate direction, model quality principles and core values, monitor and report results, and coach other team members.
6. Develop the capacity to coach, mentor, and facilitate the use of the Strategic Plan and the four steps to improvement within the organization.
7. Use and apply the appropriate process improvement tools and strategies to positively impact strategic and operational priorities.
8. Understand how to use assessment and assessment feedback into the strategic planning process (plan, do, check, act).

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Student Services*

COMPONENT NUMBER: 2408510

CERTIFICATION AREA(S): Guidance and Counseling, School Psychologist, School Social Worker and Occupational Specialist

GENERAL OBJECTIVE:

The purpose of this component is to acquire and update skills and competencies in providing effective student services to support the mission of the schools and district.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Understand current federal, state and local requirements, policies, and procedures related to the defined roles and responsibilities of the student service employee.
2. Develop strategies to establish effective working relationships with other education professionals, parents, students, and to coordinate student services as appropriate to a child's specific needs.
3. Develop strategies for group guidance and career education program activities with teachers, and be able to model effective techniques and approaches in order to infuse career education concepts into the basic curricula (FS 1003.491).
4. Identify ways to effectively coordinate the state, district and school-testing program including administration, distribution and interpretation.
5. Identify and utilize appropriate placement and support services for all students, graduates, and "early school leavers."
6. Identify and appropriately access services available within the school system and community for students and families.
7. Identify and provide student documentation as required by school and district.
8. Update knowledge and skills on current research, new techniques, and strategies in specific student service area.
9. Develop systematic procedures and management plans for accomplishing assigned functions maintaining and providing information.
10. Develop skill in new instrumentation for the diagnosing of various handicapping conditions, needs, interests, and aptitudes of students.
11. Describe new research related to the diagnosis of student learning problems.
12. Recognize and describe signs, symptoms and intervention techniques for medical problems of students, which may interfere with learning.
13. Demonstrate knowledge and skills necessary to deal with injuries and illness occurring in the school setting.
14. State the nutrient areas frequently lacking in the diets of students, and identify culturally acceptable methods of improving diets.
15. Demonstrate consistency and accuracy in implementation of student record guidelines, utilizing correct policy and procedures.

COMPONENT TITLE:

Student Services

Page 2

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Subject Content for Students with Special Needs*

COMPONENT NUMBER: 1105500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to develop and update participant knowledge and skills appropriate to exceptional student education in the area of content specific instructional strategies.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Identify and implement strategies to teach multiple levels of instructional activities.
2. Schedule classroom activities utilizing appropriate instructional activities to enable students to progress on IEP goals.
3. Assess student performance for appropriate instructional placement with appropriate curriculum materials.
4. Demonstrate knowledge of the Sunshine State Standards for Special Diplomas.
5. Understand the scope and sequence of concepts and skills development, including prerequisite skills at each level and determine appropriate time frames for mastering specific concepts and skills.
6. Identify criteria for selection of texts and instructional materials, which are appropriate for specific units of instruction.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring

COMPONENT TITLE:

***Subject Content for Students with Special Needs
Page 2***

LEARNING METHODS CONTINUED:

- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Substitute Teacher Orientation*

COMPONENT NUMBER: 8506510

CERTIFICATION AREA(S): None (Component NOT Leading to Recertification)

GENERAL OBJECTIVE:

The purpose of this component is for substitute teachers, who work with various education professionals, parents, and other members of the learning community, to acquire the necessary and appropriate tools to assume their roles and responsibilities as a substitute teacher.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Develop short-term and long-term personal and professional goals relating to the roles of a substitute teacher.
2. Understand the school system's philosophy and goals.
3. Understand the district and school regulations and requirements of substitute teachers.
4. Understand the district outlined responsibilities for substitutes.
5. Demonstrate effective classroom management techniques.
6. Prepare and/or carry out lesson plans.
7. Perform appropriate school procedures, i.e., attendance, schedules, and emergencies as needed.
8. Know the salary schedule and payment policies of the district.
9. Understand the difference between day-to-day and long-term substitute teaching.
10. Learn how to locate the school centers.
11. Understand the qualities of becoming an excellent substitute.
12. Understand the district's policy on Discrimination and Sexual Harassment.
13. Understand policies on OSHA Right to Know, Asbestos Awareness, and Blood-Borne Pathogens.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Substitute Teacher Orientation
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Technical and Career Education*

COMPONENT NUMBER: 1211500

CERTIFICATION AREA(S): Agriculture, Business Education, Family and Consumer Science, Industrial – Technology Education, Marketing and Health Science Education

GENERAL OBJECTIVE:

The purpose of this component to provide participants with updated knowledge and skills in the specified technical and career education areas in order to improve student achievement.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate knowledge of the philosophy of technical and career education, which includes its history, significant legislation, and state and local policies and procedures.
2. Demonstrate knowledge of the organization, operation and maintenance of technical and career education student organizations and program advisory committee.
3. Demonstrate knowledge of employment opportunities of further educational opportunities for students and the impact of this training on the economic development of the community.
4. Update knowledge and skills, trends, issues and research about specific technical and career education areas in order to develop a quality program.
5. Determine the sequence of concepts, prerequisite knowledge, skills and appropriate time frame to be included in the curriculum and/or units of instruction.
6. Develop lesson plans, field and career shadowing experiences based on program standards, curriculum frameworks, student performance standards, employer occupational requirements, student needs, student abilities, and student interests.
7. Identify and set criteria to be used in selecting text, software, and instructional materials.
8. Demonstrate teaching techniques which include introducing and summarizing lessons, demonstrating occupational skills, teaching concepts and principles, using oral questioning techniques, using the cooperative learning strategies, and directing student laboratory experience.
9. Identify special needs of students and implement teaching and counseling strategies to promote their learning.
10. Determine the techniques and skills necessary for effective classroom management.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Technical and Career Education

Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Technology – Educator Accomplished Practice 12*

COMPONENT NUMBER: 3003510

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to acquire the knowledge and skills to improve student achievement through the integration of technology in the teaching and learning process, and/or to be more efficient in clerical and record keeping related job functions.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Develop short-term and long-term professional goals relating to technology integration.
2. Learn and use the technology applications.
3. Learn to use appropriate technologies to create and maintain databases and spreadsheets for monitoring student progress in a variety of areas.
4. Develop lesson and unit plans, which integrate technology across the curricular content areas.
5. Design and implement alternative assessment tools to promote student learning.
6. Design lesson plans that provide students with experiences in computer graphics, desktop publishing, animation, word processing and multimedia.
7. Learn to develop a student-centered learning environment supported by technology.
8. Use technology and electronic network resources to promote and enhance student learning, research, communication, and real-life problem solving skills.
9. Develop and enhance student communication skills through technology projects in the global village through the electronic network.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Technology – Educator Accomplished Practice 12
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Technology for Students with Special Needs*

COMPONENT NUMBER: 3100500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to develop and update participant knowledge and skills appropriate to exceptional student education in the area of technology.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Use technology and electronic network resources to promote and enhance student learning, research, communication, and real-life problem solving skills.
2. Learn the skills to teach students to utilize assertive technology devices for verbal and written communication.
3. Learn and use assertive technology to augment students' verbal and written communication.
4. Learn the skills to provide a student-centered learning environment supported by technology.
5. Use technologies to enhance instruction in all academic subject areas.
6. Design and implement alternative assessment tools to promote student learning.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring

COMPONENT TITLE:

Technology for Students with Special Needs

Page 2

LEARNING METHODS CONTINUED:

- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Transportation Training*

COMPONENT NUMBER: 8515500

CERTIFICATION AREA(S): None (Component NOT Leading to Recertification)

GENERAL OBJECTIVE:

The purpose of this component is to provide bus operators, mechanics and shoe foremen with the necessary knowledge and skills for improved job performance.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate skill in driving school buses.
2. Demonstrate the ability to follow routes, and use maps and diagrams.
3. Demonstrate behavior management techniques with passengers.
4. Follow all appropriate safety procedures.
5. Demonstrate knowledge of local, state, and federal rules and regulations applicable to their job.
6. Complete all required records and reports.
7. Acquire knowledge of basic first aid procedures.
8. Acquire the Commercial Driver's License (CDL).
9. Identify strategies to maintain and improve safe and defensive driving skills.
10. Demonstrate safe driving skills.
11. Demonstrate the skills necessary to achieve recognition by Hendry County and the National Safety Council Safe Driving Award.
12. Identify the significance of transportation in the physically challenged person's daily living and learning experiences.
13. Identify the special needs of persons with physical limitations.
14. Identify important safety and health concerns of the physically challenged person.
15. Develop an understanding of the legal requirements governing the transportation of the physically challenged.
16. Demonstrate skills in school bus inspection.
17. Demonstrate skills in school bus maintenance procedures for the various mechanical systems of a school bus to ensure safe and efficient repairs.
18. Use appropriate behavior management and communication concepts with employees.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE: *Transportation Training*
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Working with Paraprofessionals/Volunteers in a Special Needs Program*

COMPONENT NUMBER: 2104500

CERTIFICATION AREA(S): All Certification Areas

GENERAL OBJECTIVE:

The purpose of this component is to develop and update participant knowledge and skills of support personnel (i.e., aides, volunteers, and mentors) working in exceptional student education.

SPECIFIC OBJECTIVES:

Professional development registered within this component should focus on one or more of the specific objectives listed below:

1. Demonstrate the ability to schedule instructional activities utilizing paraprofessionals to lead small group/individual activities.
2. Demonstrate the ability to support student progress through consultation and communication with professionals.
3. Work with groups of professionals to identify areas of students' needs to support instruction and learning.
4. Demonstrate the ability to support instructional strategies to increase student progress through communication and collaboration with parents and professionals.
5. Demonstrate the ability to effectively communicate with other stakeholders involved with students' education.
6. Understand and practice the principles of student confidentiality.
7. Demonstrate understanding of Individual Education Plans (IEP).
8. Demonstrate an understanding of disabilities and the impact they have on a students' learning process.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

Working with Paraprofessionals/Volunteers in a Special Needs Program
Page 2

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators

COMPONENT TITLE: *Writing – Subject Matter – Educator Accomplished Practice 8*

COMPONENT NUMBER: 1017510

CERTIFICATION AREA(S): Drama, English, Journalism, Middle Grades English, Elementary Education, Pre-kindergarten/Primary and Primary Education

GENERAL OBJECTIVE:

The purpose of this component is to acquire knowledge and skills necessary to understand and teach writing.

SPECIFIC OBJECTIVES:

Upon successful completion of one or more of the in-service training and professional development strategies listed in the Description of Activities of this component, participants will:

1. Identify changes in laws, rules, regulations, and procedures governing writing.
2. Demonstrate in-depth understanding of content and skills identified in the Sunshine State Standards in writing.
3. Communicate accurate knowledge of writing in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
4. Use references, materials, strategies and technologies of writing in a manner appropriate to the developmental state of the learner.
5. Identify and organize a breadth of writing knowledge to enable students to approach and inter-relate content from a variety of perspectives, interests, and points of view.
6. Demonstrate understanding of writing to communicate with colleagues, students, and parents the expectations for student performance.
7. Demonstrate a breadth of writing knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
8. Demonstrate knowledge of current writing methods, trends, and research that improve student performance.
9. Demonstrate applications of writing knowledge to real world situations, and links to other disciplines.
10. Demonstrate knowledge of district and state curriculum requirements and program of studies, and required instruction (1003.42), of specific writing.

EVALUATION CRITERIA:

Successful participant completion will be determined by the instructor as demonstrated by one or more of the following: pre and post tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the in-service leader. Participants will demonstrate mastery at or above an 80% level of all required objectives.

Activities conducted under this component will be evaluated by participants and in-service leaders to determine 1) the degree to which objectives have been addressed and 2) the impact of acquired skills on students when implemented in the educational setting.

COMPONENT TITLE:

***Writing – Subject Matter – Educator Accomplished Practice 8
Page 2***

LEARNING METHODS:

An activity under this component must align with at least one of the state-identified learning methods listed below:

- A. Workshop
- B. Electronic, Interactive
- C. Electronic, Non-Interactive
- D. Learning Community/Lesson Study Group
- F. Independent Inquiry (Includes, for example, Action Research)
- G. Structured Coaching/Mentoring
- H. Implementation of “high-effect” practice(s)
- I. Job Embedded
- J. Deliberate
- K. Problem Solving Process

IMPLEMENTATION METHODS:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant’s acquired skills on students when implemented in the educational setting.

- M. Structured Coaching/Mentoring
- N. Independent Learning/Action Research (should include evidence of implementation)
- O. Collaborative Planning related to training, includes Learning Community
- P. Participant Product related to training or learning process
- Q. Lesson Study Group Participation
- R. Electronic – Interactive
- S. Electronic – Non-Interactive
- T. Evaluation of Practice Indicators