



**The School Board of Sarasota County, Florida
Professional Learning Catalog**

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October 2023**





The School Board of Sarasota County, Florida Professional Learning Catalog

The Professional Learning Catalog (PLC) is a catalog of courses (components) that has been approved by the Sarasota County School Board and the Florida Department of Education for use by teachers, administrators, and non-instructional personnel.

Components focus on student achievement and school improvement by addressing direct instructional needs and/or knowledge, attitudes, skills, aspirations, and behaviors to support continuous improvement. The catalog consists of components that encompass the foundation for most of the professional development that takes place in Sarasota County Public Schools. Each component specifies a maximum number of In-service Points that can be awarded to participants upon successful completion of coursework. One (1) in-service point is equivalent to one (1) clock hour of participation in training and professional development activities.

All courses are built upon components and include specific objectives to meet the designated goal(s). Inservice points are determined based on the number and complexity of the objectives to be taught. Courses designed from these components are listed in the Professional Learning System.

All Professional Learning components will be reviewed annually and updated as needed. At each annual adoption of the Professional Learning Catalog, components no longer needed or not in alignment with current state or district purposes and priorities may be deleted from the PLC.

The purpose of 'Banking' is to allow teachers to use in-service points to renew their certificates in the future if they do not need the points during the validity period in which they are earned. SWD, ESOL, and Reading points are the only points that can currently be banked per FLDOE guidelines.



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The following is a listing of the component numbers in the 2023-24 Professional Learning Catalog:

Component Name	Type	Component Number
Subject Content		
Arts Instruction	General	1000001
Career/Tech Education	General	1002001
Foreign Language	General	1004001
Health Education	General	1005001
Interdisciplinary / Cross Content	General	1007001
Curriculum Development	General	1007002
Language Arts	General	1008001
Mathematics	General	1009001
Physical Education	General	1011001
Reading Training	Reading (Bankable)	1013001
REESOL	General	1013008
NGCAR-PD Academy	General	1013009
NGCAR-PD Practicum	General	1013010
Science	General	1015001
STEM	General	1015002
Social Studies	General	1016001
Writing	General	1017001
Differentiated Reading Instruction	Reading/SWD (Bankable)	1105016
Differentiated Reading Instruction for Students	Reading/SWD (Bankable)	1105017
Adult/Community Education	General	1301001
Multi-Cultural Education	General	1412001
ESOL Empowering Administrators	ESOL (Bankable)	1704001
ESOL Empowering Counselors	ESOL (Bankable)	1704002
ESOL Empowering Teachers	ESOL (Bankable)	1704003
ESOL Training	ESOL (Bankable)	1705002
Pre-Kindergarten	General	2012001



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Instructional Methodology/Faculty Development		
ESE Instructional Support (ESE 20 Hour)	SWD (Bankable)	2100006
Differentiated Instruction - SIOP & Trans-D	SWD (Bankable)	2100007
Understanding Poverty - Ruby Payne	SWD (Bankable)	2100008
MTSS (RTI/PBS)	SWD (Bankable)	2100009
Increasing Outcomes for All Pre-K Children in Exceptional Student Education Programs	SWD (Bankable)	2100011
Gifted Training General	General	2106006
Clinical Education	General	2406001
Instructional Strategies	General	2408001
Alternative Certification Program (ACT)	General	2408002
Classroom Visitation	General	2408003
Unspecified Training	General	2408005
Cooperative Learning	General	2408007
Coaching, Instructional	General	2408008
Structured Literacy through a Multi-Sensory Approach	General	2408009
Lesson Design	General	2408014
Induction Program - SCIP	General	2409001
National Board Certification	General	2416001
Family/Community Involvement	General	2600001
Technology Integration/Digital Learning Support		
Computer Applications I - for classified staff	General	3003001
Instructional Technology: ACTIV Technology	General	3003005
Instructional Technology: Digital Literacy I	General	3003006
Instructional Technology: Instructional Learning Systems	General	3003007
ESE Assistive Technology	SWD (Bankable)	3100001
Technology to Support Reading Comprehension	SWD (Bankable)	3100004
Technology for the Diverse Classroom	SWD (Bankable)	3100003
Assessment and Data Analysis/Problem Solving		
Assessment/Data Analysis	General	4401001
Assessment /Differentiated	SWD (Bankable)	4102003



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Classroom Management		
Behavior Management	SWD (Bankable)	5101003
Classroom Management	SWD (Bankable)	5101004
School Safety/Safe Learning Environment/School Culture		
ESE CPI	SWD (Bankable)	6101001
ESE Team	SWD (Bankable)	6101002
Health Procedures, CPR, First Aid	General	6414001
Safe and Orderly Schools	General	6511001
Campus Security	General	6511002
Management/Leadership/Planning		
NeXt Generation High Schools	General	7007001
Human Relations, Communications Skills, Customer Service	General	7406001
Administrative and Leadership Training	General	7513001
Administrative and Leadership Training with ESE Instructional Support	SWD (Bankable)	7100002
General Support		
Transition	SWD (Bankable)	8100002
ESE Procedural/Legal Requirements	General	8103001
ESE Awareness (Not ESE 20 Hour)	General	8103002
Instructional Media Services	General	8407001
Student Services (Guidance, Psychologists, Social Workers, Health Service)	General	8420001
Food Services	General	8505001
General Support Services	General	8506001
Grant Writing	General	8506002
Substitute Teacher Training	General	8506003
Transfer Credit	General	8506004
University Credit	General	8506005
New Employee Orientation	General	8506006
Classified Professional Development	General	8506007
Schools of Excellence - School Year 2017-2018	General	8506008
Plant Operation and Maintenance	General	8510001



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School Improvement	General	8512001
High School Accreditation, IB, AP	General	8512002
Instructional Materials Adoption	General	8514002
School Advisory Council	General	8514003
Transportation Services	General	8515001
Schools of Excellence - School Year 2018-2019	General	8521001
Reading Endorsement Program		
Reading Endorsement Competency 1 Language	Reading (Bankable)	1013006
Reading Endorsement Competency 2 for PD	Reading (Bankable)	1013002
Reading Endorsement Competency 3 Assessment	Reading (Bankable)	1013003
Reading Endorsement Competency 4 DI	SWD & Reading (Bankable)	1105015
Reading Endorsement Competency 5 Practicum	Reading (Bankable)	1013005
Athletic Coaching Endorsement Program		
Coaching, Theory	Coaching	1011002
Coaching, Sports Specific	Coaching	1011003
Coaching, Sports Medicine	Coaching	1011004
Autism Spectrum Disorder Endorsement Program		
Autism Endorsement: Nature, Needs, and Assessment with Field Experience	SWD (Bankable)	1100001
Autism Endorsement: Behavior Management and Positive Behavioral Support with Field Experience	SWD (Bankable)	1101001
Autism Endorsement: Assistive Technology and Alternative/Augmentative Communication with Field Experience	SWD (Bankable)	3100002
ESOL Endorsement Program		
ESOL Endorsement – Methods of Teaching	ESOL (Bankable)	1700001
ESOL Endorsement – Testing and Evaluation	ESOL (Bankable)	1701001
ESOL Endorsement – Applied Linguistics	ESOL (Bankable)	1702001
ESOL Endorsement – Curriculum	ESOL (Bankable)	1703001
ESOL Endorsement – Cross Culture	ESOL (Bankable)	1705001



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Gifted Endorsement Program		
Gifted Endorsement – Curriculum Development	Gifted	2106001
Gifted Endorsement – Guidance and Counseling	Gifted	2106002
Gifted Endorsement – Nature and Needs	Gifted	2106003
Gifted Endorsement – Special Populations	Gifted	2106004
Gifted Endorsement – Creativity for Gifted	Gifted	2106005
Literacy Coach Endorsement		
Literacy Coach Endorsement	Reading (Bankable)	2008009
Literacy Micro-Credential		
Emergent Literacy Micro-Credential (Birth to Pre-K – Supports Language and literacy requirements for the CDA professional portfolio)	Reading (Bankable)	1013011
Elementary Literacy Micro-Credential (Pre-K - Grade 5 – Satisfies Competency 1 of the Reading Endorsement)	Reading (Bankable)	1013012
Secondary Literacy Micro-Credential (Grades 6-12 – Satisfies Competency 1 of the Reading Endorsement)	Reading (Bankable)	1013013



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Administrative and Leadership Training	
Component: 7-513-001	Maximum Points: 120

General Objective: The purpose of this component is to provide administrators with the opportunity to gain the necessary and appropriate tools to provide leadership for the scope and framework of the educational program, which includes the teaching and learning process, the supporting services, developmental activities, and resources base, and to perform their job roles and responsibilities.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies listed, participants will:

- Develop strategies to select, develop or modify, and implement instructional and auxiliary programs to improve teaching-learning.
- Understand the district departments' roles and responsibilities, relationships with each other, and services provided to school sites.
- Ensure the use of appropriate instructional methods, classroom assessment strategies, and curriculum in classrooms.
- Identify best practices from research to evaluate current practice in schools/departments.
- Gain knowledge in curriculum theory, practice, trends, issues, and models.
- Align curriculum with student assessment.
- Select, analyze, and use a variety of student performance and achievement assessment tools.
- Involve teachers in the design, development, and management of curriculum.
- Establish plans for proper student conduct that implement disciplinary procedures and policies based on the Student Code of Conduct.
- Establish a safe learning environment plan.
- Understand and accommodate student growth and development needs for diverse populations.
- Utilize and coordinate with community organizations and agencies.
- Plan for a comprehensive program of student activities and a management system.
- Possess the skills to work with diverse groups of people.
- Plan, organize, and facilitate staff development programs that enhance faculty and staff effectiveness.
- Plan for program improvements based on data collection and analysis.
- Compare student performance to a standard and plan strategies for increasing student achievement.
- Procure, allocate, monitor, and evaluate fiscal, human, materials, and time resources.



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- Establish and manage a program for the recruitment and selection of qualified personnel that reflects the needs and diversity of the work location.
- Gain knowledge and demonstrate proficiency in the use of the State required and the district's personnel assessment instruments and procedures.
- Develop sound personnel evaluation and assessment practices to provide coaching and feedback of assistance on performance and accountability.
- Understand, establish, and manage student accounting and data management procedures.
- Understand the components within and ensure accurate reporting for the Florida Educational Finance Program.
- Coordinate the accuracy of the Management Information System.
- Design accountability systems for data collection and resource use.
- Develop and manage a school budget, including student activities.
- Design and administer materials and equipment purchasing and inventory system and ensure the security of the School Board property.
- Design a master schedule that utilizes the allocated resources.
- Coordinate maintenance functions plan safety and inspections.

Administrative and Leadership Training with ESE Instructional Support	
Component: 7-100-002	Maximum Points: 120

General Objective: The purpose of this component is to provide administrators with the opportunity to gain the necessary and appropriate tools to provide leadership for the scope and framework of the educational program supporting Students with Disabilities (SWD).

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies listed, participants will:

- Develop strategies to select, develop or modify, and implement instructional and auxiliary programs to improve teaching-learning for Students with Disabilities.
- Ensure the use of appropriate instructional methods, classroom assessment strategies, and curriculum in classrooms for Students with Disabilities.
- Identify best practices from research to evaluate current practice in schools/departments as related to Students with Disabilities.
- Gain knowledge in curriculum theory, practice, trends, issues, and models for Students with Disabilities.
- Involve teachers in the design, development, and management of curriculum for Students with Disabilities.



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- Establish a safe learning environment plan.
- Understand and accommodate student growth and development needs for diverse populations.
- Compare performance to a standard and plan strategies for increasing achievement
Compare student performance to a standard and plan strategies for increasing student achievement.

Adult/Community Education	
Component: 1-301-001	Maximum Points: 120

General Objective: This component aims to provide educators with the staff development opportunities to acquire and strengthen their knowledge and skills necessary to assist students access and succeed in academic and enrichment activities across the lifespan.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies, participants will:

- Understand current research related to the concept of enrichment of life through learning in relation to student success in both the classroom and adult roles.
- Identify and develop enrichment of life through continuous lifelong learning activities and workforce education.
- Describe specific plans to implement data analysis and data-driven decision making to plan future lifelong learning and workforce education activities.
- Understand the current state and federal legislation as it relates to district requirements, policies, and procedures pertinent to the delivery of lifelong learning and workforce education.
- Describe specific plans to implement federal and state mandates in the delivery of lifelong learning and workforce education in the district.



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- Identify the knowledge and skills necessary to be successful in the workplace and in leisure time pursuits.
- Develop plans to implement strategies focused on customer service, which will enhance the district's opportunities for offering lifelong learning and workforce education.
- Develop strategies to infuse technology in lifelong learning and workforce instructional programs.
- Develop plans to implement the use of technology in lifelong learning and workforce education to maximize productivity and effectiveness.

Alternative Certification Program (ACT)	
Component: 2-408-002	Maximum Points: 120

General Objective: To provide non-education degree teachers with specialized knowledge in the area of professional education. As a result of this program, it is anticipated that participating teachers will develop the necessary skills and competencies, enabling them to provide effective, quality instruction for all students.

Specific Objectives: Participants will:

- Understand effective procedures for the management of classroom and student behavior. This includes a 40-hour in-service course entitled: Essentials of the Florida Performance Measurement System.
- Identify successful strategies for the planning and evaluation of effective instruction in a variety of learning environments.
- Explore and implement the use of appropriate technology in the teaching and learning process.
- Understand and implement the use of assessment strategies, both traditional and alternative, to assist the learner's continuous development.
- Use effective communication techniques with students and all other stakeholders.
- Explore the use of teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.
- Develop an understanding of learning and human development to provide a positive learning environment that supports all students' intellectual, personal, and social development. Includes an 18-hour ESOL endorsement for all participants with a K-12 certification area and a 60-hour endorsement for all participants who teach in a content

area as required by the Department of Education (in addition to the 120-hours and reported separately).

- Demonstrate knowledge and understanding of the subject matter to include the planning and implementation of effective reading and writing concepts and strategies to meet student needs. This consists of a 60-hour reading competency two entitled Foundations of Research-Based Practices as required by the Department of Education. The course will be delivered in an on-line format entitled: FOR-PD (in addition to the 120 hours and reported separately).
- Explore and adhere to the Code of Ethics and Principles of Professional Conduct of the education profession in the state of Florida.

Arts Instruction	
Component: 1-000-001	Maximum Points: 120

General Objective: Activities will provide instruction to teachers in arts areas (dance, music, theater, and visual art) methodologies, arts history, criticism, aesthetics; performance/production; and various best practices for implementing arts education.

Specific Objectives: Participants will demonstrate

- Knowledge about one or more of the four art forms.
- An ability to perform or produce in one of the four art forms.
- An ability to relate the art form to another content area.
- Knowledge about how the art form (s) relate (s) to work or everyday life.

Assessment/Data Analysis	
Component: 4-401-001	Maximum Points: 120

General Objective: To provide educators with the knowledge, skills, and competencies to effectively develop and use assessment strategies (traditional and alternate) to assist the continuous development of the learner.

Specific Objectives

- Diagnose students' individual learning needs and readiness to learn.
- Plan appropriate intervention strategies.
- Use multiple perspectives to diagnose student behavior problems, devise solutions, and identify students exhibiting potentially disruptive behavior and offer alternative strategies.

- Assess individual and group performance to design instruction that meets students' current needs in the cognitive, social, emotional, and physical domains.
- Employ performance-based assessment approaches to determine students' mastery/acquisition of specified outcomes.
Assist students in maintaining portfolios of individual work and progress toward performance outcomes.
- Modify instruction based upon assessed student performance.
- Guide self-assessment by students and assist them in devising personal plans for reaching the next performance level.
- Maintain observational and anecdotal records to monitor students' development.
- Select, administer, and interpret various informal and standardized instruments to assess students' academic performance and social behavior.
- Review assessment data about individual students to determine their entry-level skills, deficiencies, academic progress, and personal strengths to modify instruction-based assessment.
- Communicate individual student progress knowledgeably and responsibly based upon appropriate indicators to all stakeholders.
- Develop short- and long-term personal and professional goals relating to assessment.

Autism Endorsement: Behavior Management and Positive Behavioral Support with Field Experience	
Component: 1-101-001	Maximum Points: 80

General Objective: The purpose of this component is to enable the participant to develop and implement positive behavior support plans and design behavior management techniques for students with Autism Spectrum Disorder (ASD). As a result of the completion of this in-service activity, the participant will use strategies appropriate for students with ASD.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies, participants will:

- Differentiate between Antecedent Behavior Consequence (ABC) observations that are observable from those that are not observable.
- Compare/contrast the Problem Behavior Questionnaire and the Motivational Assessment in terms of their value in helping students with ASD.
- Design strategies for developing comprehensive behavioral intervention plans.
- Write individualized behavioral goals and benchmarks.

- Identify alternative behavioral management techniques to be used in a variety of settings.
- List and describe the key components of a Student Profile that can affect an individual Behavior Intervention Plan (BIP).
- Formulate interventions based on the functions of behavior rather than overt behavior.
- Identify two academic supports that can reduce problematic behaviors in students with ASD.
- Describe the cautions to keep in mind when utilizing sensory strategies as consequences rather than positive behavioral supports (PBS).
- List and describe the five possible areas associated with sensory issues for a student with ASD.
- Demonstrate understanding of core deficits (communication and social) to behavior.
- Identify categories of interventions and how these interventions interrelate with each other; Functional Communication, Social Stories/ Comic Strip Conversations, Social Skills Training.
- Summarize how social and sensory stressors might be missed in a behavioral observation.

Autism Endorsement: Assistive Technology and Alternative/Augmentative Communication with Field Experience	
Component: 3-100-002	Maximum Points: 80

General Objective: This component is designed to enable the participant to research, examine, and implement assistive and instructional technology as well as alternative/augmentative communication systems and literacy for students with Autism Spectrum Disorders (ASD). Upon successful completion of this in-service activity, the participant will be able to use strategies appropriate for students with ASD in the classroom

Specific Objectives:

- Demonstrate an understanding of the communication characteristics and deficits of students with ASD.
Design strategies for alternative methods of communication and learning.
- Examine different alternative/augmentative communication systems used in working with students with ASD.
- Explore a variety of visual and object-based systems used to promote communication and language development.
- Understand the difference between choice systems and communication systems.

- Identify appropriate instructional technologies that can be used to assist students with ASD of differing abilities.
- Design supports and interventions for activities of daily living and organization, appropriate to student's age and developmental level.
- Demonstrate understanding of the range of no-tech and low-tech AT supports and the application of those supports in the classroom.
- Demonstrate understanding of different interventions for communication.
- Identify opportunities where students can interact in natural situations using natural cues and consequences.
- Understand the use of immediate and consistent feedback to encourage a student's communication attempt.
- Identify the individual communication needs of students with ASD based on assessment.
- Identify and describe various communication assessment tools used with students with ASD.
- Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology into the curriculum.
- Individualize the communication systems used to meet the specific needs of students.
- Understand the interdependence of experience, cognitive, social/emotional, motor ability and skills, language development, and skills.

Autism Endorsement: Nature, Needs, and Assessment with Field Experience	
Component: 1-100-001	Maximum Points: 80

General Objective: This course is designed to enable the participant to identify characteristics associated with Autism Spectrum Disorders (ASD), to understand current trends and methodologies used in the instruction of these students, and to become familiar with current formal and informal assessments used in diagnosis, instructional planning, and data collection.

Specific Objectives:

Identify the different disorders within the Pervasive Developmental Disorders Spectrum.

- Differentiate the disorders based on the different characteristics associated with each disorder.
- Describe common characteristics within the autism spectrum.
- Compare and contrast the characteristics of high-functioning autism and Asperger's Disorder.
- Recognize the need for psychological assessment to determine eligibility for autism based on key indicators found in behavioral observations, anecdotal records, academic needs, and social communication functioning.

- Identify eligibility criteria for Autism in the state of Florida.
- Identify diagnostic criteria for autism from the Diagnostic and Statistical Manual of Mental Disorders-IV Text Revision (DSM-IV TR).
- Identify diagnostic criteria for Asperger's Disorder (DSM-IV TR).
- Identify additional diagnostic criteria for other disorders under the Pervasive Developmental Disorders Spectrum (DSM-IV TR).
- Compare and contrast the state's eligibility criteria for autism with the DSM-IV TR's criteria.
- Understand the challenges that IEP team members have when determining appropriate placements for students meeting eligibility criteria for autism and for profoundly mentally handicapped.
- Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with autism and emotional comorbidity.
- Identify current evaluation instruments used in the diagnosis of autism.
- Analyze the pros and cons of 3 evaluation instruments used in the diagnosis of autism.
- Describe the importance of parental input in the diagnosis of autism.
- Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students.
- List and describe several assessment instruments currently used by M-DCPS psychologists in determining an intelligence quotient (IQ) for students.
- Understand the pros and cons of utilizing IQs as a measurement of an ASD student's potential.
- Describe ways to determine a student's learning style as measured by several assessments.
- Identify several formal and informal tests utilized by psychologists and teachers to determine academic levels of functioning.
- Differentiate between state assessments and assessments used for instructional planning.
- Differentiate between standardized and non-standardized assessments.
- Develop an informal reading and math inventory.
- Administer several reading and math assessments.
- Determine an ASD student's priority educational needs based on specific assessments and behavioral observations.
- Develop an individual educational plan (IEP) goals and benchmarks based on formal and informal assessments of students with ASD.
- Identify the criteria utilized by the IEP team to determine exemption from state assessment participation.
- Identify at least two locally approved alternate assessments that can be used with ASD students.
- Determine which alternate assessments are appropriate for different functioning levels of students with ASD.

- Identify social and behavioral supports needed for successful inclusion in general education settings for ASD students.
- Describe and evaluate current trends and methodologies used in educating students with ASD.
- List reasons for structuring the classroom environment for students with ASD.
- Describe how to physically structure a self-contained autistic classroom.
- Describe several types of environmental structures and visual systems used in classrooms of students with autism and how these structures and systems are used to meet individual student's needs.
- Describe physical and visual strategies that can be used to accommodate a student with ASD in a general education classroom.
- Categorize the different types of visual schedules used based on a student's educational and cognitive abilities.
- Differentiate between work systems used with high functioning/Asperger's students and those used with ASD students in self-contained classrooms.
- Identify the principles and components of a discrete trial.
- Describe the difference between discrete trial, applied behavior analysis, and structured teaching.
- Identify and distinguish between a variety of curricula and methodologies used to provide instruction for students with ASD.

Behavior Management	
Component: 5-101-013	Maximum Points: 120

General Objective: To provide staff with knowledge, skills, and competencies for designing individualized behavioral intervention plans, for preventing and/or effectively intervening with crisis behavior, and for implementing procedures for whole-class behavior management. This will secure a safe learning environment for all students.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives: To demonstrate knowledge on one or more of the following programs or topics:

- Managing student behavior.
- Intervention strategies
- Positive behavior support.
- Functional behavior assessment.

Campus Security	
Component: 6-511-002	Maximum Points: 120

General Objective: Train security monitors in campus safety and security procedures.

Specific Objectives:

- Verbal de-escalation techniques
- Identify and address gang culture
- 1st Aid, CPR
- Crisis Response
- Communication, Radio Usage
- Identify and address School Crime

Career / Tech Education	
Component: 1-002-001	Maximum Points: 120

General Objective: The purpose of this component is to provide teachers with knowledge and skills in the area of career education

Specific Objectives: Participants will become familiar with • Community interaction in daily business activities

- Curriculum improvement.
- Instructional strategies
- Equipment training
- Innovative programs/activities for possible implementation
- Sponsor/advisor roles and responsibilities for student club activities

Classified Professional Development	
Component: 8-506-007	Maximum Points: 120

General Objective: These classes are offered to District classified staff on various topics to increase professional skills.

Specific Objectives:

- Topics include:
- Understanding Diversity and Inclusivity: Harassment Awareness
- Customer Satisfaction and Public Relations
- Tools for Bookkeepers and Secretaries

- Dealing with Difficult People
- A Question of Ethics
- ESE Essentials for Paraprofessionals

Classroom Management	
Component: 5-101-004	Maximum Points: 120

General Objective: To provide staff with knowledge, skills, and competencies for organizing and managing an effectively run classroom that supports all students' academic success.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

- Demonstrate knowledge on one or more of the following areas:
- Managing an effective classroom.
- The physical layout of the classroom.
- The role of positive student-teacher relationships.
- The importance of presence and with-it-ness.
- Procedures and routines.
- Rules, consequences, and rewards.
- Expectations.
- Harry Wong, First Days of School.
- Fred Jones, Tools for Teaching.
- Research-based approaches to managing student behavior in a proactive, positive manner through CHAMPS and/or Discipline in the Secondary Classroom.

Classroom Visitation	
Component: 2-408-003	Maximum Points: 120

General Objective: To observe another classroom, then implement observed best practices within the teacher's own classroom.

Specific Objectives:

- Describe at least three (3) instructional techniques observed during the visitation.
- Develop an implementation plan for incorporating an instructional technique observed.
- Identify three (3) ideas that can be used to implement the technique in the classroom.

Clinical Education	
Component: 2-406-001	Maximum Points: 120

General Objective: To train educators to participate in the formative evaluation process of teachers.

Specific Objectives:

- Be able to select the appropriate observation instrument to observe a classroom teacher on specified teaching behaviors.
- Be able to model the correct steps in pre/post conferencing a teacher.
- Be able to write a professional development plan that lists appropriate activities for the level of orientation of the teacher.
- Be able to list the critical steps in monitoring a teacher's progress.

Coaching Instructional	
Component: 2-408-008	Maximum Points: 120

General Objective: This component provides participants the skills and knowledge to serve as coaches to facilitate and guide content-focused professional learning for the classroom teacher.

Specific Objectives:

- Build instructional and leadership capacity by applying what is known about adult learning and change theory.
- Increase student engagement, improve student achievement and build teacher capacity in schools.
- Support the systemic improvement efforts of the school district.
- Address inequities in opportunities for teacher and student learning by providing differentiated, targeted support.
- Facilitate professional learning that supports district-wide initiatives

Coaching, Sports Medicine	
Component: 1-011-004	Maximum Points: 60

General Objective: To acquire additional knowledge and skills in care and prevention of athletic injury, whereas the participant will be able to deal with injury detection, treatment, prevention, rehabilitation, reconditioning, and counseling.

Specific Objectives:

- Demonstrate thorough knowledge of athletic nutrition and the ability to advise athletes concerning nutrition.
- Identify the skills needed to recognize athletic injury.
- Display abilities in the selection of appropriate athletic injury treatment modalities.
- Identify appropriate first aid in emergency planning and care procedures.
- Cardiopulmonary resuscitation and related activities.
- Unconscious athlete treatment and care.
- Care of suspected head, neck, and spine injured athletes.
- Consideration of other life-threatening circumstances.
- Distinguish the acceptable selection and usage of rehabilitation and reconditioning techniques.
- Demonstrate an understanding of athletic injury counseling methodology.
- Show evidence of knowledge of and application for playing conditions and for athletic facilities in order to facilitate injury prevention and enhance athletic performance.
- Selection of appropriate athletic uniforms.
- Protective equipment.
- Sanitary maintenance of the foregoing.
- Identify accepted methods for the conduct of in-service training.
- Demonstrate an understanding of athletic injury reporting systems.
- Identify major characteristics of illegal substance use problems; recommend/refer identified athletes appropriate.
- Demonstrate knowledge of appropriate health-related policies and procedures.
- Parental medical consent.
- Establish policy/guidelines regarding the health of athletes.
- Referral procedures.
- Medical examinations.
- Knowledge of the role/importance of athletic trainer.
- On-call physician.
- Maintain currency in the field.
- Exhibit a basic understanding of anatomy and physiology as related to sports medicine.
- State the importance of a knowledge of sports medicine as a lifelong activity.

Coaching, Sport Specific	
Component: 1-011-003	Maximum Points: 60

General Objective: To acquire additional knowledge, methods, trends, and skill application in the coaching of a selected interscholastic sport.

Specific Objectives:

- Identify the importance of a selected interscholastic sport as a lifelong activity.
- State the importance of a selected interscholastic sport as a part of our culture.
- Identify the rules and terminology used in a selected interscholastic sport.
- Identify the strategies of a team and/or individual play in a selected interscholastic sport.
- Identify the strategies of individual position play in a selected interscholastic sport.
- Exhibit knowledge of safety practices necessary to participate in a selected interscholastic sport.
- State the physical fitness value derived from participation in selected interscholastic sports.
- Identify the skills necessary to participate in selected interscholastic sports.
- State the social skills derived from participation in selected interscholastic sports.
- Identify positive sportsmanship techniques in participating in selected interscholastic sports.
- Identify new methods and techniques for more effective coaching in selected interscholastic sports.
- Identify innovative methods of organizing and administering a selected interscholastic sport.
- Identify national, state, local policy revisions that will affect the administering of a selected interscholastic sport.
- Exhibit a basic understanding and knowledge of sports medicine as it pertains to selected interscholastic sports.
- Exhibit a basic understanding in the recognition, treatment, and evaluation of athletic injuries in selected interscholastic sports.

Coaching, Theory	
Component: 1-011-002	Maximum Points: 60

General Objective: To acquire additional knowledge, methods, skill application that will improve coaching effectiveness.

Specific Objectives:

- Demonstrate knowledge in the following areas: ○ Legal aspects. ○ Human growth and development. ○ Psycho-social development. ○ Bio-physiological foundations. ○ Sports management. ○ Instruction.

Computer Applications for Classified Staff	
Component: 3-003-001	Maximum Points: 120

General Objective: The participant will become familiar with computer literacy skills and will develop skills necessary to use a computer as a tool for writing; as an educator's skill to teach students; and for personal use. The participants will also become familiar with various methods of using the computer as an instructional tool, including but not limited to word processing, grade reporting, test generating, and CAI.

Specific Objectives:

- Utilize a wide range of instructional technologies such as CD-ROM, Interactive Video, and the Internet to enhance the subject matter.
- Utilize appropriate technologies to enhance staff productivity, e.g., create and maintain databases to monitor student and staff records and create a multimedia presentation.
- Work with the media specialist/liaison/curriculum specialist available at the site to collaborate on technology issues.
- Identify and describe strategies for teaching technology applications.
- Develop alternative methods of assessing technology applications.

Cooperative Learning	
Component: 2-408-007	Maximum Points: 120

General Objective: Activities in this training will increase student engagement by teaching and practicing structures, introducing the theory of cooperative learning, and identifying the difference between cooperative learning and group work.

Specific Objectives:

- Participants will learn teambuilding structures to implement in their classrooms.
- Participants will learn class building structures to implement in their classrooms.
- Participants will learn thinking skills structures to implement in their classrooms.
- Participants will learn the four basic principles of cooperative learning: the difference between cooperative learning and group work.
- Participants will be able to form mixed ability teams among their students.

Curriculum Development	
Component: 1-007-002	Maximum Points: 120

General Objective: This component aims to provide teachers and staff with knowledge and skill in planning and to develop the curriculum.

Specific Objectives: Participants will:

- Demonstrate knowledge of current research and learning.
- Develop curriculum standards.
- Design an integrated curriculum model.
- Establish benchmarks.
- Develop an action plan to implement the curriculum.
- Design a curriculum evaluation plan.
- Review curriculum evaluations and make appropriate curriculum modifications.

Differentiated Instruction	
Component: 2-100-007	Maximum Points: 120

General Objective: Research supports that student achievement benefits from teacher attention to students' learning patterns. The focus will include the philosophy, techniques, and strategies necessary to differentiate instruction to meet all students' varying needs. Teachers will learn the components necessary to plan a differentiated lesson.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives: Participants will:

- Know the many levels and approaches to differentiate instruction and choose a starting place for their classroom.
- Understand that by differentiating the curriculum, all students succeed.
- Have implemented differentiated instruction at some level and create a plan to build upon the initial implementation.

Differentiated Reading Instruction	
Component: 1-105-016	Maximum Points: 120

General Objective: Differentiation by adapting reading instruction to meet the specific learning needs of an individual or group of students. It means meeting all learners' varying needs through differentiated instructional ideas incorporated into lessons. learning styles and utilizing a variety of modalities in order to reach all learners.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives: Participants will:

- Understand the varied instructional approaches and methods to differentiate reading instruction in relation to individual and diverse students
- Provide instruction for all students based on assessment data.
- Use of formative and summative assessment data to guide differentiated instruction
- Understanding use of explicit, systematic, and sequential approaches to reading instruction
- Set goals to include developing phonemic awareness, and implementing multisensory intervention strategies

- Apply differentiated strategies to reading designed to help students learn a range of skills including, phonics, comprehension, fluency, word prediction, and story prediction.
- Understand that by differentiating the curriculum, all students succeed.
- Implement differentiated instruction at some level and create a plan to build upon the initial implementation.

Differentiated Reading Instruction	
Component: 1-105-017	Maximum Points: 60

General Objective: The focus of this module will be to provide an opportunity for participants to acquire a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem-solving process. Developed by the Florida DOE (BESE) as a combined group and online learning experience, this module is designed to provide a professional development opportunity for educators working with students experiencing reading difficulties, especially those with significant and persistent difficulties including students with identified disabilities or students who are English Language Learners. This component is intended to be completed in its entirety. No partial credit will be granted.

Specific Objectives: Participants will be able to:

- Understand the importance of scientific research-based instruction and evidence-based practices by reviewing the history of reading instruction.
- Review current scientific research-based instruction and evidence-based practices for differentiating instruction to meet individual learning needs.
- Identify Florida initiatives and resources for teaching reading effectively.
- Compare stages of language and reading development of different age groups.
- Understand the rationale for differentiating instruction by considering variables that impact student achievement.
- Identify alterable and instructionally relevant variables, such as language proficiency, readiness for what is being taught, background knowledge, learning preferences, and interests that should be considered to meet individual learning needs.
- Examine research on why reading failure is unnecessary.
- Apply the guidelines of differentiated instruction in order to ensure that students are developing the reading skills necessary to comprehend increasingly complex text.
- Identify strategies and activities that support development of a responsive learning environment addressing the needs of individual learners, including but not limited to, students with persistent or significant reading difficulties, students learning English as a second language, and students with identified disabilities.

- Understand that careful analysis of assessment data must be used to meaningfully differentiate instruction and monitor student reading progress.
- Review purposes, types, and models of reading assessment.
- Describe features of Florida's reading assessment plan for elementary and secondary students.
- Apply instructional design principles and teacher delivery methods to provide meaningful differentiated instruction that is multisensory in nature and provided with increasing levels of explicitness, intensity, and duration.
- Activate background knowledge regarding phonological awareness.
- Clarify the relationship between phonological awareness, phonemic awareness, and skilled reading.
- Review the supporting research regarding phonological awareness.
- Discuss phonological awareness difficulties.
- Extend and apply knowledge of systematic instructional design principles and intensive teacher delivery methods to provide differentiated and explicit instruction in phonological awareness.
- Understand the goal of phonics instruction and the important role it plays in reading instruction.
- Review the research evidence-based practices for effective phonics instruction.
- Define the role of decodable text in beginning reading instruction.
- Apply the guidelines of differentiated instruction to phonics instruction to meet individual learning needs.
- Apply instructional design principles and teacher delivery methods to increase the explicitness, intensity and duration of phonics instruction to meet individual learning needs.
- Examine curriculum materials, to determine appropriateness for meeting individual learning needs, by using the guidelines for differentiating instruction and the instructional design principles that increase the explicitness and intensity of instruction.
- Define fluency.
- Determine the reasons why students are dysfluent.
- Examine the connection between proficient reading and reading fluency.
- Learn how to differentiate assessment and instruction of reading fluency for students experiencing reading difficulties.
- Understand the importance of vocabulary instruction and the role it plays in the reading process.
- Review research and evidence-based practices for effective oral language development and vocabulary instruction.
- Examine the continuum of vocabulary strategies and the relationship to levels of word knowledge.

- Understand how to choose words for instruction.
- Define academic vocabulary and understand its relationship to comprehending increasingly complex text.
- Identify the components of an effective vocabulary lesson.
- Apply the guidelines for differentiating instruction, instructional design principles, and teacher delivery methods to vocabulary instruction in order to meet individual learning needs.
- Define reading comprehension.
- List the skills, knowledge, and attitudes that are required for comprehending text.
- Recognize student behavior that may interfere with accurate text comprehension.
- Discuss the relationship between other areas of reading and the ability to comprehend increasingly complex text.
- Identify the behaviors of successful readers.
- Clarify how to differentiate comprehension instruction for students, including but not limited to students with persistent and significant reading difficulties, students learning English as a second language, and students with disabilities.
- Understand how close analytical reading can develop a student's higher order thinking and ability to think critically in order to independently comprehend challenging text.
- Contrast the difference between accommodation and instruction.
- Implement instructional practices for writing in order to develop students' comprehension of text.
- Plan comprehension instruction to meet individual learning needs by using evidencebased practices, the guidelines for effective differentiation, instructional design principles to increase explicitness, and teacher delivery methods to increase intensity.
- Plan instruction with the understanding that the goal of all reading instruction is for each learner to independently comprehend challenging text.

Engaging Learners through Informed Assessment	
Component: 4-102-003	Maximum Points: 20

General Objective:

Participants will learn and apply each step of the formative assessment process to increase student achievement. Participants will develop skills for using databased decision making to be responsive to each student's needs.

Specific Objectives: Upon successful completion of one or more of the inservice training and professional development strategies, participants will:

- Describe the relationship between the guidelines of differentiated instruction and the formative assessment process.
- Explain each step of the formative assessment process.
- Clarify the relationship of the formative assessment process to Florida's multitiered system of student supports (MTSS) that encompasses the ProblemSolving Process and Response to Intervention (PS-RtI) Framework.
- List purposes of each component of assessment (pre-, formative, and summative).
- Clarify the learning goals for lessons and units and determine the learning progression and connect them to the standards.
- Develop and communicate learning goals in student-friendly language.
- Align formative assessment tasks to specific learning goals.
- Select and use different types and sources of evidence of student learning to assess for understanding.
- Make instructional adjustments as a result of gathering and analyzing formative assessment information.
- Provide students with meaningful feedback for self-assessment and goal setting.
- Provide feedback to students in such a manner that students will develop a growth mindset.

ESE Assistive Technology (ESE 20 Hour)	
Component: 3-100-001	Maximum Points: 120

General Objective: To provide staff with knowledge, skills, and competencies for implementing technology in the classroom that would enhance the skills and improve the quality of instruction of ESE teachers.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives: To demonstrate knowledge on one or more of the following programs or topics:

- Computerized IEP.
- Strategies and interventions.
- Low-tech devices.
- The teacher made materials.
- Higher-level assistive devices.
- Programming.
- Use of software/overlays.

ESE Awareness (Not ESE 20 Hour)	
Component: 8-103-002	Maximum Points: 120

General Objective: Provide a general overview of the characteristics of specific disabilities or provide testing or tracking procedures.

These courses do not fulfill the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives: Participants will gain awareness of causes and characteristics attributed to diagnosed disabilities, i.e., dyslexia, ASD, Asperger's Syndrome, ADHD, etc....

Includes any ESE content training which does not address strategies that benefit the instruction of students with disabilities.

ESE CPI (ESE 20 Hour)	
Component: 6-101-001	Maximum Points: 120

General Objective: The CPI training (verbal de-escalation training) provides staff members with a basic understanding of crisis development and techniques for appropriate responses to ensure an effective and safe learning environment for all students.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

- Identify useful nonverbal techniques in the prevention of acting out behavior.
- Develop verbal techniques to be implemented when de-escalation of verbal acting out is necessary.
- Provide for the best care and welfare for individuals in your school.
- Building therapeutic post-intervention techniques after acting out behavior has occurred to help the individual cope with crises.

ESE Instructional Support (ESE 20 Hour)	
Component: 2-100-006	Maximum Points: 120

General Objective: Courses will offer instructional support for Students with Disabilities (SWD). These can be behavioral or academic but must provide strategies for teachers to support the success of SWD. All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives: Participants will

- learn specific strategies to support the academic or behavioral success of SWD.
- Develop, modify, and implement a variety of curricular strategies as appropriate for diverse learners.
- Identify and implement various strategies for restructuring services provided for diverse learners that support and promote inclusive education and shared effective practices.
- Demonstrate competency in the application of technology to meet the needs of diverse learners.

ESE Procedural / Legal Requirements (Not ESE 20 Hour)	
Component: 8-103-001	Maximum Points: 120

General Objective: To provide staff with knowledge, skills, and competencies for implementing federal and state procedural/legal related to Exceptional Student Education.

These courses do NOT fulfill the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

- ESE Liaison training
- IEP/goal training
- IDEA
- FADE
- Eligibility/Placement
- Matrix
- Gifted/EP
- ESY
- Procedural safeguards
- Transition
- Accommodations/Modifications
- Re-evaluation
- Legal Issues

ESE TEAM (Techniques for Effective Aggression Management) (ESE 20 Hour)	
Component: 6-101-002	Maximum Points: 120

General Objective: The TEAM (Techniques for Effective Aggression Management) training provides staff members with a basic understanding of personal safety and student control procedures to ensure an effective and safe learning environment for all students.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

- Respond safely to assaultive behavior.
- Assist in the control of aggression.
- Use appropriate least restrictive control techniques.

ESOL Empowering Administrators	
Component: 1-704-001	Maximum Points: 60

General Objective: This online workshop provides instruction to meet the ESOL training requirements for School Administrators.

Requirements for Non-School Administrators

In accordance with the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990, all administrators are required to receive training in terms of the Consent Decree, the educational needs of limited English proficient students, and cross-cultural issues. It is important to note that the Consent Decree does not require a specific number of in-service credit hours/points for nonschool administrators.

Requirements for School Administrators

In accordance with the September 2003 Modifications to the Consent Decree, school administrators are required to obtain 60 in-service hours/points in English for Speakers of Other Languages (ESOL). All previous ESOL in-service training may be used to satisfy the sixty (60) hours of in-service requirement if mastery of four standards is demonstrated.

The following standards and competencies were developed by a team of state and district level experts as guidance to school districts. District-developed in-service training programs are

required to ensure that, at a minimum, school administrators demonstrate mastery of these standards and competencies.

ESOL Standards: The competencies are aligned to the following four ESOL Standards for School Administrators:

Standard A. Establish a system that is welcoming and accessible to all LEP students and their families, as well as in compliance with federal and state regulations and the Consent Decree.

Standard B. Establish a system in which the school site appropriately identifies the needs of LEP students, ensures their proper placement, and accurately assesses the progress of English language acquisition and academic achievement of every LEP student within the school.

Standard C. Establish and monitor school site and staff procedures to ensure that LEP students enjoy equal access to available programs and comprehensible instruction.

Standard D. Properly evaluate student progress and be able to identify and implement system improvements.

Specific Objectives: Given involvement in the program, the participant will:

- Demonstrate knowledge of the background of the Consent Decree in the League of United Latin American Citizens et al. v. The State Board of Education, 1990, including knowledge of related legislation and litigation (e.g., No Child Left Behind Act, Lau v. Nichols, Plyler v. DOE).
- Demonstrate sensitivity to multicultural and diverse student populations; - in the U.S., the state of Florida, the local school district, and the individual school.
- Demonstrate knowledge of the state and federal requirements of the language proficiency and academic assessment of LEP students to ensure compliance.
- Demonstrate knowledge of the legal requirements of a student's LEP plan.
- Demonstrate knowledge of available, necessary, and appropriate instructional materials and resources that will facilitate comprehensible instruction for all LEP students.
- Demonstrate outreach efforts to connect LEP students and their families to school personnel and community members that will facilitate accessibility to resources and services available to them within the school and the community.
- Demonstrate knowledge of the administrator's role and responsibility as the instructional leader of the school and participant in the school based LEP Committee.
- Demonstrate knowledge of methods of disaggregating and analyzing data on the achievement of all subgroups, including students with limited English proficiency.
- Demonstrate the ability to evaluate classroom teachers to ensure the use of appropriate ESOL instructional strategies in the instruction of LEP students in the core subject areas.

- Demonstrate the ability to evaluate classroom teachers to ensure the use of appropriate native language (home language) instructional strategies in the instruction of LEP students in the core subject areas.
- Demonstrate knowledge and sensitivity to multicultural and diverse student populations; create a positive and supportive environment to accommodate the diverse cultural backgrounds of students.
- Demonstrate the ability to recognize major differences and similarities among various cultural groups in the U.S., in Florida, and in the local community; provide leadership and support to students, parents, school personnel, and community members on these differences and similarities.
- Demonstrate the ability to update staff, students, and parents on pertinent changes in educational legislation, rules, and policies that may potentially impact LEP students and their families.
- Demonstrate the ability to implement the Continuous Improvement Model or other proven models for improving the academic achievement of all lowperforming students.
- Demonstrate knowledge of the district's LEP plan, which indicates the chosen model(s) of delivery of services to LEP students.
- Demonstrate knowledge of 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.
- Demonstrate the ability to function as a facilitator in the school, actively applying accepted principles and strategies for affecting change.
- Demonstrate knowledge of the indicators for student identification and participation in gifted programs regardless of English language proficiency, and of the program policies that must be in place in order to actively promote and sustain the participation of LEP students in advanced placement courses.
- Demonstrate the ability to communicate with students, families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards.
- Demonstrate the ability to assess whether instructional personnel has applied the knowledge and skills learned as a result of completing required ESOL in-service training in the classroom.
- Demonstrate knowledge of second language acquisition (applied linguistic) theory and its applicability to the instructional process.
- Demonstrate knowledge of current trends in research practice in order to implement and evaluate instructional programs for LEP students to ensure they are scientifically based.
- Demonstrate knowledge of the indicators of learning disabilities, especially hearing and language impairment, compared to the process by which students acquire a second language.

- Demonstrate knowledge and ability to implement formal and informal methods of assessment/evaluation of LEP students, including measurement of language, literacy, and academic content meta-cognition.

ESOL Empowering Counselors	
Component: 1-704-002	Maximum Points: 60

General Objective: This program is designed to enable guidance counselors to increase their effectiveness in schools regarding LEP students by developing a crosscultural awareness of the cultural groups within Florida's school.

Standard A the Guidance Counselor will demonstrate effective counseling skills that focus on promoting limited English proficient students.

Specific Objectives:

- Session One
 - Demonstrate an understand of the requirements of the 1990 ESOL Consent Agreement regarding the appropriate roles and responsibilities of school guidance counselors, including knowledge of related litigation and legislation
 - Demonstrate an ability to counsel LEP students and their families regarding their rights under state and federal laws and regulations.
 - Demonstrate an ability to interpret school-community demographics and understand how the data affects counselors and the school's responsibilities.
- Session Two
 - Demonstrate an ability to recognize the cultural characteristic of LEP students, including their language proficiency, aptitudes, intelligence, interests, and achievements, and to provide counseling services to them.
 - Demonstrate an ability to assist LEP students and their families in dealing with cultural adjustments that could hinder educational development.
 - Demonstrate an ability to work with the school and district staff, and related community representatives to assist LEP students and their families.
- Session Three
 - Demonstrate an ability to provide assistance and training to support the school staff in responding to LEP students' developmental needs.
 - Demonstrate an ability to assist LEP students to gain admittance to special programs, including gifted, vocational, advanced placement, and career exploration. ○

- o Demonstrate an ability to assist in implementing the District LEP Plan, function as a member of the school LEP Committee, and develop LEP Student Plans.

Standard B the Guidance Counselor will demonstrate the ability to recognize LEP students' cultural differences and instructional needs and counsel them to fulfill their academic potential.

- Session Four
 - o Demonstrate an ability to recognize diverse, multicultural student populations and recognize cultural differences and similarities among various groups in the U.S., Florida, and the school community.
 - o Demonstrate the ability to implement strategies for using school, community, and home resources to enhance the LEP student's emotional well-being, school adjustment, and academic performance.
 - o Demonstrate an ability to work with the school and district staff to ensure the appropriate placement of LEP students with or without student records.
- Session Five
 - o Demonstrate an ability to evaluate "out-of-country" student records to ensure appropriate placement of LEP students.
 - o Demonstrate an ability to identify linguistic and cultural bias and the effects of race, gender, and socioeconomic status on assessment results.
 - o Demonstrate an ability to assist LEP students and their families to find the school and community-based services that may help meet their academic needs.
- Session Six
 - o Demonstrate an ability to plan multicultural activities that will sensitize students to a diversity of cultures.

Standard C the Guidance Counselor will demonstrate the ability to collect and analyze data to deliver counseling services to develop positive changes in LEP students.

- Demonstrate an ability to use formal and informal assessment methods, including measurements of language, literacy, and academic content that can be used with LEP students
- Demonstrate an ability to interpret test scores for the school staff, parents, and LEP students.

- Session Seven
 - o Demonstrate an ability to disaggregate and analyze data on subgroups' achievement within the school, including LEP students.
 - o Demonstrate an ability to recognize the indicators of learning disabilities compared to the process by which students acquire a second language.
 - o Demonstrate an ability to recognize the difference between language proficiency and content-based academic knowledge.
- Session Eight
 - o Demonstrate an ability to identify the effects of race, gender, age, and socioeconomic status on LEP student performance and assessment results.
 - o Demonstrate an understanding of second language acquisition (applied linguistics) theory and its applicability to the instructional process.
 - o Demonstrate an ability to communicate to the school staff, LEP students, and their parent's student progress toward the school district's curriculum and the Florida Department of Education Standards.

Standard D The Guidance Counselor shall demonstrate the ability to integrate postsecondary and career development guidance and counseling in the fulfillment of limited English proficient students' academic success.

- Session Nine
 - o Demonstrate the ability to assist LEP students in their transition from middle school and high school while emphasizing the importance of education on their future opportunities.
 - o Demonstrate an ability to counsel LEP students about their options and procedures for admission to colleges and career or vocational institutions to pursue their postsecondary desires.
 - o Demonstrate an ability to assist LEP students in their decision-making process by evaluating information about postsecondary education and other career alternatives.
- Session Ten
 - o Demonstrate an ability to LEP students to interpret data and forms for admission and financial aid in the postsecondary admissions process and to help them prepare the necessary documentation.
 - o Demonstrate an ability to use available technology and internet services to support LEP students in their postsecondary decision-making process.

- o Demonstrate the ability to use historical admission patterns and trends to assist LEP students in measuring the appropriateness of their applications to particular colleges, careers, or vocational institutions to pursue their postsecondary desires.

ESOL Empowering Teachers	
Component: 1-704-003	Maximum Points: 60

Empowering ESOL Teachers is a survey-type course that covers the content of the five ESOL endorsement courses. This course is designed to help school-based personnel address cultural diversity by determining the appropriateness of instruction and learning opportunities for LEP students. It is designed to prepare professional educators with the knowledge and skills to help these students succeed.

General Objective: The purpose of this course is to assist teachers in developing attitudes, skills, and knowledge which will enable them to identify students who are limited English proficient (LEP) and to provide and justify effective instruction for LEP students. Upon completion of this component, participants will be able to modify the curriculum and offer instruction and evaluation compatible with student language diversity.

Specific Objectives:

- Recognize the need to provide services for LEP students and relevant training.
- Demonstrate an awareness of the extent to which culture permeates every aspect of our being; thinking, feeling, valuing, and interacting with others.
- Distinguish between visible surface characteristics of culture and the many subtle, invisible manifestations of the culture known as deep culture.
- Examine in-depth, and become familiar with, characteristics of one's own culture and how this influences our interactions with and expectations for students.
- Recognize the states of cultural adaptation for newcomers to any culture and demonstrate awareness of the behavioral characteristics associated with each stage of adjustment and often appear as classroom problems.
- Become aware of the wide diversity within any given cultural group and how to use cultural information without depending upon stereotypes and preconceived ideas concerning cultural characteristics.
- Understand and accept the influence that home, school, and community relationships have on students' academic achievement and school adjustment.

- Utilize student and parent background characteristics to promote effective parental involvement.
- Develop strategies and activities that promote parent, school, and community relationships with the classroom.
- Develop appropriate and positive expectations for students' progress in language learning according to the processes of first and second acquisition, cognitive development, and age of the learner.
- Plan instructional activities that are appropriate to the stage of language acquisition of the student.
- Adapt classroom activities and procedures to maximize second language acquisition and learning, taking into account similarities and differences between first and second language acquisition.
- Assess students' oral language output in the classroom by using a structured observation instrument correctly.
- Develop instructional activities that are appropriate to students' oral language competence.
- Understand the process of literacy development and be able to identify various stages of literacy.
- Describe the similarities in the processes of language acquisition and literacy development.
- Identify and understand the many uses of language and literacy and the importance of early exposure to the complete range of language uses.
- Recognize opportunities for promoting literacy across a broad range of uses, utilize those opportunities, and design and implement appropriate literacy activities.
- Utilize instructional approaches and techniques that integrate language and curricular content learning.
- Analyze and utilize strategies that combine language and thinking skills related to the content of the curriculum.
- Develop a lesson plan within a thematic unit using strategies designed to teach language and content simultaneously.
- Develop strategies that infuse multicultural information throughout the curriculum. • Understand the role and function of assessment in the education of limited English proficient students.
- Identify types of tests and select those appropriate for language minority students and the particular testing goals.
- Analyze various assessment instruments that effectively monitor ESOL students' mastery of academic material.

- Develop content-area assessment instruments that effectively monitor ESOL students; mastery of academic material.
- Use a variety of alternative assessment techniques appropriate for monitoring ESOL students' progress.
- Identify the kinds of information necessary for adequate analysis of any learning problems encountered by ESOL students and suggest appropriate instructional changes.
- Conceptually integrate all sections of the course and note how they fit together or complement each other.
- Decide which techniques are appropriate with which students work toward course goals.
- Justify those decisions based on information from various domains.
- Carry out those decisions with participants' students.

Sample Activities: (Including proposed follow-up, work/school site application):

Participants will engage in readings, activities, and feedback to help them master the identified competencies.

- Readings.
- Activities for each reading.
- Classroom/work area application.
- Share and provide feedback for others.

Evaluation Procedures:

- Participant Evaluation: Instructor observation; successful completion of all class assignments; product assessment; active class participation.
- Component Evaluation: Teachers will assure comprehensible instruction to LEP students at varying levels of English proficiency by adapting the curriculum, modifying assessments, incorporating effective ESOL strategies, and protecting students from the effects of miscommunication, which will result in improved student performance.
- Component Activity Evaluation: Participants will complete a general questionnaire regarding the perceived impact of the training on job performance and/or the classroom, school, or work setting.

ESOL Endorsement – Applied Linguistics	
Component: 1-702-001	Maximum Points: 60

This component is designed to enable participants to examine modern American English in light of current linguistic theories and to identify practical applications of these theories to the teaching of English to students of diverse ethnic and linguistic backgrounds.

General Objective:

- To acquire a greater understanding of the structure of English from a modern-day linguistic perspective.
- To analyze the structure of English to contrast with the language(s) of the target population in a given class.

Specific Objectives: Upon successful completion of the component, participants will be able to:

- Demonstrate an understanding of the nature of language as a system for communication.
- Identify the subsystems the English language uses for communication.
- Explain the phonemic-graphemic (sound to symbol) relationship of English.
- Categorize basic concepts of phonology as they apply to language development. (e.g., stress, intonation, juncture, and pitch).
- Identify the significant features of the phonological systems that cause problems in understanding, speaking, reading, and writing English among LEP students of diverse language backgrounds.
- Identify the significant features of the grammatical/structural systems (morphological and syntactic) that interfere with understanding, speaking, reading, and writing English.
- Identify significant lexical features that interfere with understanding, speaking, reading, and writing English.
- Determine phonemic characteristics in a given work (e.g., consonants, blends, vowels, diphthongs).
- Show familiarity with a commonly used system of phonic transcription such as the International Phonetic Alphabet or Trager-Smith.
- Determine phonological characteristics that are meaningful/significant for LEP students in relation to their native language(s) such as voicing of consonants (rice/rise), intonation and rhythm/stress, and juncture.
- Identify word-order features of English that represent interferences for LEP students of diverse backgrounds.
- Show familiarity with morphological features of English that represent interferences for LEP students to diverse backgrounds.

- Show familiarity with lexical features of English that represent interferences for LEP students of diverse backgrounds such as misleading cognates and words with various social-cultural and contextual meanings.
- Recognize phonographemic differences.
- Identify structural patterns in a given word such as root words, affixes, and syllables.
- Show familiarity with compound word and noun adjunct structures in English.
- Apply principles of English morphology as they relate to language acquisition.
- Compare the characteristics of idiomatic expressions, slang, and standard American English.
- Determine the principles of morphological interference between English and other languages.
- Categorize/analyze the structure of English sentences.
- Recognize methods of grammatical analysis: traditional, structural, or contemporary.
- Determine the principles of syntactic interference between English and other languages.
- Identify the principles, characteristics, and terminology of current first and second language acquisition theories.
- Compare language acquisition of different age groups, e.g., elementary, secondary, and adult.
- Differentiate language proficiencies relating to basic interpersonal communicative skills vs. cognitive academic language skills.
- Identify principles of contrastive and error analysis.
- Identify exceptionalities characteristic of LEP students such as gifted, SLD, EMR, and EMH.
- Apply ESOL instructional strategies for specific learning styles.
- Demonstrate the ability to contrast the English language and the language(s) of the diverse LEP language groups in a given ESOL class.
- Demonstrate the ability to identify potential linguistic interferences in a given text, such as reading lessons and content subject matter.
- Demonstrate the ability to overcome linguistic interferences in reading and content area materials.

Sample Activities: (Including proposed follow-up, work/school site application): Participants will engage in readings, activities, and feedback to help them master the identified competencies.

- Readings.
- Activities for each reading.
- Classroom/work area application.
- Share and provide feedback for others.

Evaluation Procedures:

- Participant Evaluation: Instructor observation; successful completion of all class assignments; product assessment; active class participation.

- **Component Evaluation:** Teachers will assure comprehensible instruction to LEP students at varying levels of English proficiency by adapting the curriculum, modifying assessments, incorporating effective ESOL strategies, and protecting students from the effects of miscommunications, which will result in improved student performance.
- **Component Activity Evaluation:** Participants will complete a general questionnaire regarding the perceived impact of the training on job performance and/or classroom, school, or work setting.

ESOL Endorsement – Cross Culture	
Component: 1-705-001	Maximum Points: 60

This component is designed to develop awareness and understanding of the major cultures represented by the state's different language minorities. It will provide insights that will enable participants to plan and implement curriculum, instruction, and assessment activities that will meet the special needs of limited English proficient students (LEP) who are speakers of other languages.

General Objective: To identify the major cultures represented by the LEP students in Florida public schools, K-12 and Adult, to develop better cross-cultural understanding among all groups and meet their special needs appropriately within the school and community setting.

Specific Objectives:

- Identify the major significant cultures represented by the LEP population in Florida.
- Describe significant (cultural) characteristics of the major cultural groups.
- Identify specific characteristics of the U.S. "American" cultures.
- Identify culture-specific non-verbal communications such as gestures, facial expressions, and eye contact, leading to misinterpretation in cross-cultural interactions.
- Compare/contrast different sociolinguistic language functions, such as formal and informal, age, and regional language expressions common in the U.S. among teenagers and occupational/professional groups, farmers, western cowboys, southern cotton, or sugar cane growers, etc.
- Distinguish true cultural characteristics from stereotypes.
- Compare and contrast the major features of U.S. culture with those of other cultures.
- Identify culture-specific non-verbal communications, such as gestures, facial expressions, and eye contact, that may lead to misinterpretations in crosscultural interactions.
- Identify major differences in educational systems represented by target groups with a view to ascertain appropriate grade placement of students.
- Identify possible "problem" differences to be observed in academic/content areas because of differences in educational/academic background of literate students and

their parents; e.g., division procedures in math and early introduction of cursive writing among Hispanic groups, differences in alphabets, eye-orientation in reading and writing, etc., among other European and Asian groups.

- Identify major attitudes of target group parents/community toward school, teachers, discipline, and education in general that may lead to misinterpretation by U.S. school personnel, e.g., failure to participate actively in PTSA.
- Identify specific culturally different “school behaviors” of target groups that may lead to disciplinary action, ridicule, or other conflicts within U.S. school systems, e.g., Cuban girls’ refusal to shower in open showers after P.E. class; some deepseated religious observances among various groups.
- Demonstrate the ability to identify cultural variations in the classroom and their influence on student behavior and attitudes.
- Give evidence of a working grasp of the culture of the population with which the teacher is to work.
- Demonstrate the ability to maximize student potential by using recent findings of educational/psychological research affecting student learning, such as differences in cognitive/learning styles and brain hemisphere dominance, which may also be culturally related.
- Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
- Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques.
- Identify strategies for facilitating articulation with the administration, content area teachers, parents, and the community.
- Demonstrate awareness of culturally determined behavior of target groups that are intimately related to diversity in family structure and relations, life cycles, role models, decorum, discipline, religion, health, food, dress tradition.
- Demonstrate the ability to identify cultural bias in content area materials and possible impact on the target groups.
- Demonstrate the ability to identify cultural bias in assessment materials.
- Demonstrate the ability to bridge cultural bias in content materials without affecting its integrity.
- Demonstrate the ability to bridge cultural bias in assessment materials without affecting validity or reliability.
- Demonstrate the ability to plan cross-cultural activities that will sensitize students to a diversity of cultures.
- Demonstrate the ability to accept and resolve culturally defensive/aggressive behavior on the part of the students.
- Demonstrate the ability to bridge cross-cultural gaps between students/parents and the school setting.
- Demonstrate the ability to enable students to acknowledge the existence of cultural differences and to make the necessary adjustment to function successfully in their new/second culture and within a multicultural setting.

- Demonstrate knowledge of culturally relevant facts related to the major cultures represented by the target group, such as important historical events and geographic features, literary, artistic, and musical accomplishments of their people.
- Demonstrate the ability to use cross-cultural awareness in designing instructional activities.
- Demonstrate the ability to use cross-cultural awareness in designing criterion referenced tests.

Sample Activities: (Including proposed follow-up, work/school site application):
Participants will engage in readings, activities, and feedback to help them master the identified competencies.

- Readings.
- Activities for each reading.
- Classroom/work area application.
- Share and provide feedback for others.

Evaluation Procedures:

- Participant Evaluation: Instructor observation; successful completion of all class assignments; product assessment; active class participation.
- Component Evaluation: Teachers will assure comprehensible instruction to LEP students at varying levels of English proficiency by adapting the curriculum, modifying assessments, incorporating effective ESOL strategies, and protecting students from the effects of miscommunications, which will result in improved student performance.
- Component Activity Evaluation: Participants will complete a general questionnaire regarding the perceived impact of the training on job performance and/or classroom, school, or work setting.

ESOL Endorsement - Curriculum	
Component: 1-703-001	Maximum Points: 60

This 60-hour component focuses on applications of the theories, principles, and current research related to second language acquisition and instructional techniques and materials relevant to developing an ESOL curriculum.

General Objective:

- To improve and enhance the participants' knowledge of the ESOL curriculum.
- To improve and enhance the participants' knowledge of materials appropriate for use with LEP students.

Specific Objectives:

- Distinguish between ESOL and language arts curricula.
- Distinguish between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) as it applies to the ESOL curriculum.
- Describe the pullout ESOL model.
- Describe the immersion ESOL model.
- Describe the ESOL through the content area model.
- Identify other possible ESOL programmatic models.
- Identify aspects of the school curriculum not appropriate for use with LEP students.
- Adapt items from the school curriculum to cultural differences.
- Adapt items from the school curriculum to linguistic differences.
- Select appropriate ESOL content according to levels of proficiency in listening.
- Select appropriate ESOL content according to levels of proficiency in speaking.
- Select appropriate ESOL content according to levels of proficiency in reading.
- Select appropriate ESOL content according to levels of proficiency in writing.
- Select appropriate ESOL content according to levels of proficiency in culture.
- Identify content-specific vocabulary.
- Identify culture-specific features of content curricula.
- Develop an appropriate curriculum for ESOL at the elementary school level.
- Develop an appropriate curriculum for ESOL at the middle school level.
- Develop an appropriate curriculum for ESOL at the high school level.
- Identify characteristics unique to the evaluation of ESOL text.
- Identify criteria for the development of an ESOL entry test.
- Identify criteria for the development of an ESOL exit test.
- Identify criteria for the selection of state adopted ESOL curricular materials.
- Demonstrate the ability to evaluate and select appropriate ESOL instructional materials in elementary schools.
- Demonstrate the ability to evaluate and select appropriate instructional materials for ESOL in middle schools.
- Demonstrate the ability to evaluate and select appropriate instructional materials for ESOL in high schools.
- Identify characteristics to be considered when selecting printed media for ESOL classes.
- Identify potential linguistic and cultural biases in existing texts and materials.
- List examples of realia that are designed to teach LEP students.
- Describe the use of appropriate instructional equipment/materials for ESOL lessons, e.g., language masters, filmstrips, video cassettes, audio cassettes, and computers.
- Identify characteristics to be considered when selecting computer-assisted instructional materials for ESOL classes.

Sample Activities: (Including proposed follow-up work/school site application): Participants will engage in readings, activities, and feedback to help them master the identified competencies.

- Readings.
- Activities for each reading.
- Classroom/work area application.
- Share and provide feedback for others.

Evaluation Procedures:

- Participant Evaluation: Instructor observation; successful completion of all class assignments; product assessment; active class participation.
- Component Evaluation: Teachers will assure comprehensible instruction to LEP students at varying levels of English proficiency by adapting the curriculum, modifying assessments, incorporating effective ESOL strategies, and protecting students from the effects of miscommunications, which will result in improved student performance.
- Component Activity Evaluation: Participants will complete a general questionnaire regarding the perceived impact of the training on job performance and/or classroom, school, or work setting.

ESOL Endorsement – Methods of Teaching	
Component: 1-700-001	Maximum Points: 60

This component is designed to enable the participants to learn about second language philosophy, methodology, and contrastive analysis between teaching English to native speakers and English to Speakers of Other Languages.

General Objective: To enable participants to identify and apply major ESOL methodologies and approaches.

Specific Objectives:

- Distinguish between the acquisition of language arts skills in the English for Speakers of Other Languages and in the English program for native speakers.
- Match instructional approaches with language learning theories.
- Apply essential strategies for developing listening skills.
- Apply essential strategies for developing speaking skills.
- Apply essential strategies for developing reading skills.
- Apply essential strategies for developing writing skills.
- Recognize the contributions of major leaders in the field of ESOL methodology.
- Develop applications of the major ESOL methodologies and approaches in relation to the various needs of LEP students, e.g., language proficiency, age, interest level, and learning styles.
- Identify major methodologies and current trends in ESOL teaching.
- Identify the characteristics and applications of ESOL approaches.

- Develop applications of Total Physical Response for the beginning stages of ESOL learning.

Plan a Language Experience Approach lesson appropriate for LEP students.

- Identify the features of natural/communicative approaches to teaching ESOL.
- Identify characteristics of aural/oral approaches in developing listening, speaking, reading, and writing skills.
- Demonstrate awareness of the central role of ESOL within the total school curriculum.
- Identify cognitive approaches to second language learning.
- Identify features and demonstrate applications of content-based ESOL approaches.
- Develop lesson plans demonstrating appropriate strategies for teaching reading, especially as related to the establishment of sound system correspondence in terms of patterns.
- Identify features and demonstrate applications of content area reading instruction for LEP students.
- Compare various instructional strategies used in ESOL classrooms with those used in regular English classrooms.
- Apply multi-sensory ESOL strategies in relation to learning styles.
- Demonstrate effective lesson planning by providing multi-level ESOL activities for various situations, such as individual, small group and whole group instruction, cooperative learning, and learning centers.
- Plan lessons utilizing peer tutors, volunteers, or aides.
- Demonstrate ability in classroom management including, flexible scheduling, appropriate room arrangement, and utilizing external resources.
- Identify ESOL specific classroom management techniques for a multi-level class, e.g., choosing group leaders, arranging rooms according to teacher/student responsibilities, utilizing audiovisual materials, giving positive feedback, and using time wisely.
- Determine strategies for content area teachers to use with LEP students.
- Design activities that will prepare students in the ESOL program to make a smooth transition to the regular program.
- Recognize major language education professional organizations.
- Demonstrate knowledge of the historical development of ESOL.
- Demonstrate knowledge of major professional publications related to ESOL.
- Evaluate and select available instructional materials in terms of student needs, including age, language proficiency, cultural background, and learning styles.
- Demonstrate the ability to use instructional materials appropriately.
- Discriminate between a learning disability and limited language proficiency.
- Develop lesson plans demonstrating appropriate strategies for ensuring a smooth transition from the ESOL reading program to regular English reading program.

Sample Activities: (Including proposed follow-up, work/school site application):

Participants will engage in readings, activities, and feedback to help them master the identified competencies.

- Readings.
- Activities for each reading.
- Classroom/work area application.
- Share and provide feedback for others.

Evaluation Procedures:

- Participant Evaluation: Instructor observation; successful completion of all class assignments; product assessment; active class participation.
- Component Evaluation: Teachers will assure comprehensible instruction to LEP students at varying levels of English proficiency by adapting the curriculum, modifying assessments, incorporating effective ESOL strategies, and protecting students from the effects of miscommunications, which will result in improved student performance.
- Component Activity Evaluation: Participants will complete a general questionnaire regarding the perceived impact of the training on job performance and/or classroom, school, or work setting.

ESOL Endorsement – Testing and Evaluation	
Component: 1-701-001	Maximum Points: 60

This 60-hour component is designed to improve and enhance the participants' knowledge to select and develop instruments of evaluation suitable for use with students who demonstrate limited English proficiency.

General Objective:

- Demonstrate the ability to assess initial English language proficiency for placement and instruction.
- Identify and/or develop instruments to determine students' ability to function independently in regular classes for English speakers.

Specific Objectives:

- Identify suitable ESOL assessment instruments that assist in complying with the legal obligations of districts serving LEP students.
- Identify levels of English proficiency to place students appropriately for ESOL instruction.
- Identify tests of English proficiency to place students appropriately at the intermediate level of ESOL instruction.

- Identify tests of English proficiency to place students appropriately at the advanced level of ESOL instruction.
- Identify tests of English proficiency to place students appropriately at the advanced level of ESOL instruction.
- Identify tests for evaluating attitudes towards U.S. culture and behavior appropriate to it.
- Adapt content area tests to ESOL levels appropriate to LEP students.
- Identify instruments to determine the ability of students to function independently in regular classes for English speakers.
- Identify available ESOL exit level tests.
- Identify cultural biases in commercial tests.
- Construct ESOL listening test items.
- Construct ESOL speaking test items.
- Construct ESOL reading test items.
- Construct ESOL writing test items.
- Construct ESOL test items to assess cultural knowledge.
- Identify the differences between norm-referenced tests.
- Identify criteria to select appropriate norm-referenced tests.
- Identify criteria to select appropriate criterion-referenced tests.
- Define the different kinds of validity in tests.
- Define reliability.
- Describe the use of test item analysis.
- Design appropriate proficiency tests to measure the progress of LEP students in ESOL classes.
- Design appropriate tests to measure the achievement of LEP students.
- Describe indicators of teacher self-evaluation of ESOL instruction.
- Interpret assessment data of LEP students as it relates to placement in ESOL.
- Interpret assessment data of LEP students as it relates to progress in ESOL.
- Identify necessary records and documents maintained for LEP students.

Sample Objectives: (Including proposed follow-up, work/school site application): Participants will engage in readings, activities, and feedback to help them master the identified competencies.

- Readings.
- Activities for each reading.
- Classroom/work area application.
- Share and provide feedback for others.

Evaluation Procedures:

- Participant Evaluation: Instructor observation; successful completion of all class assignments; product assessment; active class participation.

- **Component Evaluation:** Teachers will assure comprehensible instruction to LEP students at varying levels of English proficiency by adapting the curriculum, modifying assessments, incorporating effective ESOL strategies, and protecting students from the effects of miscommunications, which will result in improved student performance.
- **Component Activity Evaluation:** Participants will complete a general questionnaire regarding the perceived impact of the training on job performance and/or classroom, school, or work setting.

ESOL Training	
Component: 1-705-002	Maximum Points: 120

General Objective: Increase and update knowledge based on the recent program, legal issues, and changes related to the teaching of LEP students and the commensurate responsibilities associated with that function.

Specific Objectives:

- Articulate the legal requirements for teaching LEP students, including entry and exit requirements.
- Articulate any recent legal changes.
- Describe and demonstrate appropriate lesson plans for LEP students.
- Demonstrate the completion of the limited-English proficient student plan.
- Explain the functions of the LEP committee and data worksheet elements.

Family / Community Involvement	
Component: 2-600-001	Maximum Points: 120

General Objective: Provide participants with knowledge and skills to ensure family/community involvement with the Sarasota County School District.

Specific Objectives:

- To welcome parent and community involvement.
- Utilize best practices.
- Encourage greater participation with the larger community.

Food Services	
Component: 8-505-001	Maximum Points: 120

General Objective: To provide Food Service employees with 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: Upon successful completion of this activity, participants will be able to:

- Practice sanitation rules and regulations as they relate to foodservice operations.
- Demonstrate competencies in meal planning, preplanning, ordering, producing meals, managing personnel, and keeping records in accordance with procedures taught.
- Demonstrate the ability to incorporate school lunch program requirements in areas of meal patterns reimbursement and work schedules.
- Demonstrate the ability to follow meal patterns, adhere to sanitation policies, and complete employee work schedules.
- Demonstrate the ability to identify basic management principles and personnel management strategies.
- Define the roles and responsibilities of various school food service personnel.
- Increase understanding of the integration of school foodservice in the total educational program.
- Analyze the basic elements of nutrition as they relate to human growth and development.
- Increase competency in analyzing the physical, social, psychological, and cultural functions of food.
- Increase competency in the ability to list, define, and understand the components of the Dietary Guidelines and put them into practice.
- Increase competency in the ability to define terms for food preparation and purchasing.
- Demonstrate competency in the proper use and care of large and small food preparation and service equipment.
- Demonstrate increased competency in the knowledge of the nutrition requirements of the school breakfast and lunch programs.
- Demonstrate increased competency in employee relations and program promotion.

Foreign Language	
Component: 1-004-001	Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to demonstrate knowledge and understanding of the subject matter effectively.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the learner's developmental state.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

General Support Services	
Component: 8-506-001	Maximum Points: 120

General Objective: To provide participants with the knowledge, skills, and competencies necessary to improve student achievement, health, and safety effectively.

Specific Objectives:

- Apply the knowledge and skills gained to their job.
- State at least three (3) ideas gained from the activity.
- Share the benefits gained with a colleague.

Gifted Endorsement – Creativity for Gifted	
Component: 2-106-005	Maximum Points: 60

General Objective: To provide an overview of theory, research, practical strategies, and resources of creativity, emphasizing classroom applications.

Specific Objectives: Upon successful completion of this activity, participants will be able to:

- Explain at least four published definitions of creativity, formulate a personal definition of creativity, and understand four important factors contributing to creative productivity.
- Compare and contrast creativity with related topics including thinking skills, convergent and divergent thinking, problem-solving, decision-making, and describe the relationship between creativity and at least three conceptions of giftedness or talent.
- Explain the benefits and importance of creativity for students in modern schools.
- Identify and give examples of the basic ground rules for creativity, including deferred judgment and affirmative judgment.
- Identify and explain several obstacles to creativity, including both and internal blocks and external barriers.
- Explain at least four cognitive characteristics associated with creativity.
- Explain at least six personal style characteristics associated with creativity.
- Describe and apply brainstorming and idea.

Gifted Endorsement – Curriculum Development	
Component: 2-106-001	Maximum Points: 60

General Objective: To provide an overview of planning, developing, implementing, and evaluating curriculum and instruction appropriate for students who are gifted.

Specific Objectives:

- Upon successful completion of this activity, participants will be able to:
- Demonstrate knowledge of the principles of differentiation for designing curriculum experiences appropriate for students who are gifted.
- Compare and contrast models for teaching critical thinking, problem-solving, and decision-making skills.
- Demonstrate knowledge of the scope and sequence of the basic curriculum and teaching resources.
- Demonstrate knowledge of appropriate resource materials and curriculum for teaching students who are gifted.
- Demonstrate methods of curriculum compacting and pacing appropriate for the needs of students who are gifted.

- Demonstrate the use of community and volunteer resources as they pertain to the gifted program curriculum.
- Demonstrate the ability to develop an appropriate educational plan.
- Demonstrate the ability to organize the learning space to offer individual, small and large-group contexts for learning.

Gifted Endorsement – Guidance and Counseling	
Component: 2-106-002	Maximum Points: 60

General Objective: At the conclusion of this course, participants will be able to demonstrate knowledge and skills in guidance and counseling of students who are gifted to include motivation, self-image, intra, and interpersonal skills, career options, emotional and social needs, and communication strategies for teachers.

Specific Objectives:

- Select appropriate interventions and strategies that address self-motivation, understanding, coping with exceptionality, and creative productivity in students who are gifted.
- Demonstrate an understanding of the perceptions that can influence the selfconcept and self-esteem of a student who is gifted.
- Demonstrate knowledge of the theories of self-esteem and self-concept as related to guidance and counseling students who are gifted.
- Recognize the dynamics of the interactive role of students who are gifted, with teachers, family members, and peers.
- Demonstrate the use of appropriate strategies for helping students who are gifted deal with stress.
- Demonstrate knowledge of group dynamics and methods of teaching social skills to students who are gifted.
- Demonstrate the ability to communicate and conference effectively with parents and teachers regarding an individual student's needs.
- Demonstrate the knowledge and facilitation of a variety of problem-solving and decision-making techniques appropriate for use by students who are gifted.
- Identify appropriate career opportunities available for students who are gifted.
- Provide career guidance appropriate for meeting the needs of students who are gifted.
- Provide guidance and counseling to meet students' social and emotional needs, including students from special populations.
- Develop cooperative working relationships and teamwork with other disciplines, agencies, colleagues, and parents.

Gifted Endorsement – Nature and Needs	
Component: 2-106-003	Maximum Points: 60

General Objective: At the conclusion of this module, participants will be able to demonstrate knowledge and skills in the identification of the nature and needs of students who are gifted to include student characteristics; cognitive, social, and emotional needs; history and current research; and identification and placement.

Specific Objectives:

- Identify the prevalence/incidence of giftedness in the school-age population.
- Identify and describe cognitive and affective behaviors indicating that a student should be tested for giftedness.
- Demonstrate awareness of the patterns of influence on giftedness, e.g., home, culture, self, and education.
- Demonstrate knowledge of normal and advanced (typical and atypical) child development.
- Identify concomitant problems and needs related to the characteristics of giftedness.
- Distinguish between characteristics of children with high academic aptitude and children with exceptional, creative, or social abilities.
- Compare and contrast the historical as well as current national and state definitions of gifted.
- Demonstrate knowledge of major historical and contemporary trends that have influenced gifted education.
- Identify and compare theories of intelligence, which pertain to gifted education.
- Identify laws that impact or have direct implications for gifted education programs.
- Identify and interpret research findings that impact gifted education.
- Identify emerging trends in the identification of students who may be gifted.
- Identify the methods to be used in securing the legal rights of students who are gifted.
- Identify essential factors in rules and regulations for exceptional student education that pertain to gifted programs.
- Describe the major components of an educational program.
- Describe traditional assessment instruments used to identify students who are gifted.
- Define the advantages and disadvantages of each type of assessment instrument used to identify students who are gifted.
- Identify the teacher's role in the district procedural steps for identifying and placing students who are gifted in special programs.
- Interpret a student's assessment data using state identification criteria and recommend placement.
- Identify and define different types of placement models for providing services to students who are gifted.

- Analyze the factors involved in selecting program options along the continuum of services for students who are gifted.
- Demonstrate knowledge of alternative assessment techniques.

Gifted Endorsement – Special Populations of Gifted	
Component: 2-106-004	Maximum Points: 60

General Objective: To demonstrate knowledge of the evolution of gifted education and the nature and needs of students from gifted, special populations.

Specific Objectives:

- Identify ways in which characteristics of rural living (e.g., sparse populations, poverty, non-urban experiences, and traditional rural values) influence the development and educational experiences of rural students who are gifted.
- Demonstrate and apply knowledge of the research on gender bias and ways in which students of different sexes are treated differently by parents, peers, and teachers.
- Identify and describe alternatives to break down the barriers that have prevented services for young gifted children.
- Identify characteristics and observe each special population of gifted students.
- Demonstrate knowledge and application of the interactive nature between characteristics of special populations of students who are gifted and the need for programming.
- Demonstrate the ability to fulfill the guidelines suggested in the state's procedures (Plan B) for identifying students from under-represented populations.

Demonstrate the understanding of the needs of gifted minorities, underachievers, disabled, handicapped, economically disadvantaged, and high gifted.

Gifted Training General	
Component: 2-106-006	Maximum Points: 120

General Objective: The purpose of this objective is to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of gifted instruction.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies, participants will:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the field of gifted education.

- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
- Use references, materials strategies, and technologies of the subject field in a manner appropriate to the learner's developmental stage.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of District and State curriculum requirements and program of studies, and required instruction (FSS 233.061) of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

Grant Writing	
Component: 8-506-002	Maximum Points: 120

General Objective: Participants will learn how to develop a grant proposal.

Specific Objectives:

- Clarify the grant writing process.
- Help the seminar participant make the match between the seminar's participants and the contributors' priorities.
- Meet some of our contributors.
- Learn how technology can help the participant find their funding match.
- Identify grant writing terms.
- Program planning and proposal development.
- Identify appropriate funding.
- Identify how to track grants.
- Understand the process of writing a competitive proposal

Health Education	
Component: 1-005-001	Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the learner's developmental state.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

Health Procedures, First Aid, CPR	
Component: 6-414-001	Maximum Points: 120

General Objective: The purpose of this component is to provide participants with the knowledge and basic procedures in first aid life-saving techniques, cardiopulmonary resuscitation, or specific health room medical procedures.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies, the participants will:

- Recognize the symptoms of common emergencies requiring basic first aid treatment.
- Demonstrate skills and techniques in basic first aid treatment.
- Identify hazards in the home and workplace, as well as identifying and using specific appropriate self-protective procedures and personal protective equipment.
- Identify cardiac risk factors and describe how to reduce them.
- Recognize the signs and symptoms of respiratory arrest, cardiac arrest, and airway obstructions.
- Demonstrate skills and competencies in administering Cardiopulmonary Resuscitation as per the level of course taken community level or professional level.
- Demonstrate skills and competencies in the removal of airway obstructions in the choking victim.
- Demonstrate skills and competencies of Health Room medical procedures, such as Gastrostomy Tube Feedings, Glucose Monitoring, Medication Administration, Intermittent Catheterization, suctioning, and other disease-specific treatments.

High School Accreditation, IB, AP	
Component: 8-512-002	Maximum Points: 120

General Objective: The SACS School Improvement Process is a five-year continuous cycle that provides the school with the tools to conduct a comprehensive needs assessment, analyze the data associated with student performance, establish specific goals for student learning, and create meaningful action plans focused on improving student performance.

Specific Objectives: Participants will:

- Identify the students, school, and community the school serves.
- Develop the beliefs and mission of the school; basis for the school's existence.
- Complete a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identify specific goals for student learning.
- Adopt a process that must support and enable the school to conduct a selfevaluation of the effectiveness of the instructional and organizational practices within the school.
- Develop and implement an action plan for improvement.
- Develop an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.
- Utilize a process that must provide for a peer review by representatives of the Commission on Secondary and Middle Schools.

Human Relations, Communications Skills, Customer Service	
Component: 7-406-001	Maximum Points: 120

General Objective: This component aims to provide teachers and staff with the knowledge and skills necessary to use effective communication techniques with students and all other shareholders.

Specific Objectives:

- Demonstrate in-depth knowledge of effective communication skills.
- Communicate with all students in a positive and supportive manner, and challenge all students to meet high expectations.
- Promote excellence, establish positive interaction in the learning environment that uses incentives and consequences for students, and focus on learning rather than behavior.
- Communicate effectively, in both verbal and nonverbal styles, with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds
- Vary communication according to the nature and needs of individuals.
- Provide all students with opportunities to learn from each other.
- Maintain standards of mutually respectful interaction during individual work, cooperative learning, and whole-group activities.
- Motivate, encourage, and support individual and group inquiry.
- Encourage students' desire to receive and accept constructive feedback on their work and behavior.
- Communicate with colleagues, school and community, administrators, and parents, consistently and appropriately.
- Demonstrate progress toward short-and long-term professional goals relating to communication.

Increasing Outcomes for All Pre-K Children in Exceptional Student Education Programs	
Component: 2-100-011	Maximum Points: 10

General Objective: Courses is designed as a ten-hour online learning experience. Participants are expected to complete segments of required reading included in each course unit, in addition to completing knowledge checks and reflection segments included in each unit. The participants will be provided with a variety of strategies and resources related to addressing needs of Pre-K children with delays and disabilities.

Specific Objectives: Participants will:

- Using resources provided in the Florida Early Learning and Developmental Standards (FELDS) when developing activities and lessons.
- Sections of Individual Education Program (IEP) and use of information related to children's present levels of performance and goals.
- Evidence-based practices for developing classroom and program environments that provide for a wide range of individual needs.
- Processes related to measuring children's progress.
- Levels of support (universal, individualized, intensive) for developing strategies to address the needs of young children.

The content has been organized around seven topics:

- Overview of resources, supports, and evidence-based practices
- Levels of support and strategies for prompting
- Progress monitoring
- Classroom essentials for evidence-based practices
- Strategies for supporting social-emotional development
- Strategies for supporting motor development
- Strategies for supporting language and communication

Induction Program - SCIP	
Component: 2-409-001	Maximum Points: 120

General Objective: Demonstrate effectiveness in Accomplished Practices mandated by the Department of Education.

Specific Objectives:

- Write in a logical and understandable style with appropriate grammar and sentence structure.
- Read, comprehend, and interpret professional and other written materials.
- Comprehend and work with fundamental mathematical concepts.
- Recognize signs of severe emotional distress in students and apply techniques of crisis intervention with an emphasis on suicide prevention and positive emotional development.
- Recognize signs of alcohol and drug abuse in students and apply counseling techniques with an emphasis on intervention and prevention of future abuse.
- Recognize the physical and behavioral indicators of child abuse and neglect, know rights and responsibilities regarding reporting, know how to care for a child's needs after a report is made, and know recognition, intervention, and prevention strategies pertaining to child abuse and neglect, which can be related to children in a classroom setting in a non-threatening, positive manner.

- Comprehend patterns of physical, social, and academic development in students, including exceptional students in the regular classroom, and counsel these same students concerning their needs in these areas.
- Recognize and be aware of the instructional needs of exceptional students.
- Comprehend patterns of normal development in students and employ appropriate intervention strategies for disorders of development.
- Identify and comprehend the codes and stands of professional ethics, performance, and practices, the grounds for disciplinary action, and the procedures for resolving complaints filed, including appeal processes.
- Recognize and demonstrate awareness of the educational needs of a student who have limited proficiency in English and employ appropriate teaching strategies.
- Use appropriate technology in teaching and learning processes.
- Use assessment strategies to assist the continuous development of the learner.
- Use teaching and learning strategies that consider each student's culture, learning styles, special needs, and socioeconomic background.
- Demonstrate knowledge and understanding of the subject matter aligned with the subject knowledge and skills specified in the student performance standards approved by the state board.

Instructional Materials Adoption	
Component: 8-514-002	Maximum Points: 120

General Objective: To improve the instructional materials adoption process by providing council members with necessary competencies to make the process consistent with state statutes, State Board of rules, and accepted professional practices.

Specific Objectives:

- Describe the overall selection process for instructional materials.
- Answer questions about the legal requirements of the adoption process using o Florida Statutes as a reference to address the adoption process.
- Describe ways to organize & operate a district council to meet its responsibilities
- Describe the range of characteristics and features of any textbooks, which would result in a rating of high quality.
- List criteria for textbooks in s specific content area which are judged to be assessable and germane to the content area.
- Apply a list of criteria in his or her area of expertise to a set of textbooks and determine the degree to which the materials meet the criteria.
- Describe the importance of combining information from various sources to form a rating or ranking of instructional materials.

- Combine information taken from a given variety of sources to form a rating of the instructional materials.
- Describe the current changes in the subject area content and instructional methods, which have implications for the adoption of instructional materials.

Instructional Media Services	
Component: 8-407-001	Maximum Points: 120

General Objective: Update Media Specialist skills in improving the school library media program.

Specific Objectives:

- Participants will list and describe ways by which cooperation of school administrators may be solicited.
- Participants will be able to list the characteristics of quality school media programs.
- Participants will be able to describe the characteristics of organized and effective Media Specialists.

Instructional Strategies	
Component: 2-408-001	Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of various evidence-based instructional strategies.

Specific Objectives: Participants will demonstrate knowledge and skill competencies in such evidence-based instructional strategies as:

- Lesson Study
- Critical Thinking
- Cooperative Learning
- Madeline Hunter
- 4-MAT
- Block Scheduling
- Accountable Talk
- Explicit Teaching
- Differentiated Instruction
- Small Group Instruction
- Gradual Release of Responsibility

- Structured Literacy
- Any other evidence-based instructional strategy not already listed in the Professional Learning Catalog.

Instructional Technology: ACTIV Technology	
Component: 3-003-005	Maximum Points: 120

General Objective: Through the use of ActivTechnologies, specifically ActivBoard and ActivStudio, teachers will enhance their technology integration skills in order to impact curricular content delivery and promote student engagement.

Specific Objectives:

- Participants will align curriculum instruction to district standards and define appropriate use of Activ Board and Activ Resources.
- Participants will be able to recognize and describe the benefits of
- ActivTechnologies in lesson design and delivery
- Participants will demonstrate the ability to enhance a lesson using ActivTechnologies
- Demonstrate the ability to plan and design a lesson which integrates ActivTechnology

Instructional Technology: Digital Literacy I	
Component: 3-003-006	Maximum Points: 120

General Objective: Activities will provide instruction to teachers in the use and integration of learning technologies into the daily curriculum. Demonstrations of researched-based best practices will assist teachers in the development of skill and awareness of district support technology resources.

Specific Objectives:

- Participants will align curriculum instruction to district standards and define appropriate use of learning technology
- Participants will be able to recognize and describe the benefits of learning technologies in lesson design and delivery
- Participants will demonstrate the ability to enhance a lesson using learning technologies
- Demonstrate increased personal proficiency in the use of district endorsed technology tools

Instructional Technology: Instructional Learning Systems	
Component: 3-003-007	Maximum Points: 120

General Objective: Activities will provide instruction to teachers in the use and integration of district endorsed Instructional Learning Systems. The training focused on implementation and classroom follow-up will support participants in the best practice use, instructional support, and classroom follow-up designed to impact student achievement.

Specific Objectives:

- Participants will align student use to district standards and high academic needs of their school to effective use of the school's Instructional Learning System.
- Participants will demonstrate skills needed to be able to retrieve timely student progress data from the Instructional Learning System
- Participants will demonstrate the ability to interact with the Instructional Learning System's management tool and individualize student instruction to address highneeds learning concerns for all participating students.
- Demonstrate increased personal proficiency in the development of classroom follow-up activities designed to address student needs as profiled by progress data available through daily reports accessed by the teacher.

Interdisciplinary / Cross Content	
Component: 1-007-001	Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.

- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

Literacy Coach Endorsement	
Component: 2-008-009	Maximum Points: 120

General Objective: This component provides participants the skills and knowledge to serve as literacy coaches who apply effective methods for planning, implementation and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices.

Specific Objectives:

- Provide targeted professional development focused on the science of reading and evidence-based instructional practices in literacy.
- Understand principles of adult learning and use that knowledge to provide high-quality, job-embedded professional learning opportunities.
- Increase student engagement, improve student achievement and build teacher capacity in schools.
- Support literacy instruction across all content areas.
- Address inequities in opportunities for teacher and student learning by providing differentiated, targeted support.
- Apply effective pedagogy and andragogy.
- Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth in a variety of settings.
- Collect and use data on instructional practices to inform and implement professional learning opportunities for teachers of reading.
- Analyze and interpret data to identify trends and patterns.
- Identify and apply scaffolding strategies (e.g., differentiation of coaching support based on strengths and areas of growth).
- Maintain a non-evaluative stance.
- Facilitate professional learning that supports district-wide initiatives

Language Arts	
Component: 1-008-001	Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

Lesson Design	
Component: 2-408-014	Maximum Points: 120

General Objective: Participants will learn the important parts of a lesson plan and be able to compose a lesson that includes all parts and transitions smoothly from one part to another.

Specific Objectives:

- Identify the elements that comprise an effective lesson plan.
- Identify and use district and state curriculum standards for classroom lesson and unit planning.

- Describe and define expected student performance or behaviors based on standards, benchmarks (goals), or grade-level expectations (objectives).
- Design and implement a classroom lesson plan using a standards-driven model.
- Incorporate various assessment tools matched to purposes, standards when designing and developing a lesson/unit.
- Use student assessment data for classroom decision-making.
- Refine lesson plans and assessments through peer coaching and feedback.
- Recognize the educational benefits of using rubrics in a Standards-Driven classroom.
- Describe the key characteristics and components of effective rubrics.
- Identify measurable objectives that incorporate higher levels of Bloom's taxonomy.

Literacy Micro-Credential (Birth to Pre-K)	
Component: 1-013-011	Maximum Points: 60

General Objective: The purpose of this component is to provide teachers, program directors, interventionists, instructional coaches and Head Start personnel with literacy knowledge and skills to support outcomes for school readiness.

This component can be used to satisfy the language and literacy requirements for the CDA professional portfolio as well as the 40-hour reading requirement for renewal.

Specific Objectives:

- Support student outcomes for school readiness
- Identify literacy difficulties accurately
- Apply evidence-based practices
- Engage in effective progress monitoring and intervention

Literacy Micro-Credential (Pre-K – Grade 5)	
Component: 1-013-012	Maximum Points: 60

General Objective: The purpose of this component is to provide teachers, paraprofessionals, Media Specialists, interventionists, and School Counselors with literacy knowledge and skills to support reading instruction and intervention for K-5 students.

This component can be used to satisfy Competency 1 of the Reading Endorsement as well as the 40-hour reading requirement for renewal. This course allows instructional personnel who are not fully endorsed or certified in reading to provide intensive reading interventions if supervised by an individual who is certified or endorsed in reading.

Specific Objectives:

- Identify literacy difficulties accurately
- Apply evidence-based practices
- Engage in effective progress monitoring and intervention

Literacy Micro-Credential (Grades 6-12)	
Component: 1-013-013	Maximum Points: 60

General Objective: The purpose of this component is to provide teachers, paraprofessionals, Media Specialists, interventionists, and School Counselors with literacy knowledge and skills to support reading instruction and intervention for 6-12 students.

This component can be used to satisfy Competency 1 of the Reading Endorsement as well as the 40-hour reading requirement for renewal. This course allows instructional personnel to teach intensive reading intervention, if supervised by an individual who is certified or endorsed in reading.

Specific Objectives:

- Identify literacy difficulties accurately
- Apply evidence-based practices
- Engage in effective progress monitoring and intervention

Mathematics	
Component: 1-009-001	Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.

- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

MTSS (RTI/PBS)	
Component: 2-100-009	Maximum Points: 120

General Objective: Participants will identify and interpret assessments, both formal and informal, and use data results to identify relevant instructional content, and measure response to instruction.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

- Collaborate with team and school personnel to analyze student achievement data.
- Determine appropriate academic interventions and monitor progress.
- Collaboratively engage in the problem-solving process while answering four critical questions: What do we want students to learn? How will we know if they have learned it? How will we respond when they don't learn it? How will we respond if they already know it?
- Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
- Identify data collection strategies to assess student behavior.
- Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.
- Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan.
- Recognize the various concepts and models of positive behavior management.

Multi-Cultural Education	
Component: 1-412-001	Maximum Points: 120

General Objective: To explore, research, and develop skills related to multicultural understanding and teaching strategies and enable participants to demonstrate knowledge and sensitivity toward the diverse student population in Sarasota County Schools.

Specific Objectives: Upon successful completion of this activity, participants will be able to:

- Utilize Multicultural Curriculum Guides (K-12), including goals, content, instructional strategies, and student achievement base on the history and culture of the various ethnic groups: Native Americans, African Americans, Hispanic, Caribbean, Asian, and Haitian.
- Utilize multicultural references, materials, strategies, and technologies, i.e., distance learning, Internet, etc., in a manner appropriate to the individual needs of the culturally and linguistically diverse learners.
- Integrate multicultural content throughout the curriculum.
- Apply knowledge of current multicultural issues and/or research that improves a student's performance.
- Apply conflict resolution interventions appropriate for diverse learners in the classroom.
- Network with the district's educators, parents, and communities' cultural and linguistic groups.
- Demonstrate knowledge, understand, and sensitivity of diverse cultural and linguistic groups.
- Develop partnerships with the business world to promote a successful transition from school to work in a diverse society.
- Develop multicultural activities and materials.
- Develop multicultural activities and materials.
- Assess students' and schools' ongoing processes of multicultural infusion throughout the different subject areas, i.e., respect for cultural diversity, use of various assessment methods, incorporating multicultural content in daily lesson plans, etc.
- Utilize varied techniques, experiences, and knowledge of other cultures gained from active participation in the Summer Institute sessions.

National Board Certification	
Component: 2-416-001	Maximum Points: 120

General Objective: NBPTS candidates will learn the competencies and skills necessary to complete the National Board Certifications process.

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

- Become aware of the Florida Excellent Teaching Program legislation and its implications on teachers who become National Board Certified.
- Become conversant concerning the National Board for Professional Teaching Standards process.
- Connect the National Board Certification process to the teaching and learning process resulting in significant student learning results.
- Identify the various field(s) of certification available.
- Identify and understand the standards within the candidate's area of certification.
- Understand the requirements within the portfolio and assessment process of the National Board Certification. Complete the process if candidacy is declared.
- Effectively videotape classes as required.
- Become aware of, and practice, the difference in descriptive, analytical, and reflective writing.
- Collaborate and network with candidates/mentors throughout their specific school, district, and/or region.
- Share successful techniques for completion of National Board candidacy.
- Reflect upon the information presented in sessions to implement.

New Employee Orientation	
Component: 8-506-006	Maximum Points: 120

General Objective: This course is a mandatory introduction to the Sarasota County School District for all new employees within the first 60 days of employment.

Specific Objectives: An overview of:

- SCSB Vision, Mission and Values, Organizational Structure and Services, and Customer Service.
- Professional Responsibility, Ethics & Liability Laws
- Technology including ActivBoards
- Equity Policy (Discrimination & Harassment)
- Employee HR Handbook
- Sarasota Classified Teachers Association (SC/TA)
- Payroll/FRS Retirement
- District Safety & Security
- Bloodborne Pathogens
- Employee Benefits

NeXT Generation High Schools	
Component: 7-007-001	Maximum Points: 120

General Objective: The work associated with this component will provide additional supports and structures outside the school day for transforming the five comprehensive high schools as they move to high performing small learning communities that serve all students. The work will target three separate but interrelated areas: SLC development and implementation, effective guidance practices, and increased support and outcomes for ESE students.

Specific Objectives:

- Participants will demonstrate knowledge about one or more of the three areas of work.
- Participants will demonstrate an ability to utilize data to inform practice.
- Participants will document new learning and applications.
- Participants will create a plan of work connected to their school-based positions, monitor that plan, and assess outcomes.

Next-Generation Content Area Reading Professional Development (NGCAR-PD) Academy	
Component: 1-013-009	Maximum Points: 60

General Objective: NGCAR-PD is designed to prepare content area teachers to effectively deliver the reading intervention to students who score at Level 2 in reading on the FCAT and do not need reading instruction in decoding and text reading efficiency.

Specific Objectives:

- To provide information and research about reading in content areas
- To provide vocabulary and comprehension strategies that can be used in the content area classrooms

Next-Generation Content Area Reading Professional Development (NGCAR-PD) Practicum	
Component: 1-013-010	Maximum Points: 30

General Objective: NGCAR-PD is designed to prepare content area teachers to effectively deliver the reading intervention to students who score at Level 2 in reading on the FCAT and do not need reading instruction in decoding and text reading efficiency.

Specific Objectives:

- To provide information and research about reading in content areas
- To provide vocabulary and comprehension strategies that can be used in the content area classrooms
- To complete a case study of a Level 2 reader who is utilizing the strategies

Physical Education	
Component: 1-011-001	Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies, and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

Plant Operations and Maintenance	
Component: 8-510-001	Maximum Points: 120

General Objective: To provide maintenance and facilities service personnel with the knowledge, skills, and competencies necessary to effectively maintain a safe, sanitary, healthy, and clean environment.

Specific Objectives: Upon successful completion of this activity, participants will be able to:

- Articulate the vision and mission of the school or department and the district.
- Apply to school, district, state, and federal rules and regulations applicable to the individual's job responsibilities.
- Implement safety procedures in school operations.
- Implement appropriate sanitation and school housekeeping procedures, including floor and carpet care, into the daily work routine.
- Operate, maintain, and perform minor repairs of machinery related to the responsibilities of the position.
- Utilize minor and preventative maintenance procedures, including climate adjustments and energy conservation.
- Maintain grounds at the facility.
- Provide first aid procedures and CPR techniques when necessary.
- Demonstrate the proper use of chemicals.
- Communicate and interact effectively with students, teachers, administrators, parents, and other stakeholders.
- Perform the duties and responsibilities described in the individual's job description.

Pre-Kindergarten	
Component: 2-012-001	Maximum Points: 120

General Objective: To provide educators with the knowledge, skills, and competencies necessary to use in the understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.

Specific Objectives:

- Recognize the developmental level of each student as indicated by behaviors, writings, drawings, and other responses, etc.
- Stimulate student reflection on previously acquired knowledge and link new knowledge and ideas to already familiar ideas.
- Incorporate an extensive repertoire of activities, strategies, technologies, and materials to engage the learner and to accommodate different student learning needs, developmental levels, and experiential backgrounds.

- Implement appropriate provisions for individual students based on their learning needs and developmental levels.
- Develop instructional curriculum with attention to learning theory, subject matter structure, curriculum development, and student development.
- Present concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development.
- Develop short-and long-term personal and professional goals relating to human development and learning.

Reading Endorsement Competency 1 Language	
Component: 1-013-006	Maximum Points: 60

General Objective: The purpose of this component is to provide the opportunity to develop substantive knowledge of language structure, function, and cognition for each of the five major components of the reading process. Upon successful completion of the component, participants will be able to: analyze and apply the basic concepts of phonology as they relate to language development; recognize and apply structural analysis as they relate to words; understand the role of fluency in reading development; apply principles of morphemic analysis; and understand the impact of different text structures on the construction of meaning.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post-test or other valid measures and will complete any other assessment procedures required by the instructor as referenced in the matrix on page 5 of this document.

Specific Objectives:

- Phonemic Awareness
 - o Identify and apply basic concepts of phonology as they relate to language development and reading performance (e.g., phonological processing, inventory of phonemes, phonemic awareness skills, phonemic analysis)
 - o Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences)
- Phonics
 - o Identify structural patterns of words as they relate to reading development and reading performance (e.g., inventory of orthographic representations, syllable conventions; spellings of prefixes, root words, affixes)
 - o Apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, advanced phonics skills)
- Fluency
 - o Identify the principles of reading fluency as they relate to reading development

- o Understands the role of reading fluency in the development of the reading process
- Vocabulary
 - o Identify and apply principles of English morphology as they relate to language acquisition (e.g., identify meanings of morphemes, inflectional and derivational morphemes, morphemic analysis)
 - o Identify principles of semantics as they relate to vocabulary development
 - o (e.g., antonyms, synonyms, figurative language, etc.)
- Comprehension
 - o Identify principles of syntactic function as they relate to language acquisition and reading development (e.g., phrase structure, types of sentences, sentence manipulations)
 - o Understands the impact of variations in the written language of different text structures on the construction of meaning
 - o Identify cognitive task levels and the role of cognitive development in the construction of the meaning of a variety of texts (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation)
 - o Understands the transactive nature of the reading process in constructing meaning from a wide variety of texts and for a variety of purposes (e.g., text connections: within texts, across texts, from text to self, from text to world)
 - o Integration of the major reading components.
 - o Identify language characteristics related to informal language and cognitive academic language.
 - o Identify language characteristics related to informal language and cognitive academic language.
 - o Identify phonemic, semantic, and syntactic variability between English and other languages.
 - o Understands the interdependence between each of the major reading components and their effect upon fluency in the reading process (e.g., reading rate: phonological processing and construction of meaning)
 - o Understands the interdependence between each of the major reading components and their effect upon comprehension (e.g., construction of meaning: vocabulary, fluency)
 - o Understands the impact of dialogue, writing to learn, and print environment upon reading development

Activities:

- Participants will be expected to apply knowledge from this component to classroom practice. The following activities may be independent or collaborative, and may include, but are not limited to:
- Complete a Classroom Communication Checklist on a student to identify underlying language concerns in listening, speaking, reading, writing.
- Review Curriculum Standards and identify underlying language skills needed to access Language Arts curriculum

- Identify phonemes in the English language.
- Model activities that address each level of phonemic awareness.
- Model prosody and intonation relative to meaning in oral and written language.
- Model lesson on teaching vocabulary.
- Review strategies for teaching vocabulary across grade levels.
- Identify strategies teachers can use to build vocabulary before, during, and after students read the text.
- Identify a variety of syntactical structures within a literary context.
- Identify effective strategies for word recognition and comprehension.
- Develop a language lesson incorporating levels of cognition.
- Review current literature on language and literacy.
- Identify explicit, systematic instructional plans for scaffolding development of cognition and comprehension skills.
- Identify and examine resources and practices that create a language-rich and print-rich environment.
- Select appropriate materials that address cultural and language differences.

Methods of Delivery:

- Lecture
- Demonstration
- Cooperative group activities
- Discussion
- Review and summary of professional journal articles

Evaluation Procedures:

- Pre/Post Test
- Rubric/Checklist for Performance/Product Based Assessments
- Participant Portfolio

Reading Endorsement Competency 2 for PD	
Component: 1-013-002	Maximum Points: 60

General Objectives: Understand the principles of scientifically-based reading research in scaffolding each of the major components of the reading process toward student mastery. This course also satisfies Competency 2 of the 300 hour k-12 Reading Endorsement, prerequisite course for REESOL, and a prerequisite to CAR-PD.

Specific Objectives: Participants will identify the five areas of reading.

- Participants will identify comprehensive instructional plans that synchronize the major reading components (e.g., lesson plan, structural analysis, morphemic analysis, reciprocal teaching, rereading, etc.)

- Participants will identify an explicit, systemic plan for scaffolding content area vocabulary development and reading skills.
- Participants will identify resources and research-based practices that create both language-rich and print-rich proficiency.
- Participants will identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency.

Reading Endorsement Competency 3 Assessment	
Component: 1-013-003	Maximum Points: 60

General Objectives: In this component, teachers will gain an understanding of the role of assessment in identifying students' reading needs in the five important components of reading, guiding reading instruction, and evaluating progress. Teachers will learn to identify, administer, and interpret data gained from the assessments. Types of assessments will include screening, diagnosis, and progress monitoring assessments. Upon successfully completing the course, teachers will be able to choose and administer appropriate reading assessments, differentiate instruction, and monitor and evaluate student progress.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post-test or other valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 5 of this document.

Specific Objectives:

- Describe or recognize appropriate test formats and types of test items for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension
- Understands the role of assessment in planning instruction to meet student learning needs
- Interpret students' formal and informal test results.
- Identify measurement concepts and characteristics and use of norm-referenced and criterion-referenced tests.
- Understand the meaning of test reliability and validity, and describe major types of derived scores from standardized tests
- Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (including each of the following: screening, diagnosis, progress monitoring, and outcome measures).
- Analyze data to identify trends that indicate adequate progress in student reading development.

- Understand how to use data to differentiate instruction (grouping strategies, the intensity of instruction: ii vs. iii)
- Understand how to interpret data with the application of instruction that matches students with an appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate curricular materials, and with appropriate strategies.
- Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
- Identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students
- Identify reading assessment techniques appropriate for diagnosing and monitoring the reading progress of LEP students and students with disabilities in the area of reading.

Activities:

- Discussion of professional articles and topics found in the resource text
- Access, interpretation, and analysis of classroom and school data
- Using school data to differentiate classroom instruction
- Using data to aid in the selection of core and supplemental reading programs, materials, and instructional strategies
- Recognizing data's role in initial instruction and immediate intensive intervention • Analysis of assessment reliability and validity

Evaluation Procedures:

- Action research project
- Individual professional development plan
- Final examination

Reading Endorsement Competency 4 DI	
Component: 1-105-015	Maximum Points: 60

General Objectives: The purpose of this component is to increase teacher knowledge and skill at providing reading instruction for diverse learners, including students with language and cognitive differences. Participants will learn to use reading assessment data to differentiate instruction and use scientifically based reading research to inform their practice. Upon successfully completing the components, participants will provide instruction for small groups of students with similar needs.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post-test or other valid measures and will complete any other assessment

procedures required by the instructor as referenced in the Matrix found on page 5 of this document.

All courses within this component can be used to satisfy a portion (or all) of the 20 hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives for Foundations of Differentiation

- Identify the characteristics of both language and cognitive development and their impact on reading proficiency.
- Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
- Identify language acquisition characteristics of learners from the mainstream, students with exceptional needs, and diverse populations.
- Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading.
- Identify common difficulties in the development of each of the major reading components.
- Understands specific appropriate reading instructional accommodations for students with exceptional needs and LEP students.
- Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.
- Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.
- Select appropriate materials that address cultural and linguistic differences.
- Identify structures and procedures for monitoring student reading progress.

Specific Objectives for Application of Differentiated Instruction

- Apply knowledge of scientifically based reading research in each of the major reading components related to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension).
- Apply research-based practices and materials for preventing and accelerating both language and literacy development.
- Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth
- Apply research-based instructional practices for developing students' phonemic awareness.
- Apply research-based instructional practices for developing students' phonics skills and word recognition.
- Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.

- Apply research-based instructional practices for developing both general and specialized content area vocabulary.
- Apply research-based instructional practices for developing students' critical thinking skills.
- Apply research-based instructional practices for facilitating reading comprehension.
- Apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency.
- Identify instructional strategies to facilitate students' metacognitive skills in reading.
- Identify reliable and valid assessment procedures to validate instructional applications.
- Identify and set goals for instruction and student learning based on assessment results to monitor student progress.

Activities:

- Participants will receive instruction using the Foundations and Application of Differentiated Instruction modules designed by FLARE and approved by Just Read Florida as meeting the objectives of competencies 4 and 5. Some of the activities in which participants will engage include, but are not limited to:
- Action research
- Investigative activities
- Professional review and reflection
- Administration and interpretation of reading assessments and their data

Methods of Delivery:

- Lecture
- Small group differentiation of instruction
- Jigsaw of professional articles

Evaluation Procedures:

- Reflection log
- Lesson plan
- An action plan based on the identification of student performance difficulties

Reading Endorsement Comp 5 Practicum	
Component: 1-013-005	Maximum Points: 60

General Objectives: This component is designed to be the culminating experience of the reading endorsement add-on program. Participants will demonstrate their ability to integrate the content of all of the previous components and their research into classroom practice with students.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post-test or other valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 5 of this document.

Specific Objectives:

- Applies knowledge of language development, literacy development, and assessment of instructional practices.
- Demonstrate knowledge of research-based instructional practices for developing students' phonemic awareness.
- Demonstrate knowledge of research-based instructional practices for developing phonics skills and word recognition. Demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance.
- Demonstrate knowledge of research-based practices for developing both general and specialized content area vocabulary. Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension
- Demonstrate knowledge of instruction to facilitate students' metacognitive efficiency in reading.
- Demonstrate knowledge of research-based instructional practices for developing critical thinking and content area reading skills
- Demonstrate knowledge of goal setting and monitor student progress with appropriate instructional application that promotes increases in student learning trends in reading over time.
- Demonstrate knowledge of differentiating instruction for all students in mainstream classes, including students with disabilities in reading and LEP students.
- Demonstrate instructional skills in working with LEP students that are at different levels of oral proficiency.
- Demonstrate knowledge of creating both language-rich and print-rich environments.

Activities:

- Participants will attend an orientation meeting and periodic collaborative group meetings to discuss the expectations of the component and to address issues and experiences while having provided service to students. The practicum instructor will observe participants within the classroom setting. The practicum instructor will provide feedback on instructional practice and competence in demonstrating research-based best practices appropriate for the students being served.
- Participants will maintain a portfolio consisting of lesson plans, anecdotal information, and reflection about practice within the instructional setting.

- Participants will choose one of his/her students on whom to conduct a case study. The case study will include an initial report of student background, data gathering of reading assessment results, strengths, and areas of need in
- student's reading ability, diagnostic plan for addressing student's instructional needs, a weekly reflection on student progress and adjustment to plan as needed, re-administration of assessments to determine progress at the end of the semester, and final reflection on student progress.

Methods of Delivery:

- Discussion
- Reflection on practice with component
- Observation

Evaluation Procedures:

- Observation of competence by the component instructor
- Clinical portfolio
- Case study on individual student

Reading Training	
Component: 1-013-001	Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the science of reading.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
- Use references, materials, strategies, and technologies based on the science of reading in a manner appropriate to the developmental stage of the learner, including multisensory, sequential, systematic, and explicit instruction.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.

- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field, including multisensory, sequential, systematic, and explicit instruction.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

REESOL	
Component: 1-013-008	Maximum Points: 100

General Objective: This component is designed for teachers who have earned their ESOL endorsement through coursework and wish to earn their reading endorsement. Teachers will receive 80 hours from the Reading Endorsement/ESOL crosswalk. This course will meet the objectives not previously met in the crosswalk that is part of reading endorsement competencies 1, 3, 4, and 5.

The participants will demonstrate mastery at or above an 80% level of all required indicators as determined by pre/post-test or other valid measures and will complete any other assessment procedures required by the instructor as referenced in the Matrix found on page 5 of this document.

Specific Objectives:

- Understands language structure and function and cognition for the five components of reading.
- Identifies the principles of reading fluency related to reading development.
- Identify and apply the principles of differentiated instruction for all students regarding all reading components.
- Identify and interpret appropriate reading assessments to guide reading instruction
- Demonstrate knowledge of instruction to facilitate students' metacognitive efficiency in reading.
- Demonstrate knowledge of research-based instructional practices for developing critical thinking and content area reading skills
- Demonstrate knowledge of goal setting and monitor student progress with appropriate instructional application that promotes increases in student learning trends in reading over time.

- Identify strategies for vocabulary development used by skilled readers.
- Understands the nature of the reading process in constructing meaning from a wide variety of texts.
- Demonstrate knowledge of creating both language-rich and print-rich environments.

Activities: Participants will attend all class sessions and actively participate in collaborative discussions and assignments.

Methods of Delivery:

- Discussion
- Reflection
- Demonstration

Evaluation Procedures:

- Action Research
- Response to assigned readings

Safety and Orderly Schools	
Component: 6-511-001	Maximum Points: 120

General Objective: To identify and demonstrate behavior management components and strategies to develop individual school discipline plans that will result in safe and orderly schools.

Specific Objectives: The participants will:

- Develop and understand the philosophy of school-based discipline.
- Identify behavior management components.
- Recall and demonstrate behavior management strategies.
- Identify behavior management performance outcomes and indicators.
- Describe and analyze behavioral expectations by school, community, and environment.
- Describe evaluation methods of individual school-based behavioral management plans.
- Identify and develop prevention programs for substance abuse and violence prevention.
- Develop school-wide programs and activities on Character Education
- Describe ways to increase student participation in community projects.
- Develop school-wide programs and activities emphasizing cultural diversity.
- Recall methods to establish classrooms as model communities for students to learn citizenship.
- Describe ways to increase student participation in the election process.

School Advisory Council	
Component: 8-514-003	Maximum Points: 120

General Objective: To provide educators with knowledge, skills, competencies necessary to carry out the mission, vision, and goals as set forth by the School Advisory Council.

Specific Objectives:

- Assist in the development of a Strategic Plan for Excellence.
- Establish guidelines for operation.
- Establish guidelines for meetings.
- Assist in preparation of the School Public Accountability Report.
- Prepare and distribute information on plan progress and implementation.
- Meet 5-star school award requirements.

School Improvement	
Component: 8-512-001	Maximum Points: 120

General Objective: To provide all stakeholders (educators, parents, businesses, and community partners) with the appropriate tools, knowledge, and skills to develop and implement a functional school improvement plan, which leads to increased student achievement and school effectiveness.

Specific Objectives:

- Apply a specific training and/or professional development activity to achieve the objectives of a school improvement plan.
- Actively participate in the development and implementation of the school improvement plan.
- Develop a working knowledge of the specific school improvement plan at the worksite.
- Utilize teaching and learning strategies, which reflect each student's culture, learning styles, special needs, and socioeconomic background.
- Utilize assessment strategies (traditional and alternate) to assist in the continuous development of the learner.
- Plan, implement and evaluate effective instruction in a variety of learning environments.
- Demonstrate an understanding of learning and human development processes to provide a positive learning environment, which supports the intellectual, personal, and social development of all students.

- Create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self motivation.
- Utilize effective communication techniques with students and all other stakeholders.
- Utilize appropriate technology in teaching and learning processes.
- Collaborate with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.
- Participate in a needs assessment process and continuous professional quality improvement for self and school.

Science	
Component: 1-015-001	Maximum Points: 120

General Objective: This objective aims to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies, and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

Social Studies	
Component: 1-016-001	Maximum Points: 120

General Objective: The purpose of this objective is to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

STEM	
Component: 1-015-002	Maximum Points: 120

General Objective: STEM is the instruction of Science, Technology, Engineering, and Mathematics in various combinations with one another.

Specific Objectives:

- Provide access and opportunities for students to engage in rigorous STEM-related activities and programs of study.

- Implement a coherent, challenging, and rigorous STEM-related curriculum and instruction.
- Prepare teachers to effectively deliver high-quality instruction in STEM-related courses using instructional technology to enhance student's experiences.

Structured Literacy through a Multi-Sensory Approach	
Component: 2-408-009	Maximum Points: 20

General Objective: Developed by the Florida Department of Education, in partnership with the Personnel Development Support Project at the Florida Center for Interactive Media at Florida State University the purpose of this course is to assist K-12 classroom teachers in developing a deeper knowledge of how to build foundational reading skills in students. It provides tools and resources regarding multi-sensory structured literacy instruction intended to close the achievement gap between struggling readers, including students with disabilities and dyslexia, and their grade level peers.

Links to Priority Initiatives: Alignment of the targeted professional learning with key district priorities.

- Assessment and tracking student progress
- Continuous Improvement practices
- Instructional design and lesson planning
- Mastery of a specific instructional practice - Structured Literacy

Florida PD Protocol Standards Supported:

- **Educator Level**
 - Planning - 1.1.1.
 - Learning - 1.2.3., 1.2.5.
 - Implementing - 1.3.1, 1.3.3.
- **School Level**
 - Learning - 2.2.3, 2.2.5.
 - Implementing - 2.3.3.
- **District Level**
 - Planning - 3.1.3., 3.1.5. ○ Learning - 3.2.3., 3.2.5.
 - Implementing - 3.3.3.

Impact Area(s):

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

Specific Learner Outcomes: Upon completion of this course, participants will understand or be able to do the following:

- Describe the elements of structured literacy.
- Discuss a multi-sensory approach to learning through the lens of structured literacy.
- Relate the core principles of instruction that guide how the elements of structured literacy are taught.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multisensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multisensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multisensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multisensory approach.
- Describe the components of phonology through the lens of a structured literacy, multi-sensory approach to learning.
- Discuss how teaching the components of phonology through a multi-sensory approach addresses the varying needs of diverse learners.
- Implement activities for teaching the components of phonology utilizing a multisensory approach.

Student Services (Guidance, Psychologists, Social Workers, Health Services)	
Component: 8-420-001	Maximum Points: 120

General Objective: To provide student services staff with the knowledge, skills, and competencies necessary to effectively demonstrate knowledge and understanding of appropriate services.

Includes psychologists, guidance, social, and health care workers.

Specific Objectives:

- Upon successful completion of this activity, participants will be able to:
- Integrate changes in laws, rules, regulations, and procedures governing student services into services provided.
- Articulate an understanding of content, skills, and services appropriate to student services.
- Communicate accurate knowledge about student services in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
- Utilize references, materials, strategies, and technologies for student services in a manner appropriate to the developmental stage of the learner.
- Organize a breadth of student services knowledge to enable students to approach and interrelate content from various perspectives, interests, and points of view.
- Collaborate with colleagues from other subject fields to integrate student services into the classroom.
- Apply current practices in student services methods, trends, skills, and research that improve student performance.
- Apply student services knowledge and skills to real-world situations and links to other disciplines.
- Integrate District and State curriculum requirements, including student-health curriculum and Student Health Sunshine Standards into the student services process.
- Develop short- and long-term professional goals relating to knowledge in student services.

Substitute Teacher Training	
Component: 8-506-003	Maximum Points: 120

General Objective: Provide the substitute teacher with instructional strategies to effectively manage classrooms and teach content.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies. Participants will:

- Demonstrate awareness of districts' professional expectations.
- Demonstrate an understanding of effective classroom management techniques.
- Become familiar with instructional strategies for temporary teaching.
- Demonstrate awareness of aspects of working with students.
- Become familiar with administrative tasks related to substitute teachers.

Technology for the Diverse Classroom	
Component: 3-100-003	Maximum Points: 20

General Objective:

This course has been designed to assist in identifying the components and frameworks of Universal Design for Learning, instructional technology, accessible educational materials, and assistive technology. The course will address these frameworks and how to use them to support diverse learners in the classroom.

Specific Objectives: Participants will be able to do the following:

- Reflect and discuss the classroom, learner variability, and use of technology.
- Distinguish between Content or Method Standards
- Explore UDL resources
- Develop a Choice Assignment for a content standard
- Explore IT resources
- Identify various types of accessible instructional materials (AIM)
- Explore a variety of AIM resources
- Evaluate district or school-based instructional material for accessibility and flexibility
- Explore AT resources
- Consider assistive technology tools for students with disabilities
- Develop a lesson plan that integrates UDL, instructional technology, accessible instructional materials, and assistive technology
- Identify district and school resources to support the use of Universal Design for Learning, instructional technology, accessible instructional materials, and assistive technology

Technology to Support Reading Comprehension	
Component: 3-100-002	Maximum Points: 20

General Objective:

This course is designed to provide a deeper understanding of the process of reading comprehension, evidence-based instructional practices for teaching reading comprehension, and to introduce a variety of technology supports and tools that can be used by educators and students to enhance the understanding of text. This knowledge will enable participants to recognize the complexity of reading comprehension, where students may need support in acquiring content, and what educators can do to provide needed support.

Specific Objectives: Participants will be able to:

- Comprehend the National Assessment of Educational Progress (NAEP) data and its implications for reading instruction.
- Identify the kinds and characteristics of readers categorized by the Simple View of Reading.
- Recognize the accompanying conditions and impact of a reading disability.
- Explain Florida's Multi-Tiered System of Supports (MTSS)
- Explore various projects, entities, and resources available to educators supporting literacy.
- Define what is meant by Universal Design for Learning (UDL).
- Define Instructional and Assistive Technology.
- Define reading comprehension.
- Identify the three elements of reading comprehension and how they interrelate.
- Explain processes, strategies, and techniques good readers use to understand text.
- Define and understand evidence-based reading comprehension processes and why they are essential for student reading development.
- Recognize which of Florida's standards you are implementing.
- Know and understand B.E.S.T. Standards implementation.
- Demonstrate understanding of "What Matters" with the standards and their design.
- Interpret the difference between literary and information text.
- Acknowledge access to standards for ALL students.
- Define evidence-based practice.
- Explain the features of explicit instruction.
- Access supports and tools for scaffolding student learning.
- Demonstrate an understanding of ways to intensify instructional delivery.
- Demonstrate understanding that the use of technology should be inclusive for all students to support their learning.

- Identify characteristics of growth and fixed mindset when using technology to support learning.
- Define Accessible Educational Materials (AEM) and understand its legal requirement under the IDEA for students with disabilities.
- Demonstrate an understanding of the Universal Design for Learning (UDL) Guidelines.
- Access technology that supports reading comprehension.

Transfer Credit	
Component: 8-506-004	Maximum Points: 120

General Objective: To provide an individual with credit for in-service earned from another county.

Specific Objectives: Credit already earned from another district.

Transition	
Component: 8-100-002	Maximum Points: 60

General Objective: Participants will gain skills to enhance transition opportunities across various settings for students with disabilities. Challenges for individuals in the transition process will be examined, along with resources and strategies to provide successful post-school outcomes.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

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

Transportation Services	
Component: 8-515-001	Maximum Points: 120

General Objective: Improve knowledge of skill areas necessary to effectively perform duties as school bus drivers and become informed of changes in the law, state rules or operating policies, and practices affecting student transportation.

Specific Objectives: Upon successful completion of one or more of the in-service training and professional development strategies, participants will.

- Demonstrate skills in areas of defensive driving, safe vehicle operation, school bus evacuation techniques, pre-trip inspection, first aid, CRP specific to bus drivers, and fire suppression.
- Demonstrate knowledge in state laws, state school board rules, local board policy, and procedure, as well as safe operating rules and practices.
- Demonstrate physical skills involved in routine handling of physically disabled students, as well as specific evacuation procedures.
- Recognize differences and exceptionalities of exceptional students.
- Expand knowledge of student management and discipline, learn assertive skills, and demonstrate their practical application to student control.
- Demonstrate the ability to write clear student referrals in order to communicate with school-based administrators about student behavior problems.
- Become aware of aggression control techniques (ACT) related to dealing with severely emotionally disturbed students.
- Learn how to interact with parents, the public, and other school personnel in a positive manner and learn basic phrases for communicating with non-English speaking students and parents.

Unspecified Training	
Component: 2-408-005	Maximum Points: 120

General Objective: To provide participants with the knowledge, skills, and competencies necessary to effectively improve student achievement. This component is created to capture any training that cannot be classified under existing components.

Specific Objectives: Participants will be able to:

- Apply the knowledge and skills gained to the classroom.
- State at least three (3) ideas gained from the activity.
- Share the benefits gained with a colleague.

Understanding Poverty – Ruby Payne	
Component: 2-100-008	Maximum Points: 120

General Objective: Activities in this training will promote an awareness of key points about poverty, effective discipline interventions, and learning strategies, which can help all students with special attention focused on students from poverty.

All courses within this component can be used to satisfy a portion (or all) of the 20-hour ESE requirement for Florida teacher recertification (SB1108).

Specific Objectives:

- Develop an awareness of key points about poverty.
- Examine the hidden rules among classes.
- Analyze the eight resources of a student.
- Understand the importance of language, story structure, and cognition.
- Reflect on students' language registers.
- Understand the family structure and resulting behavior patterns in generational poverty.
- Learn about student behaviors related to poverty.
- Identify discipline interventions that are effective. Understand the basic concepts of learning.
- Discover learning structures inside the head: the What, the Why, and How.
- Use mental models for translating the concrete to the abstract.
- Use mental models to build cognitive capacity in students for planning and controlling impulsivity.
- Learn several strategies for learning vocabulary essential to lesson content and abstractions.
- Understand how to provide students with a systematic approach, plan, and procedures to complete all portions of each academic task.
- Reflect on ways to enable students to sort the important from the unimportant using patterns.
- Build cognitive capacity for making questions in the minds of students.

University Credit	
Component: 8-506-005	Maximum Points: 120

General Objective: To provide teachers with recertification credit for university coursework.

Specific Objectives: Participants will be able to:

- Satisfy requirements for recertification
- Meet School Improvement Plan goals.
- Meet Professional Development plan goals.
- Gain skills and/or knowledge of Educator Accomplished Practices.

Writing	
Component: 1-017-001	Maximum Points: 120

General Objective: The purpose of this objective is to provide teachers with the knowledge and skills necessary to effectively demonstrate knowledge and understanding of the subject matter.

Specific Objectives:

- Identify changes in laws, rules, regulations, and procedures governing the subject matter.
- Demonstrate an in-depth understanding of content and skills in the specific subject field.
- Communicate accurate knowledge of the subject matter in a language and style appropriate to the learner, regardless of cultural and linguistically diverse backgrounds.
- Use references, materials, strategies, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
- Identify and organize a breadth of subject matter knowledge to enable students to approach and inter-relate content from various perspectives, interests, and points of view.
- Demonstrate a breadth of subject matter knowledge to collaborate with colleagues from other subject fields in the integration of instruction.
- Demonstrate knowledge of current subject field methods, trends, and research that improve student performance.
- Demonstrate applications of the subject field knowledge to real-world situations and links to other disciplines.
- Demonstrate knowledge of district and state curriculum requirements and program of studies, and required instruction of the specific subject field.
- Demonstrate progress toward short-and long-term professional goals relating to knowledge of the subject field.

Description of Activities: Participants will engage in and successfully complete one or a combination of in-service and professional development activities listed below:

- Conference/Seminar Participation
- Demonstration/Observation

- College Course
- Independent Study
- Learning Teams/Study Groups
- Special Projects
- Action Research
- Share Best Practices
- Journal/Log/Portfolio
- Application Activity
- Study Group

Evaluation: In-service is earned when 80% of the objectives are demonstrated in compliance with State Statutes and State Board of Education Rules, as verified by the instructor. If a workshop is the means of component knowledge acquisition, participants must complete a workshop evaluation form to assess the effectiveness of both the component training activity's content and delivery. Valid means of measurement may include, but are not limited to:

- Test (pre and post)
- Completed project/product
- Demonstration of competency
- Other