



MASTER INSERVICE PLAN

2016 - 2021

1007 West Main Street
Inverness, FL 34450
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Citrus County School District Professional Development System

Section I: Rationale for the Plan

Introduction

Florida Statute 1012.98 specifies that, “The purpose of the professional development system is to increase student achievement.” The law stresses that the system must align with the Florida Professional Development Standards and support the framework for standards adopted by Learning Forward (formerly the National Staff Development Council). The Citrus County School District Professional Development System incorporates these standards in order to provide a comprehensive approach to supporting professional learning and improving professional practice of all employees.

With a strong focus on student achievement, the professional development program is streamlined to stress processes and a systems approach that fosters meaningful, ongoing learning for all employees. This system aligns the complex training and developmental needs of our staff into a comprehensive plan which ultimately benefits our students.

District Mission

The mission of the Citrus County School District is to educate all students through relevant curriculum and experiences for life in an ever-changing world.

District Core Values

- A safe and caring environment is essential for the learning and well-being of all individuals.
- We embrace the diversity of individuals, ideas, talents, and learning styles.
- Individuals and organizations are accountable for their behaviors and actions.
- High quality education demands innovation and risk.
- High expectations and challenging standards promote continuous improvement and high achievement.
- The balance of academics and extracurricular activities is essential for a well-rounded education.
- All individuals can learn at different times, in different ways, and at different rates.
- Students require discipline and direction in order to be successful learners.
- Mutual respect is a keystone of learning. Open and honest communication is essential to effective human interaction.
- Recognition promotes higher accomplishment and self-esteem. Lifelong learning improves the quality of life.
- Community involvement and teamwork are critical to a high-quality educational system.

SECTION II: MANAGEMENT AND DELIVERY OF STAFF DEVELOPMENT

Overview

The Citrus County School District's Professional Development System centers around the Florida Professional Development Standards. It is designed to support a process of continuous growth of all employees that ultimately results in improved student achievement. Professional development activities are tied to individual professional development plans, school improvement plans, the district strategic plan, and student achievement data.

The responsibility for management of professional development in the Citrus County School District is a collaborative effort among the Professional Development Department, the local school/work sites, and all of whom facilitate the planning, learning, implementing and evaluating as outlined in the Florida Professional Development Evaluation System Protocol.

The unifying structure of the Professional Development System is the Master Inservice Plan (MIP). Within the MIP, inservice components serve as frameworks for all approved training activities in the district. The components follow the format required by State Board Rule 6A-5.071. Each component includes a component number, title, number of master inservice plan points that maybe awarded, objectives, activities, and methods of evaluation. One inservice point may be earned for each hour of involvement in a professional development activity. While attendance is mandatory for credit to be awarded, successful completion of professional learning includes application of new knowledge and skills, changes in educator practices, and evaluation of the impact of the training. The Professional Development Department maintains individual inservice records for all personnel.

Publicizing Inservice Activities

Stakeholders are informed about available opportunities through school, department, and district communication systems, newsletters, social media, other publications, and Internet websites.

Registration Process

Registration for District professional development offerings is handled electronically through the Citrus County School District's professional development management system, Electronic Registrar Online (ERO).

Site Facilitation of Inservice

All District professional development facilitators must complete District training (and periodic updates) on the CCSB Professional Development System and the Florida Professional Development Protocol Standards.

District Coordination of Inservice

Inservice activities are coordinated at the District level through a variety of avenues. The Support Staff Development Council (SSDC), the Teacher Education Council (TEC), Educational Services, the Exceptional Student Education Department (ESE), and individual cost centers collaborate with schools and the Professional Development Department to coordinate inservice activities.

The TEC is comprised of instructional representatives from each school and some District departments. The SSDC includes representatives from each school and a variety of cost centers.

Both organizations assist in recommending and carrying out policies and procedures regarding District inservice, identify yearly goals and objectives, assess District inservice needs, and develop and support inservice programs based on identified needs. Each Council meets approximately four times per year.

Professional Certificate Renewal

Instructional personnel can accumulate points to renew their Florida Educator's Certificate by successfully completing inservice activities. A total of 120 points must be earned within the validity period of the current certificate to qualify for renewal. Twenty of those points (1 college credit) must include training in the instruction of Students With Disabilities. Instructional personnel can convert college or university credit approved by the Florida Department of Education to inservice points. Each semester hour can be converted to 20 inservice points. Certificated staff can use inservice points, college course credit, a passing score on a subject area exam (taken during the validity period) or a combination of all to renew teaching certificates. Applications for certificate renewals are processed through the Human Resources Department.

Add-On Endorsements

Add-on endorsements provide an opportunity for teachers to add content areas to their teaching certificates. Add-on endorsement programs are offered in the District for Athletic Coaching, English to Speakers of Other Languages (ESOL), Autism Spectrum Disorder (ASD), Gifted, and Reading in order to meet the need for adequate numbers of qualified teaching personnel. The Add-on Endorsement Program training components are located in the Master Inservice Plan. Information about certificate endorsements may be obtained through the Certification Specialist in the Human Resources Department.

Instructional Leadership Development

Inservice activities are available for administrative personnel to address and update skills required for effective school management and instructional leadership for school improvement. A variety of data are analyzed to determine that administrative training opportunities are aligned with administrator performance evaluation information, school improvement goals, and personal growth goals. Data analyzed to determine inservice offerings include annual administrator surveys, performance evaluation information, observations, interviews, school improvement plan goals, and personal growth goals.

There is a strong emphasis on the importance of administrator support of common planning time for educators to focus on teaching and learning, Lesson Study, and coaching for improvement.

Training Locations

All professional development training activities are located in buildings that are appropriate for the activity and convenient for the participants. All facilities are accessible for people with disabilities.

SECTION III: DESCRIPTION OF NEEDS ASSESSMENT PROCESS AND RESULTS

The Needs Assessment Process

The Educational Services team annually identifies professional learning needs through a school-by-school analysis of disaggregated student achievement data by content area, skills, behavioral data, and other relevant data. The team also takes into consideration Federal, State and Local mandates that must be addressed in addition to identified needs in school improvement plans.

Sources of Data Collection

1. Student Achievement Data
 - Local Progress Monitoring data - Citrus Assessment (Interim) Clickers (Formative) SuccessMaker, FastBridge, etc.)
 - FCAT 2.0
 - End of term exams
 - ACT, SAT, PERT college readiness exams
 - Graduation rates
2. School Improvement Plans
3. School Discipline Data
4. Instructional and Administrative Professional Development Plans (PDP)
5. K-12 Reading Plan
6. Differentiated Accountability Plan
7. District Technology Plan
8. Annual Performance Evaluation Data

Individual Professional Development Plans

All instructional personnel and educational administrators are required to develop an Individual Professional Development Plan (PDP). Principals/administrators verify with a designated district administrator that all plans have been established and are being maintained. Each plan must include:

1. Professional development needs clearly related to specific student performance data for those teachers to whom students are assigned and for schools to whom instructional administrators are assigned.
2. Clearly defined training objectives
3. Specific measurable improvements in student performance resulting from training activities
4. An evaluation component

5. Measurement of the extent to which training activities accomplished targeted student gains

Needs Assessment Results

Upon completion of the data collection, results are analyzed annually by the Executive Leadership Team and the Educational Services Team and the annual needs are identified and prioritized. Inservice activities to address the annual needs are designed to focus primarily on:

1. Florida Standards
2. Teaching Methods and Effective/Differentiated Learning Strategies that support rigorous, relevant, and challenging curricula for all students
3. Integrated use of classroom technology
4. Assessment
5. Data Analysis
6. Classroom Management
7. School Safety
8. Subject Area Content
9. Family Involvement

SECTION IV: DESIGN AND DEVELOPMENT PROCESS

The design and development of the Master Inservice Plan is led by the Professional Development Department. Input is provided through a task force consisting of members of the Research and Accountability Department, the Curriculum and Instruction Department, the Exceptional Student Education Department, the Teacher Education Council (TEC), and the Support Staff Development Council (SSDC). The Master Inservice Plan Components are found in the following sections:

- Add-On Endorsements: Athletic Coaching, ESOL, ASD, Gifted, Reading
- Assessment Training
- College Credit/Transfer
- Content Specific Training
- ESE Training (This section includes the trainings available to address learning challenged and high-needs students)
- Generic Training Components
- Guidance/Student Services
- Health
- Instructional Leadership
- Special Area Training
- Support Staff Training
- Teacher Induction Program
- Technology Training
- Career and Technical training

The plan is updated annually and approved by the School Board. It is then submitted to FLDOE by **October 1** of each year.

SECTION V: TRAINING IMPLEMENTATION

The Professional Development Department assists with the coordination of training among schools and all cost centers. The use of common planning time for teachers to focus on teaching and learning is strongly encouraged.

Learning Method options are:

1. Workshop
2. Electronic, Interactive
3. Electronic, Non-interactive
4. Learning Community/Lesson Study Group
5. Independent Inquiry (may include Action Research)
6. Structured Coaching/mentoring

SECTION VI: EVALUATION PROCESS

The Citrus County School District Master Inservice Plan evaluation consists of three elements: Overall component activity evaluation, evaluation of participant implementation, and evaluation of impact on student performance. Together these components provide a comprehensive evaluation system that is intended to maintain the highest quality of program delivery, support professional learning, and measure the impact of professional development on students. These elements of the evaluation system follow the requirements of the Florida Professional Development System Evaluation Protocol and are described below.

Component Activity Evaluation

This element of the evaluation system measures the degree to which the design and delivery of the component's activity met the needs of the participant and the District.

Each participant will:

1. Complete the assigned training and activities.
2. Complete the participant evaluation form assessing the effectiveness on the component's training activity design, delivery, and trainers.

Evaluation of Participant Implementation

The purpose of this element of the evaluation system is to promote and measure the level of high-fidelity implementation of newly acquired knowledge and skills in the workplace.

Documentation of the implementation of the knowledge and skills learned in training in the classroom may be in the form any of the following:

1. Structured interview with participant
2. Structured interview with parents of participant's student
3. Structured interview with participant's supervisor

4. Participant product
5. Direct observation
6. Student test data
7. Student work samples

Evaluation of Impact on Student Performance

The purpose of this element of the evaluation system is to assess long-term impact of the professional development on student performance. This evaluation may include one or more of the following:

1. Analysis of district developed or standardized test results
2. Analysis of school constructed test results
3. Review of checklists, charts, graphs, and portfolios documenting student progress
4. Other performance assessments as deemed appropriate by the district

As a result of the evaluation process, decisions can be made regarding program continuation, revision, and/or elimination. This review system also assists decision makers in discovering any unintended outcomes that may be related to professional development programs.

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DISTRICT LEADERSHIP TEAM TRAINING

COMPONENT IDENTIFIER NUMBER: 7-512-001 (School)

AUXILIARY NUMBER: 7-518-001 (District)

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

Members of district-level leadership teams will develop and enhance expertise in school improvement theories, approaches and techniques. The teams will use this expertise when facilitating efforts of individual schools in the establishment and implementation of school-level improvement plans.

SPECIFIC OBJECTIVE(S):

After participating in this inservice Professional Development, individuals will describe or demonstrate one or more of the following;

1. Florida's vision for school improvement;
2. Knowledge of cooperative leadership and planning;
3. Resources that may be used in improving schools;
4. Ways in which resources may be developed and used in school-level improvement;
5. The role of school and district climate in school improvement planning and implementation;
6. The role of learning and teaching strategies in school improvement;
7. The role of comprehensive assessment in the development of school improvement planning;
8. Skill in developing school and student outcome statements;
9. Skill in the use of team facilitation techniques;
10. The role of diversity in school improvement;
11. Alternative models of organizing and managing school improvement;
12. The role of professional growth in the school improvement process.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;

2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

EVALUATION TRAINING FOR ADMINISTRATORS

COMPONENT IDENTIFIER NUMBER: 7-520-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To develop skills to observe and evaluate instructional employees.

SPECIFIC OBJECTIVE(S):

Given a series of workshops, participants will demonstrate an ability to:

1. Identify the research relating to effective teaching;
2. Reliably use the Citrus County School District Observation Instruments;

DESCRIPTION OF ACTIVITIES:

Participants will attend a series of workshops. Lecture, discussion, simulation, demonstration, individual, and small group activities will be provided to train participants to use the formative and summative Citrus County School District Observation Instruments.

Participants will practice the observation skills needed to reliably code the observation instruments through viewing video segments of classroom teachers.

EVALUATION:

Participant Evaluation:

1. Participants will complete assigned activities.
2. Participants will demonstrate increased competency on at least 80% of objectives by a valid means of assessment.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

SPECIAL NOTE(S): TIP

MANAGEMENT TRAINING

COMPONENT IDENTIFIER NUMBER: 7-513-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To improve and increase the efficiency and effectiveness of school managers.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate increased competence in the ability to accomplish one or more of the following:

1. Identify and apply the Florida Principal Leadership Standards;
2. Identify and correctly use research supported techniques and strategies for selecting and developing personnel;
3. Identify and correctly use techniques for analyzing and developing student talents;
4. Use techniques for formative and summative evaluation of personnel;
5. Describe and apply skills for mentoring or developing growth producing relationships with other professionals and students;
6. Specify and apply skills for managing weaknesses of staff members while developing their strengths;
7. Develop and use an ongoing monitoring program to measure effectiveness as a school manager;
8. Identify and apply research findings related to effective schools to improve program, school climate, and staff/parent/student expectations, motivation and morale;
9. Identify and use a variety of networks that may assist a school manager to share solutions and solve problems of school management;
10. Recognize a variety of leadership styles and personality types and describe situations where different styles may be most effective;
11. Identify, develop, and apply appropriate uses of computers and other technological advances for instruction and management;
12. Given one or more personalized objectives to be obtained related to school management training, the participant will specify a learning strategy for achieving this objective and describe an outcome or product which should give evidence that the objective was obtained.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend conferences, workshops, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

POTENTIAL LEADERSHIP PROGRAM

COMPONENT IDENTIFIER NUMBER: 7-516-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To develop selected skills and knowledge to be a school principal.

SPECIFIC OBJECTIVE(S):

Participants will be able to demonstrate knowledge and understanding of The Leadership Philosophies! (Servant Leadership and Seven Habits) that govern our district:

1. The new principal training program;
2. The functions of the Educational Services Department;
3. The structure of career and technical education and its related funding;
4. The functions of the guidance department;
5. The functions of the student services department;
6. The attributes of a successful ESE program;
7. The laws governing the ESE program;
8. The organizational structure of the school system;
9. The elements of the master contract for instructional personnel;
10. The procedures to follow in dealing with a grievance;
11. The components and funding sources that contribute to the district budget;
12. The Citrus HRMD Plan and its components;
13. The responsibilities of principals in regard to maintenance, food services, transportation and plant management;
14. Techniques that can be used to conduct an effective Professional Development and school improvement program;
15. Methods of personnel selection and management;
16. Policies and laws relating to the principalship.

DESCRIPTION OF ACTIVITIES:

Activities will include participating in seminars, attending lectures, viewing video tapes and role-playing.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

SPECIAL NOTE(S): HRMD

PROFESSIONAL TRAINING FOR SCHOOL PRINCIPALS

COMPONENT IDENTIFIER NUMBER: 7-513-004

AUXILIARY NUMBER: 7-513-005

MAXIMUM NUMBER OF POINTS: 120

MAXIMUM NUMBER OF AUXILIARY POINTS: 60

GENERAL OBJECTIVE(S):

To provide the school based administrators with opportunities to gain knowledge, improve skills, develop competencies, and communicate concerns that will enhance their understanding of the principalship.

SPECIFIC OBJECTIVE(S):

At the completion of this inservice, participants will identify/describe one or more of the following:

1. New procedures and/or guidelines;
2. "Best practices."
3. Methods for improving school performance;
4. New legislative requirements;
5. Concerns and possible solutions for current/relevant problems.

DESCRIPTION OF ACTIVITIES:

For initial component credit – component number: 7-513-004

Activities will include periodic professional learning at administrator meetings, committee work activities, and other relevant trainings.

For auxiliary component points – component number: 7-513-005

Participants who have previously earned credit under this component may earn additional credit for successful completion of advanced training or follow-up activities which may include but are not limited to those listed here:

1. Intermediate/Advanced workshop
2. Conferences/seminar attendance
3. Site visitations/observations
4. Learning communities
5. Special projects
6. Independent study/Action research
7. Peer coaching
8. Performance assessment by supervisor
9. Portfolio review

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

ADMINISTERING STANDARDIZED TESTS

COMPONENT IDENTIFIER NUMBER: 4-401-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide participants with an opportunity to familiarize themselves with the administration and the interpretation of scores on any standardized test.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate the above knowledge and skills in practice.

DESCRIPTION OF ACTIVITIES:

The district testing contact, or other concerned personnel will set meetings for members of a school faculty and will demonstrate the administration and interpretation of standardized test(s).

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

ENHANCING TEST-TAKING SKILLS

COMPONENT IDENTIFIER NUMBER: 2-401-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

Provide opportunities for participants to increase their ability to help students in test-taking.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate perceived gains in new or improved knowledge or skills in helping students take tests.

DESCRIPTION OF ACTIVITIES:

Participants will attend one or more workshops observing new methods to help raise the student's ability take tests. A question and answer period may follow.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

IDENTIFYING AND CONSTRUCTING TESTS THAT BEST ASSESS SUBJECT OR SKILL MASTERY

COMPONENT IDENTIFIER NUMBER: 2-401-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

The participant will develop a working theory of the construction and analysis of teacher made tests for diagnostic purposes and/or for assessment of student achievement. This will include knowledge of test item types, information about writing efficient test items, methods of analyzing specific test items for reliability, validity and usefulness, and alternative forms of assessment.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate perceived gains in new or improved knowledge or skills of test including traditional and alternative assessments.

DESCRIPTION OF ACTIVITIES:

Participants will participate in one or more of the following:

1. Determine the type of test that best evaluates subject mastery;
2. Broaden item base to cover more than simple recall of incidental information;
3. Determine reading level of test items;
4. Identify the general rules for test construction;
5. Identify the concepts of reliability and validity of tests;
6. Test a variety of skills and high order;
7. Design tests and adjusting scoring to realistically adapt to grade scales;
8. Design tests with justifiable items that truly reflect the intent of the course and the intent in the school system in offering the course;
9. Design tests that are easily graded;
10. Design tests that diagnose common errors;
11. Alternative assessment;
12. Portfolios.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

USE OF ASSESSMENT DATA

COMPONENT IDENTIFIER NUMBER: 4-401-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide teachers an opportunity to become more familiar with the results of assessments and become more aware of the ways that data can be studied and used.

SPECIFIC OBJECTIVE(S):

Each participant will state or identify at least one way in which he/she intends to use the assessment data to inform instruction.

DESCRIPTION OF ACTIVITIES:

Participants will review assessment results which will include comparative school, county, state, and national data and determine qualitative measures of mastery of standards; data may be presented in graphs or charts to assist with analysis, implications and strategic plans for improved learning when appropriate and available; an interpretation of the data into some applicable form, and a list of some recommended applications of the data will be presented. Techniques for analyzing test data may be included.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

COLLEGE/CONTINUING EDUCATION CREDIT SUPPORT PERSONNEL

COMPONENT IDENTIFIER NUMBER: 8-506-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for support personnel to update knowledge, skills, and competencies in areas relating to their varied assignments.

SPECIFIC OBJECTIVE(S):

Determined by the course selected.

DESCRIPTION OF ACTIVITIES:

Prior to enrollment in a course, prospective participants should submit form College Credit Course Request to his/her supervisor. At conclusion of course, participant will submit a grade slip or CEU certificate with a copy of the course objectives along with the approved College Credit Course Request to the Director of Professional Development.

Criteria for awarding points:

1. A grade of "C" or higher was earned based on the instructor's evaluation.

EVALUATION:

Upon completion of the course, participant must submit a copy of course objectives or syllabus and a grade slip, transcript, or CEU certificate with a grade of C or higher to demonstrate mastery of objectives to the Professional Development Office.

**COLLEGE CREDIT COURSES
INSTRUCTION - BASIC PROGRAMS, UNCLASSIFIED**

COMPONENT IDENTIFIER NUMBER: 8-423-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update knowledge, skills, and competencies in areas relating to their varied assignments.

SPECIFIC OBJECTIVE(S):

Will be determined by the courses selected.

DESCRIPTION OF ACTIVITIES:

Participants should submit form College Credit Course Request, and a copy of the grade slip or transcript to the Professional Development Office at the completion of the course.

Criteria for awarding points:

1. The course taken is “in-field” or qualifies for “out-of-field” for the participant;
2. A grade of C or higher was earned based on the instructor’s evaluation.

EVALUATION:

Upon completion of the course, the participant must submit a copy of the grade slip or transcript with a grade of C or higher to demonstrate mastery of objectives to the Professional Development Office.

COLLEGE CREDIT COURSES INSTRUCTION - BASIC SKILLS - READING

COMPONENT IDENTIFIER NUMBER: 1-013-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update knowledge, skills, and competencies in areas relating to reading instruction.

SPECIFIC OBJECTIVE(S):

Will be determined by the courses selected.

DESCRIPTION OF ACTIVITIES:

Participants should submit form College Credit Course Request, and a copy of the grade slip or transcript to the Professional Development Office at the completion of the course.

Criteria for awarding points:

1. The course taken is “in-field” or qualifies for “out-of-field” for the participant;
2. A grade of C or higher was earned based on the instructor’s evaluation.

EVALUATION:

Upon completion of the course, the participant must submit a copy of a grade slip or transcript with a grade of C or higher to demonstrate mastery of objectives to the Professional Development Office.

COLLEGE CREDIT COURSES INSTRUCTION-BASIC SKILLS-WRITING

COMPONENT IDENTIFIER NUMBER: 1-017-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update knowledge, skills, and competencies in areas relating to writing instruction.

SPECIFIC OBJECTIVE(S):

Will be determined by the courses selected.

DESCRIPTION OF ACTIVITIES:

Participants should submit form College Credit Course Request, and a copy of the grade slip or transcript to the Professional Development Office at the completion of the course.

Criteria for awarding points:

1. The course taken is “in-field” or qualifies for “out-of-field” for the participant;
2. A grade of C or higher was earned based on the instructor’s evaluation.

EVALUATION:

Upon completion of the course, the participant must submit a copy of the grade slip or transcript with a grade of C or higher to demonstrate mastery of objectives to the Professional Development Office.

**COLLEGE CREDIT COURSES
INSTRUCTION – STUDENTS WITH DISABILITIES, UNCLASSIFIED**

COMPONENT IDENTIFIER NUMBER: 1-105-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update knowledge, skills, and competencies in areas relating to instructing students with disabilities.

SPECIFIC OBJECTIVE(S):

Will be determined by the courses selected.

DESCRIPTION OF ACTIVITIES:

Participants should submit form College Credit Course Request, and a copy of the grade slip or transcript to the Professional Development Office at the completion of the course.

Criteria for awarding points:

1. The course taken is “in-field” or qualifies for “out-of-field” for the participant;
2. A grade of C or higher was earned based on the instructor’s evaluation.

EVALUATION:

Upon completion of the course, the participant must submit a copy of the grade slip or transcript with a grade of C or higher to demonstrate mastery of objectives to the Professional Development Office.

COLLEGE CREDIT COURSES INSTRUCTION - LANGUAGE ARTS

COMPONENT IDENTIFIER NUMBER: 1-008-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update knowledge, skills, and competencies in areas relating to language arts instruction.

SPECIFIC OBJECTIVE(S):

Will be determined by the courses selected.

DESCRIPTION OF ACTIVITIES:

Participants should submit form College Credit Course Request, and a copy of the grade slip or transcript to the Professional Development Office at the completion of the course.

Criteria for awarding points:

1. The course taken is “in-field” or qualifies for “out-of-field” for the participant;
2. A grade of C or higher was earned based on the instructor’s evaluation.

EVALUATION:

Upon completion of the course, the participant must submit a copy of the grade slip or transcript with a grade of C or higher to demonstrate mastery of objectives to the Professional Development Office.

COLLEGE CREDIT COURSES INSTRUCTION - MATHEMATICS

COMPONENT IDENTIFIER NUMBER: 1-009-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update knowledge, skills, and competencies in areas relating to mathematics instruction.

SPECIFIC OBJECTIVE(S):

Will be determined by the courses selected.

DESCRIPTION OF ACTIVITIES:

Participants should submit form College Credit Course Request, and a copy of the grade slip or transcript to the Professional Development Office at the completion of the course.

Criteria for awarding points:

1. The course taken is “in-field” or qualifies for “out-of-field” for the participant;
2. A grade of C or higher was earned based on the instructor’s evaluation.

EVALUATION:

Upon completion of the course, the participant must submit a copy of the grade slip or transcript with a grade of C or higher to demonstrate mastery of objectives to the Professional Development Office.

**COLLEGE CREDIT COURSE
INSTRUCTION – CAREER AND TECHNICAL, UNCLASSIFIED**

COMPONENT IDENTIFIER NUMBER: 1-211-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update knowledge, skills, and competencies in areas relating to career and technical education.

SPECIFIC OBJECTIVE(S):

Will be determined by the course selected.

DESCRIPTION OF ACTIVITIES:

Prior to enrollment in a course, prospective participants should submit form College Credit Course Request to the Director of Professional Development. At conclusion of course, participant will submit a grade slip with a copy of the course objectives;

Criteria for awarding points:

1. The course taken is “in-field” or qualifies for “out-of-field” for the participant; and;
2. A grade of C or higher was earned based on the instructor’s evaluation.

EVALUATION:

Upon completion of course, participant must submit a copy of course objectives or syllabus (as provided by the instructor) and a grade slip or transcript with a grade of C or higher to demonstrate mastery of objectives to the Professional Development Office.

**COLLEGE CREDIT COURSES
INSTRUCTIONAL SUPPORT, UNCLASSIFIED**

COMPONENT IDENTIFIER NUMBER: 8-409-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update knowledge, skills, and competencies in areas relating to their varied assignments.

SPECIFIC OBJECTIVE(S):

Will be determined by the courses selected.

DESCRIPTION OF ACTIVITIES:

Participants should submit form College Credit Course Request, and a copy of the grade slip or transcript to the Professional Development Office at the completion of the course.

Criteria for awarding points:

1. The course taken is “in-field” or qualifies for “out-of-field” for the participant;
2. A grade of C or higher was earned based on the instructor’s evaluation.

EVALUATION:

Upon completion of the course, the participant must submit a copy of the grade slip or transcript with a grade of C or higher to demonstrate mastery of objectives to the Professional Development Office.

E.S.O.L. TRANSFER POINTS

COMPONENT IDENTIFIER NUMBER: 2-705-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To transfer in from other counties, the inservice points teachers have earned in the E.S.O.L. field.

SPECIFIC OBJECTIVE(S):

To allow transferring staff opportunity to receive credit for appropriate E.S.O.L. training received in other Florida school districts.

DESCRIPTION OF ACTIVITIES:

The participant will have other Florida School districts send the Department of Education form (OTE 206) to the Professional Development Office in Citrus County. Points will be transferred to the participant's Citrus County inservice record.

EVALUATION:

Participant Evaluation:

An E.S.O.L. consultant or supervisor will verify that the transferred points appropriately fulfill E.S.O.L. requirements.

Component Evaluation:

The components evaluations will be conducted by the Florida School district which delivered the original training.

SPECIAL NOTE(S): E.S.O.L.

TRANSFER POINTS

COMPONENT IDENTIFIER NUMBER: 2-409-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To transfer in from other counties, the inservice points teachers have earned.

SPECIFIC OBJECTIVE(S):

To allow transferring staff opportunity to receive credit for appropriate training received in other Florida school districts.

DESCRIPTION OF ACTIVITIES:

The participant will have other Florida School districts send the Department of Education form (OTE 206) to the Professional Development Office in Citrus County. Points will be transferred to the participant's Citrus County inservice record.

EVALUATION:

Participant Evaluation:

The participant will verify that the transfer points have been sent.

Component Evaluation:

The components evaluations will be conducted by the Florida School district which delivered the original training.

CREATING INDEPENDENCE THROUGH STUDENT-OWNED STRATEGIES (C.R.I.S.S.)

COMPONENT IDENTIFIER NUMBER: 2-408-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

Participants will examine the theoretical foundation for learning across the curriculum, assess texts, and receive instruction in reading, writing, and study strategies.

SPECIFIC OBJECTIVE(S):

Upon completion of this training the participant will be able to:

1. Identify concepts relating to the theoretical foundation for learning across the curriculum;
2. Assess the structure and development of textbooks;
3. Develop strategies for teaching: study skills, reading skills, writing skills, vocabulary development, and directed reading activities;
4. Identify the values of student use of metacognition;
5. Identify the values of background knowledge to comprehension;
6. Identify reasons for using
 - a. Peer facilitator strategies;
 - b. Advisor-advisee strategies;
 - c. Cooperative learning.
7. Identify CRISS methods of meeting individual student affective needs;
8. Identify reasons for using CRISS strategies;
9. Identify the values of networking for teacher;
10. Identify the values of teacher knowledge of middle grade student characteristics;
11. Identify the uses of CRISS strategies;
12. Identify the values of student writing to reading comprehension.

DESCRIPTION OF ACTIVITIES:

1. The consultant will provide instruction in the theoretical foundation for learning across the curriculum, text assessment and organization, as well as study skills.
2. Participants will be encouraged to extend this component through continued classroom use.
3. Strategies for learning, as cited in #3 above, will be presented, modeled, and developed.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

EARLY CHILDHOOD

COMPONENT IDENTIFIER NUMBER: 2-012-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

The participants will increase their knowledge and enhance their understanding of a wide variety of topics related to the field of Early Childhood. The participants will gain knowledge and develop instructional activities that will enable them to provide appropriate instruction to the Early Childhood student (age 3 and 8).

SPECIFIC OBJECTIVE(S):

The participants will demonstrate one or more of the following:

1. Formulate a working definition of "age-appropriate curriculum;"
2. Identify critical components of early childhood curriculum;
3. Design and implement ideas for parent involvement;
4. Design and implement curriculum ideas and materials appropriate for their grade level;
5. Create an early childhood environment school wide;
6. Develop a list of early childhood resources available at our school to enhance the program;
7. Become familiar with existing manipulatives (both commercial and teacher made);
8. Identify manipulates appropriate for specific instructional concepts;
9. Integrate all aspects of the curriculum into our school wide theme;

DESCRIPTION OF ACTIVITIES:

A series of workshops and presentations conducted throughout the school year will include lectures, demonstration, and "hands-on" activities.

EVALUATION:

Participant Evaluation:

Using observation data and products, the component leader (or observer assigned by the component leader) will assess that each participant successfully completed the objectives.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

INFORMAL DIAGNOSTIC TESTS OF READING SKILLS

COMPONENT IDENTIFIER NUMBER: 4-013-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop and demonstrate knowledge and skills in administering, interpreting and applying reading assessment instruments for placement and instruction of students.

SPECIFIC OBJECTIVE(S):

Participants will be able to complete one or more of the following:

1. Correctly identify and categorize reading skills;
2. Administer a reading assessment instrument to a minimum of four students;
3. Correctly score and interpret results to:
 - a. Determine reading grade level;
 - b. Determine student's skill strengths and areas for development;
4. Design a prescriptive teaching strategy based on results.

DESCRIPTION OF ACTIVITIES:

Participants will engage in appropriate activities to achieve the specific objectives for this component.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

K-12 FOREIGN LANGUAGE PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-004-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to foreign language.

SPECIFIC OBJECTIVE(S):

Participants will complete one or more of the following specific objectives:

1. Discuss new trends identified in foreign language topics and education;
2. Discuss or demonstrate new or relearned knowledge in foreign language topics and education;
3. Demonstrate one or more new foreign language skills or techniques;
4. Produce a description or sample of some new foreign language tool, formula, notation or sample of some new equipment or material for teaching foreign language.

DESCRIPTION OF ACTIVITIES:

Activities may include conference attendance, workshops, site visitations, educational travel, and on-site demonstration of a new or improved competency.

Activities may also include one or more of the following:

1. Interaction with presenters or instructional aides;
2. Design a product or lesson plan;
3. View instructional media material.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

K-12 LANGUAGE ARTS PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-008-001

AXUILIARY NUMBER: 2-008-002

MAXIMUM NUMBER OF POINTS: 120

MAXIMUM NUMBER OF AXUILIARY POINTS: 60

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to language arts.

SPECIFIC OBJECTIVE(S):

Participants will master one or more of the following specific objectives:

1. Discuss new trends identified in language arts topics;
2. Discuss new trends identified in language arts education;
3. Discuss or demonstrate new or relearned knowledge in language arts topics;
4. Discuss or demonstrate new or relearned knowledge in language arts education;
5. Demonstrate one or more new language arts skills or techniques;
6. Demonstrate one or more new language arts education skills or techniques;
7. Report and demonstrate new attitudes/enthusiasm toward one or more language arts skills;
8. Produce a description or sample of some new language arts tool, formula, or notation;
9. Produce a description or sample of some new equipment or material for teaching language;

DESCRIPTION OF ACTIVITIES:

For initial component credit – component number: 2-008-001

Such activities may include conferences, workshops, site visitation, educational travel, and on-site demonstration of some new or improved competency.

Activities may involve one or more of the following:

1. Interaction with presenters or instructional aides;
2. Design a product or lesson plan;
3. View instructional media material.

For auxiliary component credit - component number: 2-008-002

Participants who have previously earned credit under this component may earn additional credit for successful completion of advanced training or follow-up activities which may include but are not limited to those listed here:

1. Intermediate/Advanced workshop
2. Additional conference/seminar attendance

3. Site visitation/observation
4. Learning communities
5. Special projects
6. Independent study/ Action Research
7. Peer coaching
8. Performance assessment by supervisor
9. Portfolio review

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

**NEXT GENERATION CONTENT AREA READING – PROFESSIONAL DEVELOPMENT
(NG CAR-PD)
A project of Just Read, Florida!
60 points**

COMPONENT IDENTIFIES NUMBER: 2-013-011

MAXIMUM NUMBER OF POINTS: 60

COURSE OBJECTIVE

This course is designed to help content area teachers improve instruction with the goal of helping every student become a good reader/writer, able to use literacy for a variety of purposes. The experience is intended as a support for content area teachers to implement a comprehensive approach to teaching and learning within a collegial network. The course is one component of implementation, which involves a comprehensive range of actions designed to develop literacy education in the content areas. The course is an essential step and it implies long-term school change based on scientifically based reading research.

SPECIFIC OBJECTIVES

This course will help content area teachers to:

- understand and implement effective instructional practices in classrooms;
- understand the scientifically based research for the elements of effective literacy instruction in the content areas
- understand the effective elements of content area literacy defined by the US Department of Education's *Doing What Works in Adolescent Literacy* series;
- observe models of and engage in practice implementing effective vocabulary strategies, comprehension strategies, and extended text discussion in the content areas
- become skilled observers of students' reading and writing behavior in the content areas;
- interpret and use dynamic and static data as a basis for teaching in the content areas;
- develop instructional plans for individuals, small groups, and classes in the content areas;
- reflect on and analyze their teaching of literacy in the content areas;
- evaluate and select literacy materials based on content;
- collect data to assess student learning;
- learn how to address issues in content area reading;
- develop a common language;
- investigate the creation of conditions for learning in content area classrooms;
- investigate strategic activities for sustaining literacy learning across content areas;
- investigate strategic activities for expanding literacy learning across content areas; and,
- amplify instruction utilizing writing to enhance literacy learning in content areas.

DESCRIPTION OF ACTIVITIES:

Participants will be involved in a variety of activities to accomplish the specific objectives of this component. These activities may include but are not limited to lectures, discussions, modeling of strategic activities, demonstrations of instructional practices, and hands-on training.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation

1. Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of a reflection journal on outside readings.
2. An online evaluation for this activity will be conducted through Electronic Registrar Online (ERO)

K-12 READING IN THE CONTENT AREA PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-013-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to reading in the content areas (R.I.C.A.).

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following objectives:

1. Discuss new trends identified in R.I.C.A. topics;
2. Discuss or demonstrate new or relearned knowledge in R.I.C.A. topics;
3. Demonstrate one or more new R.I.C.A. skills or techniques;
4. Demonstrate one or more new R.I.C.A. education skills or techniques;
5. Report and demonstrate new attitudes and enthusiasm toward one or more R.I.C.A. skills or techniques;
6. Produce a description or sample of some new R.I.C.A. tool, formula, or notation;
7. Produce a description or sample of some new equipment or material for teaching R.I.C.A.
8. Additional specific objectives will be submitted for each activity.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved techniques.

Activities may also include one or more of the following:

1. Interaction with presenters or instructional aides;
2. Designing a product or lesson plan;
3. Viewing instructional media material.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

K-12 WRITING IN THE CONTENT AREA PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-017-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to writing in the content areas (W.I.C.A.).

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following objectives:

1. Discuss new trends identified in W.I.C.A. topics;
2. Discuss or demonstrate new or relearned knowledge in W.I.C.A. topics;
3. Demonstrate one or more new W.I.C.A. skills or techniques;
4. Demonstrate one or more new W.I.C.A. education skills or techniques;
5. Report and demonstrate new attitudes and enthusiasm toward one or more W.I.C.A. skills or techniques;
6. Produce a description or sample of some new W.I.C.A. tool, formula, or notation;
7. Produce a description or sample of some new equipment or material for teaching W.I.C.A.
8. Additional specific objectives will be submitted for each activity.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

Activities may also include one or more of the following:

1. Interaction with presenters or instructional aides;
2. Designing a product or lesson plan;
3. Viewing instructional media material.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

K-12 READING PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-013-002

AUXILIARY NUMBER: 2-013-003

MAXIMUM NUMBER OF POINTS: 120

MAXIMUM NUMBER OF AUXILIARY POINTS: 60

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to reading.

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following specific objectives:

1. Discuss new trends identified in reading topics;
2. Discuss new trends identified in reading education;
3. Discuss or demonstrate new or relearned knowledge in reading topics;
4. Discuss or demonstrate new or relearned knowledge in reading education;
5. Demonstrate one or more new reading skills or techniques;
6. Demonstrate one or more new reading education skills or techniques;
7. Report and demonstrate new attitudes and enthusiasm toward one or more reading skills or techniques;
8. Report and demonstrate new attitudes and enthusiasm toward one or more reading education skills or techniques;
9. Produce a description or sample of some new reading tool, formula, or notation;
10. Produce a description or sample of some new equipment or material for teaching reading;
11. Additional specific objectives will be submitted for each activity.

DESCRIPTION OF ACTIVITIES:

For initial component credit – component number: 2-013-002

Such activities may include conferences, workshops, site visitations, educational travel, or on-site demonstration of some new or improved competency.

Activities may also include one or more of the following:

1. Interaction with presenters or instructional aides;
2. Design a product or lesson plan;
3. View instructional media material.

For auxiliary component credit – component number: 2-013-003

Participants who have previously earned credit under this component may earn additional credit for successful completion of advanced training or follow-up activities which may include but are not limited to those listed here:

1. Intermediate/Advanced workshop
2. Additional conference/seminar attendance
3. Site visitation/observation
4. Learning communities
5. Special projects
6. Independent study/ Action Research
7. Peer coaching
8. Performance assessment by supervisor
9. Portfolio review

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

K-12 SOCIAL STUDIES PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-016-001

AUXILIARY NUMBER: 2-016-002

MAXIMUM NUMBER OF POINTS: 120

MAXIMUM NUMBER OF AXUILIARY POINTS: 60

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills and teaching competencies related to civics, sociology, psychology, history, geography, anthropology and/or economics.

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following specific objectives:

1. Discuss new trends identified in social studies topics;
2. Discuss new trends identified in social studies education;
3. Discuss or demonstrate new or relearned knowledge in social studies topics;
4. Discuss or demonstrate new or relearned knowledge in social studies education;
5. Demonstrate one or more new social studies skills or techniques;
6. Demonstrate one or more new social studies education skills or techniques;
7. Report and demonstrate new attitudes and enthusiasm toward one or more social studies skills or techniques;
8. Report and demonstrate new attitudes and enthusiasm toward one or more social studies education skills or techniques;
9. Produce a description or sample of some new social studies tool, formula, or notation;
10. Produce a description or sample of some new equipment or material for teaching social studies;
11. Additional specific objectives will be submitted for each activity.

DESCRIPTION OF ACTIVITIES:

For initial component credit – component number: 2-016-001

Activities may include conferences, workshops, site visitations, educational travel and on-site demonstration of some new or improved competency.

Participants may also include one or more of the following activities:

1. Interaction with presenters or instructional aides;
2. Designing a product or lesson plan;
3. Viewing instructional media material.

For auxiliary component credit – component number: 2-016-002

Participants who have previously earned credit under this component may earn additional credit for successful completion of advanced training or follow-up activities which may include but are not limited to those listed here:

1. Intermediate/Advanced workshop
2. Additional conference/seminar attendance
3. Site visitation/observation
4. Learning communities
5. Special projects
6. Independent study/ Action Research
7. Peer coaching
8. Performance assessment by supervisor
9. Portfolio review

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

K-12 WRITING PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-017-001
AUXILIARY NUMBER: 2-017-002

MAXIMUM NUMBER OF POINTS: 120
MAXIMUM NUMBER OF AUXILIARY POINTS: 60

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to writing.

SPECIFIC OBJECTIVE(S):

Participants will complete one or more of the following specific objectives:

1. Discuss new trends identified in writing topics and education;
2. Discuss or demonstrate new or relearned knowledge in writing topics and education;
3. Demonstrate one or more new writing skills or techniques;
4. Report and demonstrate new attitudes and enthusiasm toward one or more writing skills or techniques;
5. Produce a description or sample of some new writing tool, formula, or notation;
6. Additional specific objectives will be submitted for each activity;

After completing this workshop, participants will be able to do one or more of the following:

1. Teach writing as a process involving:
 - a. pre-writing;
 - b. drafting;
 - c. three levels of editing (i.e. self, peer, teacher);
 - d. revising and;
 - e. publishing/sharing.
2. Design classroom instruction at an appropriate level using materials/techniques learned;
3. Plan varied creative activities to teach writing in different modes for different purposes to students of varying ages and abilities;
4. Evaluate student writing realistically using several different techniques;
5. Apply techniques learned to own writing.

DESCRIPTION OF ACTIVITIES:

For initial component credit – component number: 2-017-001

Activities may include conferences, workshops, site visitation, educational travel, and on-site demonstration of some new or improved competency.

Activities may also include one or more of the following:

1. Interaction with presenters or instructional aides;
2. Design a product or lesson plan;
3. View instructional media material.

For auxiliary component credit – component number: 2-017-002

Participants who have previously earned credit under this component may earn additional credit for successful completion of advanced training or follow-up activities which may include but are not limited to those listed here:

1. Intermediate/Advanced workshop
2. Additional conference/seminar attendance
3. Site visitation/observation
4. Learning communities
5. Special projects
6. Independent study/ Action Research
7. Peer coaching
8. Performance assessment by supervisor
9. Portfolio review

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

MIDDLE SCHOOL PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 1-411-002

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to middle school education.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate competence in their ability to:

1. Examine the rationale, history, philosophy, trends, goals and essential elements of the middle school;
2. Develop appropriate learning programs based on an understanding the nature and needs of the middle school age students as well as an understanding how students in the middle school years best learn;
3. Research various approaches in which to organize middle school curriculum around flexible and/or block schedules, continuous progress models, interdisciplinary teacher teams, unit approaches, student interest etc. and to develop as well as implement those approaches into a school setting;
4. Develop listening, communication and facilitative discussion skills that enable teachers to dialogue with middle school students regarding areas related to academic, social or emotional need areas.

DESCRIPTION OF ACTIVITIES:

Participants will engage in appropriate activities to achieve in one or more of the specific objectives of this component.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

PRE-KINDERGARTEN PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-012-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to pre-kindergarten education.

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following specific objectives:

1. Discuss new trends identified in pre-kindergarten education topics;
2. Discuss or demonstrate new or relearned knowledge in pre-kindergarten education topics;
3. Demonstrate one or more new pre-kindergarten skills or techniques;
4. Report and demonstrate new attitudes and enthusiasm toward one or more pre-kindergarten education skills or techniques;
5. Produce a description or sample of some new pre-kindergarten education tools, formula, or notation;
6. Produce a description or sample of some new equipment or material for teaching pre-kindergarten education.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

Activities may also include one or more of the following:

1. Interaction with presenters or instructional aides;
2. Designing a product or lesson plan;
3. Viewing instructional media material;

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

PROFESSIONAL DEVELOPMENT FOR MATHEMATICS

COMPONENT IDENTIFIER NUMBER: 2-009-001
AUXILIARY NUMBER: 2-009-002

MAXIMUM NUMBER OF POINTS: 120
MAXIMUM NUMBER OF AXUILIARY POINTS: 60

GENERAL OBJECTIVE(S):

To provide professional development opportunities for educators to update their knowledge, skills, and teaching competencies related to mathematics.

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following specific objectives:

1. Discuss trends or research identified with topics in mathematics;
2. Discuss trends or research identified with the effective teaching of mathematics;
3. Demonstrate new or relearned knowledge in mathematics;
4. Demonstrate new or relearned knowledge related to the effective teaching of mathematics;
5. Demonstrate new mathematics skills or techniques;
6. Demonstrate one or more new mathematics education skill or technique;
7. Report and demonstrate new attitudes and enthusiasm toward one or more mathematics, skills or techniques;
8. Report and demonstrate new attitudes and enthusiasm toward one or more mathematics, skills or techniques;
9. Produce a description or sample of some new mathematics tool, formula, or notation;
10. Produce a description or sample of some new equipment or material for effectively teaching mathematics;

DESCRIPTION OF ACTIVITIES:

For initial component credit – component number: 2-009-001

Activities may include conferences, workshops, site visitations, educational travel, and on-site demonstration of some new or improved competency.

Activities may also include one or more of the following:

1. Interaction with presenters or instructional aides;
2. Designing a product or lesson plan;
3. Viewing instructional media material.

Wherever possible, activities should contain:

1. Collegiality and collaboration;
2. Experimentation and risk-taking;
3. Use of available knowledge base;
4. Participant involvement in appropriate aspects;
5. Time to participate and practice;
6. Leadership and sustained support;
7. Appropriate incentives and rewards;
8. Application of knowledge about adult learning and change;
9. Integration of individual, school, and district goals;
10. Integration of mathematics professional development with other professional development and organization development activities.

For auxiliary component credit – component number: 2-009-002

Participants who have previously earned credit under this component may earn additional credit for successful completion of advanced training or follow-up activities which may include but are not limited to those listed here:

1. Intermediate/Advanced workshop
2. Additional conference/seminar attendance
3. Site visitation/observation
4. Learning communities
5. Special projects
6. Independent study/ Action Research
7. Peer coaching
8. Performance assessment by supervisor
9. Portfolio review

EVALUATION:

Each participant will demonstrate improvement in at least 80% of the objectives attempted.

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

PROFESSIONAL DEVELOPMENT FOR SCIENCE, OR ENVIRONMENTAL EDUCATION

COMPONENT IDENTIFIER NUMBER: 2-015-001

AUXILIARY NUMBER: 2-015-002

MAXIMUM NUMBER OF POINTS: 120

MAXIMUM NUMBER OF AXUILIARY POINTS: 60

GENERAL OBJECTIVE(S):

To provide professional development opportunities for educators to update their knowledge, skills, and teaching competencies related to science and/or environmental science.

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following specific objectives:

1. Discuss trends or research identified with topics in science and/or environmental science;
2. Discuss trends or research identified with the effective teaching of science and/or environmental science;
3. Demonstrate new or relearned knowledge in science and/or environmental science;
4. Demonstrate new or relearned knowledge related to the effective teaching of science and/or environmental science;
5. Demonstrate new science and/or environmental science skills or techniques;
6. Demonstrate one or more new science and/or environmental science education skill or technique;
7. Report and demonstrate new attitudes and enthusiasm toward one or more science, and/or environmental science skills or techniques;
8. Report and demonstrate new attitudes and enthusiasm toward one or more science, and/or environmental science education skills or techniques;
9. Produce a description or sample of some new science, and/or environmental science tool, formula, or notation;
10. Produce a description or sample of some new equipment or material for effectively teaching science, and/or environmental science;

DESCRIPTION OF ACTIVITIES:

For initial component credit – component number: 2-015-001

Activities may include conferences, workshops, site visitations, educational travel and on-site demonstration of some new or improved competency.

Activities may also include one or more of the following:

1. Interaction with presenters or instructional aides;
2. Designing a product or lesson plan;
3. Viewing instructional media material.

Wherever possible, activities will contain:

1. Collegiality and collaboration;
2. Experimentation and risk-taking;
3. Use of available knowledge base;
4. Participant involvement in appropriate aspects;
5. Time to participate and practice;
6. Leadership and sustained support;
7. Appropriate incentives and rewards;
8. Application of knowledge about adult learning and change;
9. Integration of individual, school, and district goals;
10. Integration of science or environmental professional development with other professional development and organization development activities.

For auxiliary component credit – component number: 2-015-002

Participants who have previously earned credit under this component may earn additional credit for successful completion of advanced training or follow-up activities which may include but are not limited to those listed here:

1. Intermediate/Advanced workshop
2. Additional conference/seminar attendance
3. Site visitation/observation
4. Learning communities
5. Special projects
6. Independent study/ Action Research
7. Peer coaching
8. Performance assessment by supervisor
9. Portfolio review

EVALUATION:

Each participant will demonstrate improvement in at least 80% of the objectives attempted.

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

PROFESSIONAL TRAINING FOR TEACHERS ON SPECIAL ASSIGNMENT

COMPONENT IDENTIFIER NUMBER: 7-401-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for Teachers on Special Assignment to earn credit for researching, developing, and delivering services to schools.

SPECIFIC OBJECTIVE(S):

The participants will increase knowledge of guidelines, grant writing, curriculum, testing and state mandates. The objectives will include:

1. Demonstrate test administration and interpretation.
2. Identify elements of curriculum, student development, and sequential learning patterns;
3. Demonstrate how to teach basic skills;
4. Identify ways to adapt, design and implement diagnostic-prescriptive curriculum to meet the needs of each individual learner;
5. Apply elements of learning theory and student development in individualized teaching program;
6. Design and implement a material-learner match consistent with an individual student's strengths and/or weaknesses;
7. Maintain records and conduct ongoing reevaluation regarding progress, classroom instruction and placement of students;
8. Describe diagnostic and clinical teaching;
9. Develop and implement a student's program based on available data;
10. Suggest educational strategies, materials and techniques for a student to parents and other support personnel working with the student;
11. Demonstrate observation techniques in screening, identification, ongoing reevaluations and planning for an individual student;

DESCRIPTION OF ACTIVITIES:

Participants will attend curriculum meetings for a minimum of 18 hours during the school year.

Activities include:

1. Attendance at general sessions with knowledgeable consultants;
2. Participate in both large and small group discussions;
3. Examine and evaluate early childhood teaching and testing materials;
4. Utilize professional literature, audio-visual material and modules;
5. Develop personalized pupil learning programs;

6. Study the Citrus County Pupil Progression Plan and Florida statutes relating to the K-12 program and/or demonstrate the use of specific county forms and record keeping procedures in the Citrus County Education Program;
7. Discuss diagnostic testing; be able to administer, score and interpret data from diagnostic tests; and utilize data to develop individualized plans of instruction for students;
8. Develop strategies to enhance parent-teacher conferencing and promote home/school communication;
9. Study developmental and behavioral characteristics of students;
10. Study developmental and behavioral characteristics of students;
11. Develop proficiency in interpretation of screening and assessment instruments;
12. Identify and examine relevant materials which are appropriate for preventative, developmental and enrichment strategies.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

BASIC ACADEMIC SKILLS FOR STUDENTS WITH DISABILITIES #1 LANGUAGE ARTS

COMPONENT IDENTIFIER NUMBER: 2-100-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in teaching reading and language arts with emphasis on oral and written communication.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate competency in

1. Identifying and using appropriate strategies and materials in teaching basic skills in reading, language arts, and writing;
2. Selecting appropriate materials for instruction;
3. Analyzing a task and its prerequisite skills.

DESCRIPTION OF ACTIVITIES:

Participants will demonstrate an understanding of required concepts presented through a variety of print and audiovisual materials, multimedia presentations, and discussions by completing quizzes, tests, or other written assignments. The teachers will be involved in a hands-on workshop and receive instruction on current language arts resources. Teachers will receive instruction on the implementation and use of various language arts materials. Teachers will be expected to implement resources, instructional materials or strategies that best meet the needs of students.

EVALUATION:

Participant Evaluation:

1. Demonstrate a knowledge of professional and educational trends and issues in the teaching of language arts;
2. Complete assigned activities.

Component Evaluation:

The district's Professional Development program procedures will be used for evaluating coverage of the specific competencies and the effectiveness of instructional presentation. Instructors will evaluate content and make recommendations for additions, modifications or deletions of component content, activities, or evaluation procedures.

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;

BASIC ACADEMIC SKILLS FOR STUDENTS WITH DISABILITIES #2 MATH

COMPONENT IDENTIFIER NUMBER: 2-100-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in teaching concepts of mathematics to students with disabilities.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate competency in:

1. Identifying and using appropriate strategies and materials in teaching mathematics;
2. Selecting appropriate materials for instruction;
3. Analyzing a task and its prerequisite skills.

DESCRIPTION OF ACTIVITIES:

The teachers will be involved in professional learning and receive instruction on current math resources. Receive instruction on the implementation and use of various math materials. Teachers will be expected to implement resources, instructional materials or strategies that best meet the needs of students.

EVALUATION:

Participant Evaluation:

1. Identify techniques for the inducing students to use math skills for solving problems in their natural environments;
2. Complete assigned activities.

Component Evaluation:

The district's Professional Development program procedures will be used for evaluating coverage of the specific competencies and the effectiveness of instructional presentation. The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation.

BEHAVIOR MANAGEMENT FOR STUDENTS WITH BEHAVIOR DIFFICULTIES

COMPONENT IDENTIFIER NUMBER: 5-101-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide the educator with a basic understanding of behavior management techniques for groups and individual students.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate one or more of the following:

1. An ability to write a Behavior Management Plan.
2. An ability to implement a behavior plan for a class and/or individual student.
3. An ability to enable students to cope with situations by teaching social skills, mediation strategies, etc.
4. An ability to identify antecedent behaviors and develop a program to extinguish the unacceptable behaviors.
5. Proper strategies to diffuse volatile situations and use appropriate restraining techniques when needed.

DESCRIPTION OF ACTIVITIES:

Participants will attend workshops given by consultants. Topics may include:

1. Social skills training; esteem builders training;
2. Behavior management plans;
3. Behavior management techniques;
4. Crisis prevention institute (CPI) training.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

CARING FOR KIDS WITH SPECIAL NEEDS

COMPONENT IDENTIFIER NUMBER: 6-103-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

Participants will develop a working understanding of the needs of children with certain disabling conditions.

SPECIFIC OBJECTIVE(S):

Participants will gain a knowledge/understanding of the following:

1. Infection control;
2. Appropriate procedures for medication administration;
3. Recognizing and managing seizures;
4. Physical therapy and motor development in children;
5. Role of occupational therapy in the education of special needs infants and toddlers;
6. Abnormal movement and adaptive equipment to remedy position;
7. Basic food groups and nutritional risk factors;
8. Developmental feeding skills and feeding problems that may need special techniques and equipment;
9. Functional visual system as well as visual disorders;
10. The manifestations of hearing loss in infants and the relationship to speech development;
11. The environmental needs of the child who is dually sensory impaired and the implications for development;
12. How to differentiate between autistic behavior and the child with ADD and ADHD;
13. Appropriate methods of dealing with crisis behavior and methods of defusing or redirecting behavior;
14. The respiratory system as it relates to maintaining patent airway;
15. The need for airway management systems and be able to identify such;
16. The thoughts and feelings of parents of children with special needs;
17. Activities that will enable their own participation to support families who have children with disabilities;
18. How to differentiate between thoughts, feelings and behavior and the parts of the brain that control such;

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

EDUCATION OF GIFTED AND HIGH ACHIEVING STUDENTS (EDUCATION OF SPECIAL POPULATIONS-GIFTED)

COMPONENT IDENTIFIER NUMBER: 2-106-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

GENERAL OBJECTIVE:

Demonstrate knowledge and skills in educating special populations of gifted students, including student characteristics and programmatic adaptations of students who are minorities, underachievers, students who are gifted and disabled experientially disadvantaged, and highly gifted.

SPECIFIC OBJECTIVES:

By the end of the session, participants will demonstrate knowledge and skills to:

1. Identify ways in which situations such as rural living, sparse populations, poverty, and non-urban experiences influence the development and educational experiences of special groups of students who are gifted.
2. Demonstrate knowledge of the research on gender bias and ways in which students are treated differently by parents, peers, and teachers.
3. Identify inhibiting factors that have prevented services for young gifted children.
4. Demonstrate systemic advocacy for ensuring access to gifted programs.
5. Identify appropriate instructional modifications.
6. Demonstrate knowledge of mentorships, role playing, contracts, participatory learning, and other instructional tools.
7. Demonstrate an ability to modify curriculum to avoid cultural, disability, or gender bias in the classroom.
8. Demonstrate knowledge of alternative program strategies.
9. Identify the unique counseling needs of students who are gifted.
10. Identify strategies for stimulating personal growth.
11. Identify ways in which cultural values, traditions, stereotypes, and perceptions may influence the development of educational experiences for gifted culturally diverse students.
12. Demonstrate knowledge of the demographic trends in Florida as they relate to the incidence and prevalence of ESOL students.
13. Demonstrate knowledge of the complex etiology, causes, and treatment of underachievement.
14. Demonstrate knowledge of motivational techniques appropriate for use with underachievers who are gifted.
15. Demonstrate an awareness of how teachers, peers, self-perceptions, systems, and parents influence the development of students who are gifted and disabled.
16. Demonstrate an awareness of the dual identification process used in identifying students who are gifted and disabled.
17. Demonstrate knowledge of the characteristics and needs of highly gifted students.

18. Demonstrate sensitivity to students who by virtue of their high IQ may be unable to relate with average peers.

DESCRIPTION OF ACTIVITIES:

Participants will attend workshops, conferences, practice demonstrations, and will take part in an independent study. Resource persons or district personnel will supervise the individual sessions.

EVALUATION:

Participant Evaluation:

The teacher of the gifted endorsement courses will document increased competence in at least 80% of the specific workshop objectives in at least one of the following ways:

1. Pre- and post-test results and/or
2. Personal interview or
3. Product development

Component Evaluation:

The FDLRS Springs staff and/or the teacher of the gifted endorsement courses will send to the Coordinator of Exceptional Student Education, upon completion of the component or no later than June 1 of each year, a packet including:

- i. Completed Inservice Component Completion Report- a list of participants, the results of their evaluation, and certification that those receiving points for the component increased their competence in 80% of the specific objectives and have completed the required follow-up activity
- ii. A completed SBAC In-Service Evaluation form for each participant

Follow-Up:

A survey of participants will be conducted to evaluate the use of new skills and knowledge in meeting the needs of gifted students.

Component Leader: FDLRS Springs/Coordinator of Exceptional Student Education

Location: Exceptional Student Education

*** This component is part of the Add-on Certification Program for the Gifted Endorsement and is considered content specific for any area.**

POLICIES, PROCEDURES AND BEST PRACTICES IN STUDENTS WITH DISABILITIES EDUCATION

COMPONENT IDENTIFIER NUMBER: 2-103-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To increase participants' knowledge of federal, state, and local laws and policies pertaining to the education of students with disabilities, as well as, service delivery models, issues, and best practices.

SPECIFIC OBJECTIVE(S):

Participants will be able to identify one or more of the following:

1. Legislation that has impacted exceptional student education, (IDEA, 504, etc.);
2. Essential factors in the State Board of Education Rules pertaining to exceptional student education (FTE, eligibility criteria, graduation requirements, etc.);
3. Local policies pertaining to exceptional student education (pupil progression plan, student code of conduct, transition plans, etc);
4. Terminology pertaining to ESE;
5. The continuum of service delivery models and the concept of Least Restrictive Environment;
6. State and local resources to assist in providing appropriate services to ESE students;
7. The components of an IEP.

DESCRIPTION OF ACTIVITIES:

Participants will attend workshops, conferences, and meetings on:

1. Laws, rules, and regulations relevant to ESE;
2. Inclusion, LRE, and delivery models;
3. Identification of students with special needs and the referral process;
4. Writing and implementing effective IEP's.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

GUIDANCE AND COUNSELING OF GIFTED STUDENTS

COMPONENT IDENTIFIER NUMBER: 2-106-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

GENERAL OBJECTIVE:

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:

By the end of the session, participants will demonstrate knowledge and skills to:

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

DESCRIPTION OF ACTIVITIES:

Participants will attend workshops, conferences, practice demonstrations, and will take part in an independent study. Resource persons or district personnel will supervise the individual sessions.

EVALUATION:

Participant Evaluation:

The teacher of the gifted endorsement courses will document increased competence in at least 80% of the specific workshop objectives in at least one of the following ways:

1. Pre- and post-test results and/or
2. Personal interview or
3. Product development

Component Evaluation:

The teacher of the gifted endorsement courses will send to the Coordinator of Exceptional Student Education, upon completion of the component or no later than June 1 of each year, a packet including:

- i. Completed Inservice Component Completion Report- a list of participants, the results of their evaluation, and certification that those receiving points for the component increased their competence in 80% of the specific objectives and have completed the required follow-up activity
- ii. A completed SBAC In-Service Evaluation form for each participant

Follow-Up:

A survey of participants will be conducted to evaluate the use of new skills and knowledge in meeting the needs of gifted students.

Component Leader: FDLRS Springs/Coordinator of Exceptional Student Education

Location: Exceptional Student Education

*** This component is part of the Add-on Certification Program for the Gifted Endorsement and is considered content specific for any area.**

INCLUSION STRATEGIES FOR STUDENTS WITH DISABILITIES

COMPONENT IDENTIFIER NUMBER: 5-101-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in effective inclusive strategies for students with disabilities.

SPECIFIC OBJECTIVE(S):

Participants will be expected to:

1. Demonstrate an understanding of how the state of Florida defines inclusion, section 1003.57 (1)(a)2., Florida statutes (F.S.);
2. Recognize that all students with disabilities regardless of their abilities or readiness levels, can access the general education curriculum;
3. Understand LRE (least restrictive environment) and the continuum of alternative placements.
4. Identify best practices in inclusive education;
 - a. Co-Teaching Approaches
 - b. Instructional strategies and accommodations
 - c. Considerations for class size and scheduling
5. Understand what is required of teachers who co-teach;
6. Identify the benefits to students and staff working in inclusive settings;
7. Recognize how paraprofessionals can assist in supporting inclusive classrooms.

DESCRIPTION OF ACTIVITIES:

Learning activities may include:

- Listening to mini-lectures
- Completing assigned readings
- Writing reflections
- Brainstorming
- Participating in small group discussions/activities
- Participating in role play/demonstrations
- Viewing video clips
- Developing a lesson plan
- Formulating alternative student assignments
- Reviewing resources for support services

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

NATURE AND NEEDS OF THE GIFTED

COMPONENT IDENTIFIER NUMBER: 2-106-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

Demonstrate knowledge and skills in the identification of the nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; history and current research; and identification and placement.

SPECIFIC OBJECTIVES:

Upon completion of an inservice activity, the participant will be able to:

1. Identify and describe cognitive and affective behaviors which lead to referrals to screening and testing for giftedness.
2. Identify characteristics of giftedness and discuss the needs and problems associated with these characteristics.
3. Discuss the role that creative thinking/process/products play in the identification of giftedness.
4. Demonstrate awareness of how factors such as family dynamics, culture, integration of self, and education influence the development of giftedness.
5. Develop an awareness of existence of special populations.
6. Demonstrate knowledge of normal and advanced (typical and atypical) child development.
7. Illustrate the relationship between high academic achievement and giftedness.
8. Demonstrate understanding of the difference between potential vs. performance as it relates to giftedness.
9. Compare and contrast the theories of intelligence that pertain to gifted education.
10. Identify the incidence of identified gifted students at the local, state, and national levels.
11. Discuss how the prevalence of gifted students varies based on various definitions of giftedness in terms of culture, socioeconomic level, location, and other factors.
12. Identify emerging national and state trends in the identification of students who may be gifted.
13. Describe traditional/alternative assessment instruments/techniques used to screen and identify students who are gifted. Discuss the advantages and disadvantages of these instruments / techniques.
14. Explain the referral and identification process in your district.
15. Define the criteria for gifted eligibility and placement.
16. Discuss the advantages and disadvantages of labeling gifted students.
17. Discuss the relationship between gifted programming and identification criteria.
18. Describe how gifted services differ from general education services with regard to curriculum, instruction, assessment, conceptual, orientation, grouping and environment.
19. Describe different types of service delivery models for gifted programs.
20. Discuss the relationship of the level of need to placement in a continuum of services.
21. Describe how gifted education is organized at the state and local levels.

22. Identify the social and emotional needs of gifted students and discuss their implications in determining services.
23. Discuss the positive and negative perceptions of various stakeholders regarding gifted education and compare to the perspectives presented in the federal report, “National Excellence: A Case for Developing America’s Talent.”
24. Describe the characteristics of an effective teacher of gifted students.
25. Demonstrate knowledge of the changing nature of state and national definitions of gifted.
26. Identify the laws that directly impact gifted students and programs in Florida, including the relationship between ESE and gifted programs.
27. Demonstrate understanding of major historical and contemporary trends that influence gifted education.
28. Identify and interpret current research findings and recommendations that impact gifted education, e. g. NAGC program standards.
29. Exhibit an understanding of the procedural safeguards for students who are gifted.
30. Discuss the role of the parent, teacher, and student in the advocacy process.
31. Discuss the need for and benefits of parent involvement in the delivery of gifted program services.

DESCRIPTION OF ACTIVITIES:

Participants will attend workshops, conferences, practice demonstrations, and will take part in an independent study. Resource persons or district personnel will supervise the individual sessions.

EVALUATION DESIGN:

Participant Evaluation:

The teacher of the gifted endorsement courses will document increased competence in at least 80% of the specific workshop objectives in at least one of the following ways:

1. Pre- and post-test results and/or
2. Personal interview or
3. Product development

Component Evaluation:

The FDLRS Springs staff and/or the teacher of the gifted endorsement courses will send to the Coordinator of Exceptional Student Education, upon completion of the component or no later than June 1 of each year, a packet including:

- i. Completed Inservice Component Completion Report- a list of participants, the results of their evaluation, and certification that those receiving points for the component increased their competence in 80% of the specific objectives and have completed the required follow-up activity
- ii. A completed In-Service Evaluation form for each participant

Follow-Up:

A survey of participants will be conducted to evaluate the use of new skills and knowledge in meeting the needs of gifted students.

Component Leader: FDLRS Springs/Coordinator of Exceptional Student Education

Location: Exceptional Student Education

*** This component is part of the Add-on Certification Program for the Gifted Endorsement and is considered content specific for any area.**

CURRICULUM DEVELOPMENT - GIFTED

COMPONENT NUMBER: 2-106-005

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE:

Demonstrate knowledge and skills in curriculum and instructional strategies for teaching students who are gifted to include modification of curriculum content, instructional process, students' products, and learning environment.

SPECIFIC OBJECTIVES:

By the end of the session, participants will demonstrate knowledge and skills to:

1. Justify the need to differentiate or adapt instruction to respond to the needs of the gifted learner.
2. Demonstrate understanding of the terminology used in the development of curriculum for the gifted.
3. Demonstrate knowledge of the role of current state standards of the general education curriculum and the implications for the education of gifted students
4. Demonstrate knowledge of the principles of differentiation for gifted learners.
5. Demonstrate the ability to evaluate models for teaching gifted curriculum.
6. Develop an understanding of the issues of equity and excellence as they relate to gifted.
7. Demonstrate knowledge of effective instructional strategies and the role of the teacher in implementation of the strategies.
8. Demonstrate the ability to identify gifted curriculum and appropriate instructional strategies.
9. Demonstrate the ability to develop a unit of instruction aligning curricular components, including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments, to meet the cognitive and affective needs of the gifted.
10. Demonstrate the ability to match instructional strategies and materials to individual needs of learners.
11. Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.
12. Demonstrate knowledge of a continuum of services to support the needs and interests of gifted students.
13. Demonstrate the ability to identify student outcomes, evaluate student's progress and develop an appropriate educational plan (EP).
14. Demonstrate the ability to communicate effectively and work in partnership with students, families, and school personnel in the interests of gifted students.
15. Demonstrate the ability to develop an appropriate educational plan.
16. Use appropriate level questions for developing higher level thinking skills.
17. Demonstrate skills for incorporating educational technology into the learning experiences.
18. Demonstrate the ability to select and write appropriate student outcomes.
19. Demonstrate use of a data-based evaluation system for monitoring student progress and for program evaluation.
20. Demonstrate the ability to communicate results of students' progress and program effectiveness to students, parents, and school officials.

21. Demonstrate the ability to organize the learning space to offer individual, small group, and large group contexts for learning.
22. Demonstrate the ability to effectively manage the classroom.

Description of Activities:

Participants will attend workshops, conferences, practice demonstrations, and will take part in an independent study. Resource persons or district personnel will supervise the individual sessions.

EVALUATION DESIGN:

Participant Evaluation:

The teacher of the gifted endorsement courses will document increased competence in at least 80% of the specific workshop objectives in at least one of the following ways:

1. Pre-and post-test results and/or
2. Personal interview or
4. Product development

Component Evaluation:

The FDLRS Springs staff and/or the teacher of the gifted endorsement courses will send to the Coordinator of Exceptional Student Education, upon completion of the component or no later than June 1 of each year, a packet including:

- i. Completed Inservice Component Completion Report- a list of participants, the results of their evaluation, and certification that those receiving points for the component increased their competence in 80% of the specific objectives and have completed the required follow-up activity
- ii. A completed SBAC In-Service Evaluation form for each participant

Follow-Up:

A survey of participants will be conducted to evaluate the use of new skills and knowledge in meeting the needs of gifted students.

Component Leader: FDLRS Springs/Coordinator of Exceptional Student Education

Location: Exceptional Student Education

*** This component is part of the Add-on Certification Program for the Gifted Endorsement and is considered content specific for any area.**

OCCUPATIONAL AND PHYSICAL THERAPY IN AUGMENTATIVE COMMUNICATION

COMPONENT IDENTIFIER NUMBER: 4-102-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To familiarize therapists with the evaluation of physical and sensory components required to promote effective use of augmentative communication.

SPECIFIC OBJECTIVE(S):

The participants will be able to:

1. Describe the developmental framework of physical and sensory programs;
2. Describe energy consumption in physically impaired individuals;
3. Identify procedures for assessment of motor and vision/perceptual capabilities;
4. Demonstrate knowledge of assessment procedures through evaluation of case studies;
5. Utilize assessment information in small groups to apply appropriate procedures;

DESCRIPTION OF ACTIVITIES:

Activities may also include one or more of the following and will be presented through a lecture format, videotapes, practical activities, homework project and supplemental readings. In order for participants to internalize concepts presented, practical applications will be completed.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

SIGN LANGUAGE

COMPONENT IDENTIFIER NUMBER: 1-105-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for personnel to learn and improve their knowledge and skills with sign language for communications with people who are deaf or hearing impaired.

SPECIFIC OBJECTIVE(S):

The participant will be able to:

1. Become familiar with American Sign Language (ASL) and Exact Signed English;
2. Learn finger spelling of alphabet and numbers;
3. Learn basic survival signs;
4. Learn basic nouns and verbs;
5. Use sign language to communicate;
6. Understand sign language used by deaf and hearing impaired persons;
7. Identify amplification and communication equipment used by deaf and hearing impaired persons;
8. Develop an appreciation of deaf culture.

DESCRIPTION OF ACTIVITIES:

Participants will participate in hands-on workshops on Instruction in sign language. Participants will use sign language in classrooms and daily living.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

STRATEGIC INSTRUCTION MODEL (SIM) TRAINING FOR STUDENTS WITH DISABILITIES

COMPONENT IDENTIFIER NUMBER: 2-100-004

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide teachers with the knowledge and skills to implement one or more of the Strategic Instruction Models.

SPECIFIC OBJECTIVE(S):

1. Identify knowledge and skills essential to the implementation of the Strategic Instruction Model(s);
2. Demonstrate appropriate direct instruction teaching behaviors;
3. Demonstrate coaching behaviors including feedback and problem solving;
4. Demonstrate scoring and record keeping strategies.

DESCRIPTION OF ACTIVITIES:

Participants will attend training sessions on one or more of the Strategic Instruction Model to acquire teaching competencies for implementation.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

THEORY AND DEVELOPMENT OF CREATIVITY GIFTED

COMPONENT IDENTIFIER NUMBER: 2-106-004

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

Demonstrate knowledge and skills in the theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

SPECIFIC OBJECTIVES:

By the end of the session, participants will demonstrate knowledge and skills to:

1. Compare and contrast definitions and theories of creativity.
2. Define perspectives from which creativity has been defined and studied.
3. Discriminate between convergent and divergent thinking.
4. Describe some of the myths and misunderstandings related to creativity and education.
5. Define the creative personality based on contemporary and historical views.
6. Describe the advantages and disadvantages of different methods in identifying creativity.
7. Identify elements that foster or discourage creativity.
8. Demonstrate knowledge of resources designed to stimulate creative thinking.
9. Describe the implications of the judgment process on the nurturance of creativity.
10. Identify the implications of innovation and the change process related to the nurturance of creativity.
11. Describe cognitive and affective characteristics of creative people.
12. Describe the elements of creativity including fluency, flexibility, originality, and elaboration.

DESCRIPTION OF ACTIVITIES:

Participants will attend workshops, conferences, practice demonstrations, and will take part in an independent study. Resource persons or district personnel will supervise the individual sessions.

EVALUATION:

Participant Evaluation:

The teacher of the gifted endorsement courses will document increased competence in at least 80% of the specific workshop objectives in at least one of the following ways:

1. Pre- and post-test results and/or
2. Personal interview or
3. Product development

Component Evaluation:

The FDLRS Springs staff and/or the teacher of the gifted endorsement courses will send to the Coordinator of Exceptional Student Education, upon completion of the component or no later than June 1 of each year, a packet including:

- i. Completed Inservice Component Completion Report- a list of participants, the results of their evaluation, and certification that those receiving points for the component increased their competence in 80% of the specific objectives and have completed the required follow-up activity
- ii. A completed SBAC In-Service Evaluation form for each participant

Component Leader: FDLRS Springs/Coordinator of Exceptional Student Education

Location: Exceptional Student Education

*** This component is part of the Add-on Certification Program for the Gifted Endorsement and is considered content specific for any area.**

VISUAL AND AUGMENTATIVE COMMUNICATION

COMPONENT IDENTIFIER NUMBER: 2-100-006

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVES:

1. Participants will learn strategies that enhance the students' use of augmentative communication systems in the classroom.
2. Participants will learn to interact effectively with a student using an augmentative communication system.
3. Participants will develop augmentative communication systems for students by learning to
 - a. Select and organize vocabulary for use in the system
 - b. Select an appropriate graphic representational system

SPECIFIC OBJECTIVES:

Participants will be able to:

Identify components, which influence the successful of an augmentative communication system.

1. Identify training systems for students with various disabilities and cognitive functioning levels.
2. Develop strategies to adapt or modify curricula when using augmentative communication systems with students
3. Develop strategies for assessing communication interactions
4. Develop communication interaction tasks to be completed in classroom therapy, home, and community settings.
5. Develop strategies for generating and prioritizing a vocabulary pool.
6. Evaluate organizational formats to reduce cognitive, motor, linguistic and interactive restraints.
7. Utilize a communication display and recommend vocabulary and organizational modifications.
8. Identify a variety of graphic representational systems (GRS).
9. Evaluate the appropriateness of a GRS for various situations.
10. Analyze selected pictures regarding visual and conceptual features and develop criteria for selecting pictures to represent single words, phrases, and sentences.
11. Design and implement a transparency/translucency test and report its results.

DESCRIPTION OF ACTIVITIES:

Information will be presented through lecture, videotapes, demonstrations, hands-on activities, homework projects, and supplemental readings.

EVALUATION:

Participant Evaluation:

1. Participation in discussion and small group activities
2. Completion of in and out of class activities and projects

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

ASSESSMENT OF STUDENTS WITH DISABILITIES

COMPONENT IDENTIFIER NUMBER: 1-102-001

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in effective assessment techniques of students with disabilities. These techniques emphasize, as appropriate, instructional planning, formal and informal evaluation strategies, and the interpretation, application, and communication of results.

SPECIFIC OBJECTIVE(S):

Participants will be able to:

1. Identify the purpose of assessment.
2. Define measurement terminology used in assessment of students.
3. Differentiate between formal and informal assessments.
4. Differentiate between formal/standardized assessments and criterion-referenced assessments.
5. Describe methods for systematic screening of students for:
 - a. school readiness
 - b. basic reading/math proficiency
 - c. sensory needs
 - d. language
 - e. behavior disorders
6. Define and describe curriculum-based assessment versus standards-based assessment.
7. Define and describe techniques for pre-assessment, formative assessment, and summative assessment of students.
8. Select and apply appropriate screening and curriculum-based assessment techniques to guide instructional decisions for students with disabilities based on multicultural considerations.
9. Describe a systematic method for assessment data collection, analysis, and archival.
10. Interpret and utilize the results of formal/informal academic achievement assessments, as they relate to classroom instruction.
11. Interpret and utilize the results of formal/informal social/emotional assessments, as they relate to classroom instruction.
12. Interpret and utilize the results of formal/informal processing assessments, as they relate to classroom instruction.
13. Describe the purpose of assessments of adaptive behavior, citing the domains typically assessed.
14. Identify social/behavioral patterns from data.
15. Pinpoint and record data for discrete and continuous behaviors.
16. Describe the comprehensive evaluation process utilized in MTSS.
17. Synthesize student assessment information for use in IEP development.
18. Synthesize student assessment information to determine student learning styles.
19. Identify legal and ethical issues related to confidential student information.

20. Apply appropriate ethical standards in communicating assessment results to parents and other professionals.
21. Demonstrate appropriate test administration techniques to assess educational progress.
22. Identify guidelines for group administration of tests for students with disabilities.
23. Develop appropriate reevaluation recommendations based on a compilation of archival assessment data and the student's current level of performance.

DESCRIPTION OF ACTIVITIES:

Learning activities may include:

- Listening to mini-lectures
- Completing assigned readings
- Writing reflections
- Brainstorming
- Participating in small group discussions/activities
- Participating in role play/demonstrations
- Viewing video clips

EVALUATION:

Participant Evaluation:

Participants will be evaluated with respect to the competencies, written test or quiz, evaluation of permanent products, or direct observation of skill performance.

For inservice credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.

Component Evaluation:

The district's Professional Development program procedures will be used for evaluating coverage of the specific competencies and the effectiveness of instructional presentation. Instructors will evaluate content and make recommendations for additions, modifications or deletions of component content, activities, or evaluation procedures.

BEHAVIOR MANAGEMENT FOR STUDENTS WITH DISABILITIES, VE

COMPONENT IDENTIFIER NUMBER: 2-101-001 (Varying Exceptionalities)

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in behavior management techniques effective for use with students with disabilities, including those who are emotionally disabled; specific learning disabled; or educable, trainable or profoundly handicapped. Techniques emphasize applications of theories, crisis intervention and prevention, legal considerations, and counseling skills.

SPECIFIC OBJECTIVE(S):

Upon completion of component, participants will have acquired competencies to:

1. Describe and explain behavior modification in terms of respondent conditions and operant conditioning, including the role of reinforcers and relative merits of behavior techniques;
2. Compare and contrast the concepts of discipline and punishment in educational settings;
3. Identify environmental influences on behavior;
4. Demonstrate the surface behavior management approach, signal interference, hurdle, help, antiseptic bounding, and proximity control;
5. Compare and contrast verbal and nonverbal dynamics in relationships between students and teachers and between parents and teachers;
6. Demonstrate the techniques to use when intervening in an aggressive situation;
7. Describe factors that precipitate aggressive behaviors in children and youth with severe emotional disabilities;
8. Identify developmental social-affective skills for individuals and groups including effects of cultural diversity.
9. Apply interventions that promote age-appropriate social skills for individuals and groups;
10. Describe nonverbal communication, emphasis on positive gains rather than negative setbacks and cultural conditions;
11. Describe age appropriate rules and reinforcers in a classroom for children and youth at elementary and secondary levels;
12. Design, implement, and adjust behavioral interventions based on developmental age level and cultural diversity;
13. Discuss techniques for integrating efforts and services in multidisciplinary interventions;
14. Demonstrate team and consultative skills in working with mainstream teachers, parents, and related services personnel;
15. Write an appropriate IEP goal with objectives for improving specific academic and social behaviors of children;
16. Explain the differences between functional and topographic definitions of behavior;
17. Identify components and methods of observing and recording behavior in the full range of the service delivery continuum;
18. Identify the uses of technology in behavior management programs;

19. Demonstrate knowledge of proper methods used for increasing or reducing behaviors through positive reinforcers, response cost, time out, over-correction, providing consequences and secured seclusion, and of cultural considerations that may influence methods;
20. Describe the implementation of a token economy to be used with children and youth with disabilities in elementary and secondary classrooms;
21. Compare and contrast assisting children and youth in gaining control over their behavior and adult management of their behavior;
22. Explain behavioral chains and how they can help to weaken an undesirable behavior through response interruption techniques;
23. Describe strategies for generalizing and maintaining improved behavior;
24. Demonstrate the ability to develop, implement, evaluate, and modify a classroom behavior management system that leads to self-management in individual and group settings;
25. Design and describe the concepts of student self-monitoring and explain its uses in behavior control;
26. Identify and explain management skills and teaching techniques for importing student motivation and cooperation for elementary and secondary students;
27. Explain motivational concepts which emphasize self-determining behavior versus fate, including attribution theory, learned helplessness, importance of balance between work and play, the pleasure that results from accomplishments and success, issues of power and its influences, and negative and positive cycle behavior;
28. Identify techniques that can be used to develop and enhance self-concept of children and youth with disabilities;
29. Discuss principles of individual and classroom management and demonstration and demonstrate ability with techniques such as The Premack Principle, Glasser's Control Theory, behavioral contracts, and commercial behavior management programs, and assertive discipline;
30. Discuss basic counseling skills with children and youth with disabilities, such as Teacher Effectiveness Training, transactional analysis, and group counseling for students to brainstorm appropriate ways to solve problem;
31. Discuss the importance of consistency in behavior management at home, throughout the school system, and throughout the community;
32. Design, plan, and implement behavior management plans appropriate for children and youth with disabilities throughout the full service continuum;
33. Demonstrate the ability to develop, implement, evaluate, and modify a management system cooperatively at home, throughout the school system, and throughout the community;
34. List and describe the essential components needed to create a therapeutic classroom;
35. Demonstrate techniques for de-escalating behavior of children and youth who are acting out;
36. Describe skills of nonviolent systematic physical crisis management and discuss appropriate uses and precautions.
37. Demonstrate crisis counseling with children and youth;
38. Explain the laws governing the suspension and expulsion of children and youth with severe emotional disabilities;
39. Demonstrate knowledge of assessment instruments and techniques appropriate in identifying and meeting the affective and behavior needs of children and youth with emotional disabilities and ability to communicate results with parents;
40. Discuss the basic methods and assumptions of cognitive behavior modification.
41. Describe how to implement a hierarchy of interventions along a continuum of least to most restrictive;

42. Develop a behavior classroom management plan that will address the specific academic and behavioral needs of children and youth with emotional disabilities;
43. Demonstrate the ability to design, implement, operate, evaluate, and adjust a point system and levels system, and integrate these into an effective behavior management plan.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Student-Colleague Evaluation:

With the instructor(s) as the evaluator(s), verification of competency acquisition will be ongoing and completed through the following:

Scores on tests/quizzes	Selection/recording/interpretation of specific behavior data
Portfolio entries/reflections	Analysis of own classroom as a therapeutic classroom
Documentation/analysis of behavior management techniques	Analysis of self on audiotape to identify effective and ineffective verbal intervention techniques
Development of role plays	Documentation of a simulated parent conference
Description of an incident and utilization of ABC analysis	
Documentation/analysis of interventions	
Development of a behavior management plan	
Development of a token economy program	
Selection of appropriate motivational techniques	

For service credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.

Component Evaluation:

This component and the effectiveness of the instructor(s) will be evaluated by the student-colleagues according to district Professional Development procedures. The instructor(s) and other appropriate district staff will meet at the completion of the component to discuss problems, successes, survey results, and to make further modification for the future delivery of this component. Student-colleagues and the instructor(s) will assess the degree to which specific objectives and competencies have been addressed by the component activities.

EDUCATIONAL MANAGEMENT STUDENTS WITH DISABILITIES

COMPONENT IDENTIFIER NUMBER: 2-101-002

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in educational management of students with disabilities with emphasis on classroom organization, behavior management, and consultation skills.

SPECIFIC OBJECTIVE(S):

Upon completion of component, participants will have acquired competencies to:

1. Identify and explain assertive discipline;
2. Identify and explain teacher effectiveness training;
3. Identify and explain the philosophy or characteristics of behavior modification;
4. Define functional analysis of behavior;
5. Analyze student behavior problems using an ABC Chart (Antecedent - Behavior - Consequence);
6. Describe basic procedures that can be used to increase behavior;
7. Describe methods of decreasing an undesirable behavior through the use of positive reinforcement;
8. Identify methods for assessing and selecting reinforcers;
9. Define Time Out and describe its different forms from least to most restrictive;
10. Discuss behavior problems for which Time Out probably would or would not be an effective intervention;
11. Identify and explain the psychoeducational techniques;
12. Identify and explain systematic physical intervention, and the legal issues associated with disciplinary procedures;
13. Identify and explain reality therapy;
14. Identify active listening as a management technique;
15. Identify and explain stress management;
16. Identify environmental influences on behavior;
17. Identify and evaluate social/behavioral patterns from data, including systematic observation data;
18. Organize a structured environment, apply effective discipline strategies to specific situations, and evaluate the effectiveness of interventions;
19. Establish consistent expectations;
20. Develop success-oriented activities;
21. Develop a plan for progression from directed to self-directed activities;
22. Implement student self-monitoring procedures for the development of self-control;
23. Adapt for transitions;
24. Develop a behavior management plan;

25. Discuss the basic tenets of nonaversive behavior management;
26. Establish a plan for social skills development;
27. Demonstrate proficiency in establishing a data-based student evaluation system;
28. Identify resource personnel available for professional feedback;
29. Identify effective methods of communicating with administrators, regular education teachers, multidisciplinary personnel, parents, and students;
30. Identify characteristics of an effective team member;
31. Differentiate between anecdotal and non-anecdotal information related to behavior management.

DESCRIPTION OF ACTIVITIES:

Participants will be able to:

1. Demonstrate an understanding of required concepts presented through a variety of print and audiovisual materials, multimedia presentations, and discussions by completing quizzes, tests, or other written assignments;
2. Participants may role play situations or analyze scenarios for a
 - a. Physical intervention, active listening;
 - b. Reinforcement;
 - c. Stress management (relaxation), and
 - d. Effective communication (on topics such as mainstreaming, reassignment of an inappropriately placed student, or moving a student to a more restrictive setting);
3. Develop an individual behavior management plan based on functional analysis, including assessment and selection of reinforcers, and will employ procedures for accelerating and decelerating behavior based on the functional analysis;
4. Develop a group behavior management plan taking into consideration group contingencies, point systems, level systems, team rewards, and cooperative learning;

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

Taking pre/post-tests
 Listening to mini-lectures
 Writing portfolio entries/reflections
 Participating in small group discussions/activities
 Developing and participating in role plays
 Doing out-of-class activities
 Viewing videos
 Participating in large group discussions
 Completing assigned readings
 Doing classroom observations
 Developing and implementing behavioral interventions
 Observing a demonstration

Practicing writing IEPs
 Practicing graphing and interpreting data
 Listening to guest presenters
 Taking quizzes
 Devising a token economy program
 Brainstorming
 Performing the backward chain and implementing a forward or backward chain in their classroom
 Discussing case studies
 Designing and implementing a self-management program
 Participating in a simulation

EVALUATION:

Participant Evaluation:

Participants will be evaluated with respect to one of the competencies written test or quiz, evaluation of permanent products, or direct observation of skill performance.

For inservice credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.

Component Evaluation:

The district's Professional Development program procedures will be used for evaluating coverage of the specific competencies and the effectiveness of instructional presentation. Instructors will evaluate content and make recommendations for additions, modifications or deletions of component content, activities, or evaluation procedures.

INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES

COMPONENT IDENTIFIER NUMBER: 2-100-007

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in effective instructional strategies for students with disabilities. These strategies emphasize, as appropriate, developmental programming; development, implementation; and evaluation of individual educational plans; special approaches to teaching basic and functional skills; adaption of curriculum and materials; motivational strategies; and data-based management.

SPECIFIC OBJECTIVE(S):

Participants will be able to:

1. Describe students' current levels of academic/behavioral/functional performance including strengths and weaknesses;
2. Use task analysis to determine necessary prerequisites;
3. Select appropriate specialized techniques based on information from the student records, assessments, and learning preferences;
4. Demonstrate appropriate activities to support cultural diversity;
5. Identify and apply highly effective, evidence-based teaching practices;
6. Select student learning activities which yield high rates of success;
7. Identify and explain systematic generalization procedures for transferring improvements in student academic and behavioral performance to the general education setting;
8. Describe ongoing assessment measures of students' performance that are used as a basis for making instructional decisions;
9. Identify essential elements of record keeping to monitor and document student progress;
10. Explain the need for and demonstrate the ability to use highly effective questioning (HEQ) strategies, as well as high-low cognitive level questions;
11. Discuss critical characteristics of providing praise and feedback to students that encourages engagement, perseverance, and resilience;
12. Facilitate improvement in student attitudes, behavior, and academic achievement through the use of cooperative learning strategies;
13. Discuss universal design for learning (UDL) as an integrated part of instruction;
14. Explain how to increase the independence of the learner using Gradual Release of Responsibility;
15. Maximize student learning outcomes by effectively planning instruction that is relevant and meaningful to students; embedding engagement strategies, having established expectations and routines, and communicating learning targets in language easily understood by students;
16. Discuss techniques to establish and maintain rapport with learners;
17. Explain how to employ motivational strategies and techniques to reinforce academic achievement and employability skills;

18. Discuss techniques that can be used to develop and enhance the self-concept of students with disabilities;
19. Discuss and demonstrate instructional techniques (i.e. modeling, role-playing, rehearsals, and feedback) for teaching specific social-personal skills;
20. Develop an awareness of the steps of communication development and alternative forms of communication;
21. Demonstrate how to teach students techniques for using verbal and nonverbal communication more effectively;
22. Describe alternative communication and assistive/adaptive devices;
23. Explain the rationale for teaching vocational and employability skills;
24. Explain the rationale for teaching social/leisure skills, including appropriate skills to be developed at each age level for school and in the community;
25. Describe age-appropriate activities for elementary and secondary students in the prevocational and vocational areas, including community-based instruction and vocational placements in school and community settings;
26. Describe activities for teaching age-appropriate daily-living skills, stressing instruction in naturalistic settings, including grooming, food preparation, and household jobs;
27. Describe instructional strategies to enhance cognitive skills which emphasize functional skills, individualize instruction, and utilize learning stations;
28. Discuss how to collaborate with OT/PT to plan fine and gross motor skill development activities.

DESCRIPTION OF ACTIVITIES:

A detailed description of all component activities can be found in the Florida Alternatives/Instructional Strategies for Exceptional Students: Instructor's Manual developed through the Alternative Training Initiative Project, coordinated by FDLRS/South, under the auspices of the Florida Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students, and Division of Human Resource Development, Bureau of Teacher Education.

Learning activities in which student-colleagues will participate during the delivery of this component include:

- | | |
|--|--|
| Listening to mini-lectures | Brainstorming |
| Writing reflections | Reviewing resources for support services |
| Participating in small group discussion/activities | Participating in role play/demonstration |
| Completing assigned readings | Developing a lesson plan |
| Viewing video clips | |
| Formulating alternative student assignments | |

EVALUATION:

Student-Colleague Evaluation:

With the instructor(s) as the evaluator(s), verification of competency acquisition will be ongoing and completed through the following:

Analysis of student using Student Assessment Profile	Completion of “Portfolio Activity Motivation Questions”
Portfolio entries/reflections	Implementation of classroom act
implementation of informal classroom assessments	Completion of collaboration overview
Task analysis of classroom activity	Implementation of classroom motivation system
Development of a unit organizer	Outline of classroom presentations
Implementation of lesson review	Completion of graphic organizer
Development of a list of support services	Development of class unit on cultural diversity
Completion of interview form	Completion of Vocational Profile
Design of classroom layout	Analysis of Probe Results SIM post-test
Implementation plan for therapeutic activities	Plan for mini-unit
Design of classroom schedule	
Development of samples of record keeping system	
Presentation of classroom units/Lessons	
See the Instructor’s Manual for further detail.	

For service credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.

Component Evaluation:

This component and the effectiveness of the instructor(s) will be evaluated by the student-colleagues according to district Professional Development procedures. The instructor(s) and other appropriate district staff will meet at the completion of the component to discuss problems, successes, survey results, and to make further modification for the future delivery of this component. Student-colleagues and the instructor(s) will assess the degree to which specific objectives and competencies have been addressed by the component activities.

LANGUAGE DEVELOPMENT AND LEARNING FOR STUDENTS WITH DISABILITIES

COMPONENT IDENTIFIER NUMBER: 1-105-004

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop, increase, and demonstrate knowledge in language development and learning with emphasis on language development and disorders, the impact of language on learning, and augmentative communication.

SPECIFIC OBJECTIVE(S):

Upon completion of component, participants will have acquired competencies to:

1. Recognize the normal sequence of language development;
2. Identify the components of language structure;
3. Identify common language development lags;
4. Compare normal language development with developmental lags;
5. Demonstrate knowledge of differences and similarities in language development among various ethnic, cultural, linguistic, and economic groups;
6. Identify the most frequent errors of language usage (Pragmatics) typically associated with disabled students;
7. Identify typical speech processes and their development;
8. Identify the most common speech disorders seen in school-aged students;
9. Described the learning problems associated with the most common speech disorders;
10. Recognize the sociocultural influences of speech and language development.
11. Describe the social and emotional implications of speech/language disorders;
12. Discuss the educational implications for students with speech/language disorders;
13. Discuss the impact of speech/language delays or disorders;
14. Recognize the relationship between phonological awareness and the acquisition of basic decoding skills in the process learning to read;
15. Demonstrate knowledge of basic communication processes;
16. Identify the prevalence and incidence of communication disorders;
17. Identify augmentative communication techniques;
18. Describe the role of the teacher in implementing augmentative systems in the classroom;
19. Use adaptive equipment (typewriters, language boards, computers, etc.) to promote interactive learning for students who are non-verbal.
20. Describe the application of computer technology to language development;
21. Identify oral language deficits and select appropriate language interventions based on student information;

22. Apply language stimulation techniques, based on student information;
23. Adapt instructional strategies for students with language delays;
24. Integrate activities to promote language development into all instructional strategies;
25. Implement intervention strategies that facilitate language development;
26. Implement activities in the classroom that will maximize the program and strategies used by a speech/language clinician;
27. Use a variety of instructional materials to increase a student's language skill;
28. Demonstrate knowledge of teaching strategies appropriate for individuals or groups of students who have speech/language disorders;
29. Demonstrate knowledge of intervention techniques for infants, children and youth in developing language;
30. Select appropriate teaming intervention procedures to use in collaboration with other professionals, parents, and agencies;
31. Demonstrate knowledge of resources available to assist the student who has a speech disorder;
32. Demonstrate knowledge of appropriate procedures for referring students for related services.

DESCRIPTION OF ACTIVITIES:

Participants will be able to:

1. Demonstrate an understanding of required concepts presented through a variety of principles and audio-visual materials; multimedia presentations, and discussions by completing quizzes, tests, or other written assignments;
2. Attend speech therapy sessions at school to learn to recognize and identify a variety of disorders of speech and language;
3. Implement speech and language activities for individual students as recommended by and under the supervision of the speech therapist;
4. Attend an individually-scheduled observation of the activities of the Augmentative Communication Evaluation Team;
5. Attend a technology demonstration of various augmentative communication devices;
6. Under the guidance of the school speech therapist, participants will prepare a referral for speech and language services;
7. In the context of instruction on phonological awareness, participants will respond to auditors, discrimination items (with just noticeable differences) to gain a better understanding of the role of phonic analysis in basic decoding skills;
8. Give a language deficit and a list of interventions, participants will select the most appropriate intervention;
9. Contribute (recipe box) descriptions of instructional adaptations for promoting language development as shareware with other class members;

EVALUATION:

Participant Evaluation:

Participants will be evaluated with respect to the competencies, written test or quiz, evaluation of permanent products, or direct observation of skill performance.

For inservice credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.

Component Evaluation:

The district's Professional Development program procedures will be used for evaluating coverage of the specific competencies and the effectiveness of instructional presentation. Instructors will evaluate content and make recommendations for additions, modifications or deletions of component content, activities, or evaluation procedures.

TEACHING SOCIAL AND PERSONAL SKILLS FOR STUDENTS WITH DISABILITIES

COMPONENT IDENTIFIER NUMBER: 2-100-009

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in teaching social and personal skills for students with disabilities, with emphasis on employability skills, career awareness, and transition planning for adult living.

SPECIFIC OBJECTIVE(S):

Upon completion of component, participants will have acquired competencies to:

1. Identify age-appropriate social/affective skills for individuals and skills for individuals and groups.
2. Identify documented correlation of social incompetence;
3. Read, comprehend, problem solve, and interpret professional literature in the teaching of social/affective skills.
4. Demonstrate understanding of the social validity issues in social skills training;
5. Demonstrate knowledge of similarities and differences among various ethnic, cultural, linguistic, and economic groups and their relationship to social personal skills;
6. Select interventions for developing appropriate social skills using teacher observations and assessment data; become a member of a problem solving or IEP team;
7. Develop and apply analogue techniques in the assessment of social skills;
8. Assess observable behaviors and select and use appropriate behavior checklists for the assessment of social skills;
9. Apply interventions that promote age-appropriate social skills for individuals and/or groups.
10. Teach and demonstrate (model) interpersonal skills which assist students in developing a positive self-concept;
11. Teach interpersonal skills which assist students in interacting constructively with their peers;
12. Explain the purpose of the components of a sound social skills instructional program;
13. Describe process procedures for promoting generalization of social skills to settings outside the training site;
14. Apply consultation techniques in promoting age-appropriate social skills;
15. Evaluate effectiveness of social skills interventions that apply to students in various environments;
16. Identify age-appropriate career-vocational skills for exceptional students;
17. Select interventions for developing appropriate career-vocational skills from compiled assessment data;
18. Identify model career preparation, career experiences for assessment of career and Technical Education Standards and components that lead to competitive employment;
19. Apply academic content area skills to job related tasks in multiple instructional environments;

20. Describe instructional strategies for vocational preparation skills;
21. Identify appropriate behavior related to successful job placement and maintenance;
22. Identify appropriate procedures to assist students in developing employability skills;
23. Identify components of community-based instruction programs;
24. Identify potential employers of exceptional students within the community;
25. Identify appropriate job coaching skills for community-based instruction;
26. Identify resources and agencies that can provide counseling for vocational and career alternatives;
27. Identify critical components of successful supported employment programs;
28. Identify methods of counseling students for career options;
29. Identify and evaluate materials and resources for teaching career awareness;
30. Identify appropriate strategies for involving parents in the decision-making process as it relates to exploring career and employment ready options;
31. Assist students in development of short-term and long-range personal, career, and academic goals;
32. Demonstrate teaching skills which assist students in developing their own values, attitudes, and beliefs;
33. Use student ideas, talents, and products in the instructional process to increase the student's self-esteem;
34. Teach behaviors which assist students in developing appreciation and respect for persons from various ethnic, cultural, linguistic, and economic groups;
35. Identify effective communication techniques for working with exceptional students;
36. Identify components of transition and knowledge of transition services at age 14 or 8th grade and over 16 years of age;
37. Identify effective communication techniques for working with parents.

DESCRIPTION OF ACTIVITIES:

1. Given a brief list of skill descriptions, participants will discriminate among behavioral, affective, and cognitive components of social skills;
2. Participants will demonstrate an understanding of required concepts presented through a variety of print and audiovisual materials, multimedia presentations, and discussions by completing quizzes, tests, or other written assignments;
3. Participants will develop a social skills program, including assessment, instruction and generalization components, model it and in class apply it in their classrooms;
4. Participants will demonstrate proficiency in consultation techniques through role play;
5. Participants will attend a guest presentation of information on transition and career technical education, assessment, academic curriculum, instructional strategies and current program models for students with disabilities;
6. Participants will perform an onsite observation of transition and career experience programs for exceptional and at-risk students (e.g., community-based instruction, supported employment, demonstration of coaching skills);
7. Participants will observe a simulation of the development of a Transition IEP (TIEP) completed by agency and school personnel, and will identify differences between the Transition Plan and the Agency for Persons with Disabilities (ADP);

- 8. From selected literature, both formal and informal, and personal experience, participants will develop an activity file for the clarification of student values, attitudes, beliefs, and multicultural issues.

EVALUATION:

Participant Evaluation:

Participants will be evaluated with respect to the competencies (represented by their respective numbers) written test or quiz, evaluation of permanent products, or direct observation of skill performance.

METHOD	COMPETENCIES
Quiz/Test	2-5, 16, 18, 21-23, 27, 28
Permanent Product	1, 6-13, 15, 20, 24, 26, 29, 32-34
Direct Observation	14, 17, 19, 25, 28, 30, 31, 35-37

For inservice credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.

Component Evaluation:

The district’s Professional Development program procedures will be used for evaluating coverage of the specific competencies and the effectiveness of instructional presentation. Instructors will evaluate content and make recommendations for additions, modifications or deletions of component content, activities, or evaluation procedures.

NATURE AND NEEDS, ASSESSMENT AND DIAGNOSIS OF AUTISM SPECTRUM DISORDER

COMPONENT IDENTIFIER NUMBR: 2-100-010

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE:

To develop a working knowledge of Autism Spectrum Disorder as it relates to diagnosis, assessment, current research, treatment methodologies, and educational strategies/programming

SPECIFIC OBJECTIVES:

Upon completion of this component, participants will demonstrate the ability to:

1. Describe the current etiology and prevalence of Autism Spectrum Disorder
2. Compare and contrast the scope of Pervasive Developmental Disorders; Autism, Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), Asperger Disorder, Retts Disorder, and Childhood Disintegrative Disorder (CDD)
3. Identify common characteristics within the Autism Spectrum focusing on: communication, sensory responses and needs, social skill development, and cognitive functioning/learning style
4. Identify diagnostic criteria for Autism as defined in the most recent version of the Diagnostic and Statistical Manual (DSM)
5. Identify eligibility criteria for Autism as defined by the most recent version of the Diagnostic and Statistical Manual (DSM), and definition/description of The Florida Department of Education
6. Compare and contrast the state's eligibility criteria for autism and the most recent version of the DSM
7. Demonstrate a comprehensive understanding of the theoretical, scientific, and historical evolution of Autism
8. Demonstrate an understanding of the developmental continuum and how to identify early signs of Autism
9. Identify the needs of individuals diagnosed with Autism Spectrum Disorder based on their individual presentation of the disorder (comprehensive and adaptive programs)
10. Describe the range of possible behaviors across the lifespan
11. Assess and identify the learning styles and uneven profiles observed in individuals with Autism Spectrum Disorder
12. Identify intervention/support strategies based on individual strengths and needs as they relate to skill acquisition
13. Identify behaviors that could indicate the manifestation of mental health or secondary disability
14. Demonstrate an understanding of the challenges faced by the Individualized Education Planning Committee when deciding on appropriate programming for an individual identified with Autism Spectrum Disorder confounded by the manifestation of an Emotional Behavioral Disorder
15. Differentiate between standardized and non-standardized assessments
16. Identify current evaluation instruments used in diagnosing autism (CARS, GARS, CHAT-M, ADOS, ADI-R, and CSBS) (Citrus County School Board currently utilizes ADOS).

17. Analyze the strengths and weaknesses of each evaluation instrument listed above
18. List and describe three assessment instruments currently used by the district's psychologists to determine a student's intelligent quotient (IQ)
19. Identify the pros and cons of utilizing IQ as a measurement to determine the potential of a student with Autism Spectrum Disorder
20. Describe and identify academic assessments used by teacher's and psychologists in Citrus County School District as a means to gain present level of academic performance
21. Identify how to utilize results from the academic assessments for overall instructional planning for a student with autism (goal writing, methodologies, etc.)
22. Describe the importance of parental input in the diagnosis of autism
23. Describe the impact sensory issues have on students with autism and how to address this issue within the school environment
24. Identify common medical conditions known to impact individuals with autism (seizure disorders, chronic otitis media, chronic constipation or diarrhea, eating/sleep issues, use of medications)
25. Demonstrate the ability to participate as a productive member of the transdisciplinary team, producing goals that are: relevant, age appropriate, observable, measurable, functional, and encourage overall independence
26. Demonstrate the ability to give consideration to overall student needs and plan for remediation as well as skill development in the areas of: communication, social skills, cognitive ability, and sensory motor issues
27. Demonstrate effective collaboration skills with family, caregivers, support staff, and outside agencies regarding accommodations/modifications needed to access a full range of home, educational, and community based settings
28. Demonstrate the ability to develop an effective transition plan for students during each of the major transitional phases throughout the student's school career (pre-k to elementary; elementary to middle, middle to high, and high to postsecondary activities)
29. Identify the criteria utilized by the IEP committee to determine appropriate state assessment participation-identify the consequences of each option
30. Identify social and behavioral supports needed for successful inclusion for students struggling with some of the behavioral complications associated with autism
31. Implement evidence-based and promising practices strategies within the classroom environment (incidental teaching, discreet trial teaching, group instruction, task analysis, prompt/prompt fading procedures, shaping, effective use of reinforcement, shadowing, modeling, and scaffolding)
32. Demonstrate the ability to make data based decisions for overall programming and interventions
33. Provide a comprehensive rationale for providing consistent structure within the classroom environment
34. Describe research based strategies for structuring the physical environment of a self-contained classroom designed for students with Autism Spectrum Disorder (Structured Teaching)
35. Describe several types of environmental structures and visual systems proved effective for use in Autism units and how these structures and strategies meet individual student needs

36. Describe and create visual supports (strategies) that can be utilized by a student with autism within the general education environment (seating, schedules, social stories, etc.)
37. Identify the continuum of visual supports based on student need and ability level (actual item, photograph, picture symbol, written word). Create and present one example of each.
38. Differentiate between work systems utilized for students with autism who present with age/grade appropriate cognitive abilities and those who present with impaired cognitive ability
39. Identify and distinguish between a variety of curricula and methodologies used to provide instruction for students with autism
40. Demonstrate an understanding of the Sunshine State Standards as means to select appropriate curricula for students with Autism Spectrum Disorder

DESCRIPTION OF ACTIVITIES:

1. Participate in the instructor's lecture and demonstration focusing on:
 - a. Characteristics of Autism Spectrum Disorder (Specific Objectives 1-3 and 7)
 - b. Assessment and Diagnosis (Specific Objectives 4-6, 12-13, 15-21, and 24)
 - c. Individual Learning Goals/IEP/Curricula (8-12, 14, 22, 25-30)
 - d. Teaching Methodologies (Specific Objectives 23, 31-39)
2. Review eligibility criteria per district ESE Special Policies and Procedures Manual (Specific Objectives 5-6)
3. Discuss difference between formal and informal assessments; specify several assessments used in planning instruction for students with Autism Spectrum Disorder (Specific Objectives 15-21)
4. Review 2 different psychological reports for students identified with ASD; compare and contrast assessments used for eligibility determination (Specific Objectives 5, 6, 16, 20, 21)
5. Determine which state/district assessments students should participate in based on psychological assessment review (Specific Objective 29)
6. Develop three different types of visual schedules (Specific Objectives 35-37)
7. When presented with a case study, participants will be required to: identify current levels of performance, cite priority educational needs, develop observable/measurable goals, target benchmarks, and identify any accommodations needed to meet goals for a student with autism participating in a general education setting (Specific Objectives 25-28, 30, 32)
8. Identify the role of the IEP committee as it relates to determining eligibility and placement for student identified with Autism Spectrum Disorder (Specific Objectives 14, 22, 24-27, 30)
9. Review State Standards and the State Standards for Special Diploma and identify specific benchmark in the development of a weekly lesson plan (Specific Objective 40)
10. Sketch the ideal self-contained classroom setup for students with autism and provide a comprehensive rationale to support it (Specific Objectives 33, 34)
11. Develop and present a community-based instruction activity for students with autism (Specific Objective 28)
12. Demonstrate the ability to take accurate data in a discreet trial teaching situation (Specific Objective 31)

STRUCTURE INTERACTION:

1. Research and summarize 2 articles written within the past five years focusing on Pervasive Developmental Disorders (Specific Objectives 1, 2, 7, 8)
2. Work collaboratively with a district employed occupational therapist conducting a Sensory Profile for a student with Autism Spectrum Disorder. Profile must include parent interviews and checklists facilitated by the occupational therapist. *Parental consent must be obtained prior to collaboration (Specific Objectives 23, 24, 27, 28)
3. Select a case study, from choices provided by the instructor, and develop a comprehensive plan for accommodating the target student in a general education setting. The plan must include an independent work system and an academic task. This activity will account for four component hours and will be presented to the group (Specific Objectives 35, 36)

FOLLOW-UP:

Participants who will use inservice credit earned in this component to add the Autism Spectrum Disorder Endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete a final examination based on component objectives
2. Work samples meeting or exceeding minimum passing criteria based on the grading Matrix
3. Reflective journal focusing on changes made to the classroom based on component objectives
4. Demonstrate acquisition of all competencies of each approved program component
5. Obtain minimally passing grade on any additional assessments required by the instructor
6. Active participation in Citrus County's Autism Cohort for Teachers

EVALUATION:

Participants who will use inservice credit earned in this component to add the Autism Spectrum Disorder Endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete a pre and posttest assessment on the following:
pervasive developmental disorders, eligibility criteria, common characteristics. Passing criteria on the post test will be set at 80%.
2. Maintain a reflective journal based on changes made within the scope of the classroom based on competencies taught within this component. Journals will be shared in class.
3. Complete any other assessment procedure required by the course instructor
4. Participants will demonstrate the ability to implement strategies taught in class, based on the identified competencies

SPECIAL NOTES: ASD ENDORSEMENT

COMMUNICATION INTERVENTION FOR STUDENTS WITH AUTISM SPECTRUM DISORDER

COMPONENT IDENTIFIER NUMBER: 2-100-011

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE:

This component offers participants the opportunity to research, evaluate, and utilize assistive as well as instructional technology while instructing students with autism. Participants will explore and learn to create a variety of augmentative/alternative communications systems for students identified with Autism Spectrum Disorder.

SPECIFIC OBJECTIVES:

Upon completion, participants will be able to:

1. Identify and describe communication needs for students with autism
2. Identify and describe various communication assessment tools for students with autism
3. Review a communication assessment conducted on a student with autism. Identify the student's individual communication needs based upon the assessment
4. Develop a classroom plan that integrates the use of alternative/augmentative communication systems for students with autism
5. Develop a classroom plan for implementing the use of alternative/augmentative communication devices for students with autism
6. Demonstrate a working knowledge of typical communication development based on a developmental checklist
7. Develop three activities designed to facilitate communication within both the school and home environments
8. Name the four areas of communication assessment
9. Research and explore a variety of visual systems known to be successful for students with autism
10. Based on a case study provided, individualize a communication system for the subject
11. Explain why visual messages are easier for some individuals with autism to interpret as opposed to auditory messages
12. Identify three forms of communication
13. Demonstrate an understanding of how body language, both natural and formalized, impacts communication
14. Demonstrate an understanding of how consistent implementation of communication strategies impacts student behavior
15. Demonstrate an understanding of the correlation between communication and socialization
16. Demonstrate an understanding of how communication and choice making are related
17. Identify the types of echolalia and the communicative function of each

18. Explain the difference between communication systems and choice systems
19. Identify the different options for symbols for communication tools as well as the selection/implementation hierarchy
20. Learn to identify appropriate vocabulary for communication systems based on gender, age, grade level, etc.
21. Identify opportunities for students to interact in natural settings using natural cues
22. Demonstrate an understanding of the vital role reinforcement and feedback play in developing communication skills
23. Identify opportunities throughout an entire school day where communication systems are used across settings and activities
24. Demonstrate an understanding of how to use, “Communication Temptation” as a means to elicit communication
25. Develop the ability to interact with a student as if the AAC system is truly their voice
26. Identify how recording devices and computer software can improve academic performance and skill acquisition for students with autism
27. Identify the effective/appropriate use of communication boards within the school setting
28. Identify how the use of receptive sign language can help a student identified with Autism Spectrum Disorder
29. Demonstrate an understanding of the difference between a visual schedule and a picture exchange communication system (PECS)
30. Demonstrate the ability to conduct a reinforcement assessment and the rationale for doing so
31. Explain how social skill development can impact the development of expressive/receptive language skills for a student with autism
32. Identify alternative visual support strategies for students unable to discriminate line drawings
33. Explain how difficulties interpreting visual cues can adversely impact socialization skills for a student with Autism Spectrum Disorder
34. Describe the challenges students with autism can face regarding self-expression
35. Identify the four different names of apraxia and the characteristics of each
36. Identify three areas of potential need for students presenting with apraxic-like symptoms

ACTIVITIES:

1. Attend the instructor’s lectures and demonstrations focused on:
 - a. Communication needs of students with Autism Spectrum Disorder (Special Objectives 1, 7, 13, 14, 21, 34, 40)
 - b. Communication needs based on assessment (Special Objectives 2, 3, 9, 18, 23, 31, 33)
 - c. Alternative/Augmentative communication (Specific Objectives 4, 12, 19, 28, 29)
 - d. Instructional and assistive technology (Specific Objectives 5, 6, 10, 28, 29)
 - e. Communication strategies across settings (Specific Objectives 8, 16, 19, 24, 26)
 - f. Visual strategies for communication (Specific Objectives 11, 12, 15, 22, 30, 32, 36, 37)

- g. Pragmatics (Specific Objectives 17, 35)
 - h. Functions of communication (Specific Objectives 20, 23, 27, 38, 39)
2. Complete a communication needs assessment for a student with autism who presents will limited speech (Specific Objective 3)
 3. Operate and program a variety of augmentative communication devices for a specific activity (Specific Objectives 2, 4)
 4. Develop a lesson plan specific to an activity and setting (Special Objectives 4, 5, 7, 29)
 5. Following demonstration video, identify types and functions of communications observed (Specific Objectives 6, 8, 38)
 6. Create an individualized visual schedule leaving opportunities for initiated communication attempts (Specific Objective 11, 12, 24, 25)
 7. Create a daily schedule that includes at least three opportunities for a student with autism to practice/initiate a three-part communication exchange with a peer (Specific Objectives 22,23)
 8. Conduct a reinforcement assessment targeting initial communication attempts for a student with autism (Specific Objectives 24, 25, 33)
 9. Compare and contrast different communication assessment tools designed for students with autism (Specific Objective 2)
 10. Describe procedures used to initiate a referral for alternative/augmentative communication and adaptive access assessments (Specific Objectives 3, 12)
 11. Critique instructional software tools used in the instruction of Reading/Language Arts, Mathematics, and one other subject area (Specific Objective 5)

STRUCTURED INTERACTION ACTIVITY:

1. Develop one whole week's worth of lesson plans focusing on how assistive technology or augmentative communication systems will be taught to a student with autism across all content areas. Participants will present lesson plans to the class (Specific Objectives 6, 7, 16) 3 hours
2. Conduct a reinforcement assessment and write the results in report format (Specific Objective 33) 2 hours
3. Research and critique 2 articles written within the past 5 years focusing on augmentative devices for students with autism (Specific Objectives 4, 10) 2 hours
4. Research and critique 1 article written within the past five years focusing on using sing language with students identified on the Autism spectrum

FOLLOW-UP:

1. Participants will submit, to their administrator, an implementation plan focusing on students with autism as it relates to assistive/instructional technology
2. Participants will submit, to their administrator, a communication checklist for students in their class

EVALUATION:

Participants who will use inservice credit earned in this component to add the Autism Spectrum Disorder Endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete a pre and posttest assessment on the following: communication needs of students on the Autism spectrum; communication needs based on assessment; alternative/augmentative communication; instructional and assistive technology; communication strategies across settings; visual strategies for communication; pragmatic language/communication; and functions of communication. Passing criteria on the post test will be set at 80%.
2. Maintain a reflective journal based on changes made within the scope of the classroom based on competencies taught within this component. Journals will be shared in class.
3. Complete any other assessment procedure required by the course instructor
4. Participants will demonstrate the ability to implement strategies taught in class, based on the identified competencies

SPECIAL NOTES: ASD ENDORSEMENT

APPLIED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORTS FOR STUDENTS WITH AUTISM SPECTRUM DISORDER

COMPONENT NUMBER: 2-101-003

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVES:

This course will offer participants an overview of applied behavior analysis and how the science pertains to educating individuals with Autism Spectrum Disorder in both academic and social contexts.

Participants will learn how to complete a functional behavioral assessment as a means to address problem behaviors exhibited by individuals with autism and how to develop interventions based on the results. Participants will also learn the fundamentals of Positive Behavior Supports and how to match evidenced based interventions with targeted behavioral functions as a means to assist students with autism in meeting both academic and social goals and objectives.

SPECIFIC OBJECTIVES:

1. Identify social, communication, and behavioral issues associated with Autism spectrum disorders and how they impact overall quality of life for the individuals
2. Define applied behavior analysis
3. Demonstrate an understanding of behavioral principals
4. Demonstrate an understanding of the concept of reinforcement
5. Demonstrate an understanding of punishment
6. Develop the ability to identify functions of behavior and how each can relate to an individual impacted by autism
7. Demonstrate an understanding of reinforcement assessments and describe how they can be helpful in developing an effective behavior plan for an individual with autism
8. Describe possible challenges in completing a reinforcement assessment and how to avoid the challenges in order to ensure an accurate result
9. Demonstrate an understanding of shaping, chaining, behavioral momentum, modeling, prompting, fading, imitation, discrimination training, and instructional strategies
10. Define task analysis and identify how this procedure is useful in teaching new adaptive and academic skills to individuals with autism
11. Compare /contrast shaping and chaining
12. Describe the prompting hierarchy and effective fading procedures for each component
13. Identify the principal components of discreet trial training
14. Compare and contrast natural environment training, discreet trial training, and incidental teaching
15. Define errorless learning and cite implications
16. Describe precision teaching/fluency based instruction
17. Demonstrate the principal components of Verbal Behavior as it relates to the work of B.F. Skinner

18. Identify the components of Structured Teaching and describe how it can be incorporated with other methodologies
19. Identify methods used to generalize acquired skills
20. Describe the rationale for teaching social skills to individuals with Autism spectrum disorder
21. Identify various methods of teaching social skills to individuals with Autism spectrum disorder
22. Develop an appropriate social skill acquisition plan for a specific student with autism
23. Identify methods to collect data and measure academic/social skill acquisition
24. Demonstrate the ability to write observable and measurable goals in the area of social/emotional development for a student with Autism spectrum disorder
25. Demonstrate the ability to graph data collected
26. Explain how graphic displays of data drive academic/behavioral decisions for goal writing and other programming issues
27. Describe how to identify target behaviors
28. Demonstrate the ability to prioritize target behaviors
29. Demonstrate an understanding of which data collection method is best for various target behaviors
30. Demonstrate the ability to select correct graphic depiction of data
31. Describe the difference between functional behavior assessment and functional behavioral analysis
32. Determine which methodology (assessment or analysis) is best for the school setting
33. Describe, in detail, the most commonly used interview tools for completing a functional behavior assessment
34. Describe the purpose and components of a structured interview
35. Describe the variety of issues that can potentially confound an intervention
36. Demonstrate the ability to ensure a treatment/intervention plan can be implemented with fidelity
37. Describe competing behaviors
38. Demonstrate the ability to explain the competing behaviors model
39. Describe how sensory integration issues can confound a functional behavioral assessment
40. Describe how to structure the environment in a way that will reduce stressors for a student with autism
41. Describe behavioral contexts
42. Describe how excesses and deficits can impact behavior
43. Demonstrate the ability to explain how behavior chains, over time, can impact the function of a behavior
44. Explain how the common symptoms of autism (predictability, routines, etc.) can contribute to the presentation of inappropriate behaviors
45. Demonstrate the ability to distinguish between a consultative model and a collaborative behavior
46. Develop a plan that targets the facilitation of a collaborative model for the development and implementation plan for a student with autism
47. Develop a Positive Behavior Intervention Plan (PBIP) for a student with autism that includes all of the necessary components (Functional behavior assessment, data, etc.)

48. Describe how some discipline procedures can actually reinforce a student's inappropriate behavior
49. Describe antecedent based interventions
50. Describe how visual supports can serve in assisting with the demonstration of appropriate behaviors for a student with autism
51. Describe how to go about selecting ethical, evidence-based interventions for student with autism
52. Describe the role of functional behavior assessment and positive behavior supports in ensuring students are provided with a free and appropriate public education when maladaptive behaviors are present

ACTIVITIES:

1. Attend the instructor's lecture and demonstration focused on:
 - a. Behavior, communication, sensory, and social issues in ASD (Specific Objectives 1,21,22,39,40,42,50)
 - b. Basic Behavioral Principals (Specific Objectives 2,3,4,5,6,7,8,9,10,48)
 - c. Preference and Reinforcer Assessment (Specific Objectives 7,8)
 - d. Evidenced-Based Instructional Methodologies and Strategies (Specific Objectives 9,10,14,15,16,18,21,32)
 - e. Teaching Social Skills (Specific Objectives 20,21,22,23,24,28)
 - f. Acquisition Goals, Data Collection, and Graphic Data Analysis (Specific Objectives 23,24,25,26,27,28,29,30,32)
 - g. Behavior Definitions and Functions of Behavior (Specific Objectives 2,3,4,6,8,9,35,38,39,48,49,51,52)
 - h. Functional Behavior Assessment and Data Collection (Specific Objectives 25,26,27,28,29,30,31,32,33,34,35,36,37,39,41,43,52)
 - i. Important Issues with Functional Behavior Assessment (Specific Objectives 25,26,27,28,29,30,31,32,33,34,35,36,37,39,41,43,52)
 - j. Determining Appropriate Interventions for Positive Behavior Intervention Plans (Specific Objectives 28,36,47,51)
 - k. Treatment Integrity (Specific Objectives 19,28,36,46,47,51)
 - l. Developing a Behavioral Intervention Plan, Monitoring Intervention Plan Efficacy, and Graphic Displays of Data (Specific Objectives 19,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,39,41,43,52)
2. Complete both a reinforcer and preference assessment for a student with autism (Specific Objective 7,8)
3. Analyze assessment data from a variety of case studies and determine which evidenced-based intervention will be implemented. Specifically, discuss how the method was selected; why it is believed that it is the best course of action, and how will data be collected (Specific Objective 23,24,25,26,27,28,29,30,32)

4. Implement a variety of reinforcement instructional strategies (differential reinforcement, shaping, behavioral momentum, etc.) and collect data to support which strategies were most effective in producing the most consistent behavioral change (Specific Objective 25,26,27,28,29,30,31,32,33,34,35,36,37,39,41,43,52)
5. Implement a variety of naturalistic instructional strategies and collect data to determine which strategy was most effective for students with autism (Specific Objective 14,19)
6. Select target skill and develop a variety of response-prompted instructional situations based on the prompting hierarchy and include a plan to graduate toward fading prompts at each level (Specific Objectives 12,27)
7. Based on several instructor-provided scenarios, develop a social skills lesson utilizing strategies covered during lecture (Specific Objectives 21,22,23)
8. Demonstrate, for the class, one of the social skills lessons developed in activity #7 (Specific Objective 21,22,23)
9. Watch a video and take data on an instructor identified target behavior (Specific Objective 27,28,29)
10. Select a child with autism and collect data on one specific behavior for one week. Graphically display that data and share with the group (Specific Objectives 25,26, 27,28,29,30)
11. Given a variety of case studies, write appropriate goals, benchmarks, curriculum based assessment results, and data collection plan (Specific Objectives 24,26,27,28,29,30)
12. Following a demonstration in class, develop a behavioral definition and determine the appropriate method of data collection (Specific Objectives 3, 24,26,27,28,29,30)
13. Select a child and obtain parental consent to complete a functional behavioral assessment. Include target behavior definition, a description of the data collection methodology, and a graphic depiction of the data. Generate a functional hypothesis, treatment plan, and how treatment plan will be implemented with fidelity. *If a participant cannot obtain parental consent for a child, see the instructor immediately so that other arrangements can be made* (Specific Objective 3, 24,26,27,28,29,30)
14. Given several case studies: identify/define target behavior, generate a hypothesis based on the function of the behavior, and consider setting events, antecedents and consequences of the behavior. Discuss how data will be collected to support the hypothesis (Specific Objective 3, 24,26,27,28,29,30)

15. Given a series of demonstrations, collect data using: frequency, duration, latency, interval, momentary time sampling, and anecdotal notes. Decide how data should be graphed and discuss why (Specific Objectives 3, 24,26,27,28,29,30)

STRUCTURED INTERACTION ACTIVITY:

1. In collaboration with a parent, develop a reinforcement menu for a child with autism. Demonstrate how items were selected and offer supporting data (Specific Objectives 4, 7, 8, 9, 11, 12, 23, 24, 25, 29, 30, 34, 48, 50)
2. Read and critique two articles discussing the use of functional assessment within the classroom setting (Specific Objectives 1, 2, 3, 6, 11, 13, 18, 26, 27, 28, 31, 32, 33, 39, 41, 43, 44, 49, 52)
3. Read and critique one article on Response to Intervention (RtI) and discuss the role of observation and data collection within that model (Specific Objectives 12, 19, 23, 24, 25, 26, 27, 28, 29, 30, 35, 36, 45, 46, 51)
4. Read and critique one article on Positive Behavior Supports and identify two classroom interventions appropriate for students with ASD that may fall into that category (Specific Objectives 1, 2, 3, 4, 5, 14, 15, 16, 19, 32, 40, 47, 48, 49, 52)
5. Read and critique one article about the PBS Project out of USF. Discuss how Autism students can participate in some Tier II interventions as they relate to social skill development (Specific Objectives 1, 10, 17, 20, 21, 22, 23, 24, 40, 44, 50, 52)

FOLLOW-UP:

1. Participants will submit a follow-up report to the functional behavior assessment completed earlier in the course. This report will include a summary of the baseline data, intervention data, and the follow up plan generated based on the data. Anecdotal records of parent contact and parental responses to intervention results must also be included.
2. Participants will submit a team plan including related service providers and support staff. The participant will outline each team member's role in intervention planning and implementation. Participants will highlight what worked well within the team plan and what components need to be improved.

EVALUATION:

1. Complete a pre and post-test assessment on the following: functions of behavior, behavioral assessments, data collection, development of a functional behavior assessment and a positive behavior support plan, IEP goals and benchmarks, implementation of behavior plans, behavior management plans within the classroom, reinforcers/punishers, sensory issues, characteristics and learning styles of students with ASD, positive behavior support and antecedent interventions. Passing criteria on the post test will be set at 80%.

2. Maintain a reflective journal based on changes made within the scope of the classroom based on competencies taught within this component. Some journal entries will be shared in class.
3. Complete any other assessment procedure required by the course instructor.
4. Participants will demonstrate the ability to implement strategies taught in class based on the identified competencies

SPECIAL NOTES: ASD ENDORSEMENT

FIELD-BASED EXPERIENCE WITH STUDENTS WITH AUTISM SPECTRUM DISORDER

COMPONENT IDENTIFIER NUMBER: 2-100-012

MAXIMUM NUMBR OF POINTS: 60

GENERAL OBJECTIVE:

To develop and implement intervention plans for students identified with Autism spectrum disorder. Participants will be expected to make data based decisions for both academic and behavioral programming.

SPECIFIC OBJECTIVES:

Participants will be able to:

1. Demonstrate the ability to write appropriate educational goals and objectives
2. Demonstrate the ability to structure the classroom environment as a means to promote optimal learning for a student with autism
3. Demonstrate the ability to develop individualized and group lessons as a means to meet goals and objectives designated within the student's individualized education plan
4. Demonstrate the ability to select appropriate augmentative communication devices when needed
5. Demonstrate the ability to effectively elicit communication from students
6. Demonstrate the ability to communicate with students efficiently and appropriately
7. Demonstrate the ability to effectively communicate with support staff
8. Demonstrate the ability to manage the team in a way that promotes optimal success for the student
9. Demonstrate the ability to reach out to parents and involve them in the decision making process for educational purposes
10. Demonstrate the ability to utilize research based methodologies on an individualized basis to promote student learning
11. Demonstrate the ability to utilize informal assessment skills to establish mastered and deficit skills
12. Demonstrate the ability to interpret informal assessment results as a means to drive lesson plan development
13. Demonstrate the ability to collect and interpret data
14. Demonstrate the ability to read and interpret formal assessment data
15. Demonstrate the ability to facilitate an age appropriate social skills group
16. Demonstrate an understanding of the legal and ethical components to IEP implementation
17. Demonstrate the ability to conduct a formal functional behavior assessment appropriate for the school setting
18. Demonstrate the ability to develop an effective and appropriate transition plan

Activities:

1. Attend the lecture and participate in the Autism Cohort for Teachers held monthly to address:

- a. Curriculum and instruction (Specific Objectives 1-5, 8, 9, 12-14, and 17)
 - b. Inclusion (Specific Objectives 10 and 16)
 - c. Social skill development (Specific Objectives 1,21,22,39,40,42,50)
 - d. Family Involvement (Specific Objective 7)
 - e. Behavior Intervention (Specific Objectives 1,21,22,39,40,42,50)
 - f. Response to Intervention
 - g. Positive Behavior Support
2. Complete five observations in classroom settings serving students with autism
 3. Provide a written report regarding the observations

Structured Interaction Activity (10 hours):

1. Submit the five classroom observations including a comprehensive analysis of each setting and identify which research based methodologies were implemented
2. Submit a reflective journal consisting of one weekly anecdotal accounting of a direct interaction between the learner and a student identified with autism. This anecdotal log should include: the setting, the state of mind of the student, the objective targeted, the activity chosen, student's response to the activity, the parent involvement (daily note, phone call, homework, etc.), the next planned activity, and any feedback to be shared with related service providers

Evaluation'

All individuals participating in this course will:

1. Complete all activities at a level established by the instructor
2. Demonstrate all targeted competencies based upon the expectations set forth by Citrus County School Board
3. Complete all written assignments to a degree that can be realistically and effectively implemented within the targeted classroom setting

SPECIAL NOTE: ASD ENDORSEMENT

CROSS-CULTURAL COMMUNICATION

COMPONENT IDENTIFIER NUMBER: 1-705-011

MAXIMUM POINTS: 60

GENERAL OBJECTIVES:

Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

SPECIFIC OBJECTIVES:

Standard 1: Culture as a Factor in ELLs' Learning

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

Performance Indicators

- 1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
- 1.1. b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
- 1.1. c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
- 1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
- 1.1. e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families.
- 1.1. f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

DESCRIPTION OF ACTIVITIES:

Participants will engage in application exercises that include a dialogue between the facilitator and the educator participant, a personal journal, reflections, and a project.

EVALUATION:

Successful participant completion will be determined by the instructor as demonstrated by application exercises that include a dialogue between the facilitator and the educator participant, a personal journal, reflections, and a project.

LEARNING METHODS:

Sessions will be delivered through face-to-face workshops or online interactive workshops or a combination of both.

IMPLEMENTATION METHODS:

Implementation (follow-up) will be documented through participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

APPLIED LINGUISTICS

COMPONENT IDENTIFIER NUMBER: 1-702-006

MAXIMUM POINTS: 60

GENERAL OBJECTIVES:

Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

SPECIFIC OBJECTIVES:

Standard 1: Language as a System

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.

Performance Indicators

- 2.1. a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
- 2.1. b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.
- 2.1. c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
- 2.1. d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
- 2.1. e. Identify similarities and differences between English and other languages reflected in the ELL student population.

Standard 2: Language Acquisition and Development

Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

Performance Indicators

- 2.2. a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
- 2.2. b. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.
- 2.2. c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.
- 2.2. d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

Standard 3: Second Language Literacy Development

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

Performance Indicators

- 2.3. a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.
- 2.3. b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.
- 2.3. c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.
- 2.3. d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.
- 2.3. e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

DESCRIPTION OF ACTIVITIES:

Participants will engage in learning experiences that include reflection questions, multiple-choice quizzes, and/or case study.

EVALUATION:

Successful participant completion will be determined by the instructor as demonstrated by reflection questions, multiple choice quizzes and/or case study.

LEARNING METHODS:

Sessions will be delivered via an online interactive course.

IMPLEMENTATION METHODS:

Implementation (follow-up) will be documented through participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)

COMPONENT IDENTIFIER NUMBER: 1-705-030

MAXIMUM POINTS: 60

GENERAL OBJECTIVES:

Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Teachers support ESOL students' access to the core curriculum by teaching language through academic content.

SPECIFIC OBJECTIVES:

Standard 1: ESL/ESOL Research and History

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

Performance Indicators

- 3.1. a. Demonstrate knowledge of L2 teaching methods in their historical context.
- 3.1. b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
- 3.1. c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

Standard 2: Standards-Based ESL and Content Instruction

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

Performance Indicators

- 3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
- 3.2. b. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
- 3.2. c. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
- 3.2. d. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.
- 3.2. e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2. f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2. g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.

- 3.2. h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
- 3.2. I. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2. j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.
- 3.2. k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

Standard 3: Effective Use of Resources and Technologies

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

Performance Indicators

- 3.3. a. Use culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
- 3.3. b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
- 3.3. c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

ACTIVITIES:

Participants will engage in application exercises that include reflection questions, a multiple choice quiz, and/or lesson plan.

EVALUATION:

Successful participant completion will be determined by the instructor as demonstrated by reflection questions, a multiple choice quiz, and/or a lesson plan.

LEARNING METHODS:

Sessions will be delivered via an online interactive course.

IMPLEMENTATION METHODS:

Implementation (follow-up) will be documented through participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

ESOL CURRICULUM AND MATERIALS DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 1-703-005

MAXIMUM POINTS: 60

GENERAL OBJECTIVES:

Teachers know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Teachers are skilled in using a variety of classroom organization techniques, program models and teaching strategies for developing and integrating language skills. They can integrate technology and choose and adapt classroom resources.

SPECIFIC OBJECTIVES:

Standard 1: Planning for Standards-Based Instruction of ELLs

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

Performance Indicators

- 4.1. a. Plan for integrated standards-based ESOL and language sensitive content instruction.
- 4.1. b. Create supportive, accepting, student-centered classroom environments.
- 4.1. c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
- 4.1. d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
- 4.1. e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

Standard 2: Instructional Resources and Technology

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

Performance Indicators

- 4.2. a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
- 4.2. b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.
- 4.2. c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

DESCRIPTION OF ACTIVITIES:

Participants will engage in application exercises that include a dialogue between the facilitator and the educator participant, lesson evaluation, observation and critiquing of a lesson, and lesson plan development and implementation.

EVALUATION:

Successful participant completion will be determined by the instructor as demonstrated by dialogue between the facilitator and the educator participant, lesson evaluation, observation and critiquing of a lesson, and lesson plan development and implementation.

LEARNING METHODS:

Sessions will be delivered through face-to-face workshops or online interactive workshops or a combination of both.

IMPLEMENTATION METHODS:

Implementation (follow-up) will be documented through participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

ESOL TESTING AND EVALUATION

COMPONENT IDENTIFIER NUMBER: 1-701-004

MAXIMUM POINTS: 60

GENERAL OBJECTIVES:

Teachers understand issues and concepts of formative and summative assessment and use standards-based procedures with ESOL students.

SPECIFIC OBJECTIVES:

Standard 1: Assessment Issues for ELLs

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

Performance Indicators

- 5.1. a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. e. Distinguish among ELLs' language differences, giftedness, and special education needs.

Standard 2: Language Proficiency Assessment

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Performance Indicators

- 5.2. a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.
- 5.2. b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.

5.2. c. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.

Standard 3: Classroom-Based Assessment for ELLs

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Performance Indicators

- 5.3. a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.
- 5.3. b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.
- 5.3. c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.
- 5.3. d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.
- 5.3. e. Assist ELLs in developing necessary test-taking skills.
- 5.3. f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

DESCRIPTION OF ACTIVITIES:

Participants will engage in application exercises that include a dialogue between the facilitator and the educator participant, multiple-choice quizzes, self-reflection, and/or assessment of student work.

EVALUATION:

Participants will engage in application exercises that include a dialogue between the facilitator and the educator participant, multiple-choice quizzes, self-reflection, and/or assessment of student work.

LEARNING METHODS:

Sessions will be delivered via an online interactive course.

IMPLEMENTATION METHODS:

Implementation (follow-up) will be documented through participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES E.S.O.L. – AN OVERVIEW

COMPONENT IDENTIFIER NUMBER: 1-700-003

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

Teachers will gain an overview to the five domains of the ESOL Endorsement to assist them in the instruction of ELL students.

SPECIFIC OBJECTIVE(S):

- 1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
- 1.1. b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
- 1.1. c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
- 1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families.
- 2.1 a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
- 3.1. c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.
- 3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
- 3.2. i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
- 4.1. a. Plan for integrated standards-based ESOL and language sensitive content instruction.
- 4.1. c. Plan differentiated learning experiences based on assessment of students' English and L 1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
- 4.1. e. Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.
- 5.1. b Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1. c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.

DESCRIPTION OF ACTIVITIES:

Participants will engage in application exercises that include reflection exercises/papers, a project, and/or a lesson plan.

EVALUATION:**Participant Evaluation:**

Participants will engage in application exercises that include reflection exercises/papers, a project, and/or a lesson plan.

LEARNING METHODS:

Sessions will be delivered via an online interactive course.

IMPLEMENTATION METHODS:

Implementation (follow-up) will be documented through participant product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work).

SPECIAL NOTE(S): E.S.O.L.

DEVELOPMENT, IMPLEMENTATION, EVALUATION AND REVISION OF CURRICULUM

COMPONENT IDENTIFIER NUMBER: 2-408-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide participants with the opportunity to develop, implement and evaluate curriculum.

SPECIFIC OBJECTIVE(S):

Participants may complete one or more of the following objectives:

1. Formulate instructional objectives to meet student needs;
2. Formulate student and teacher outcomes related to curriculum;
3. Select appropriate content related to objectives;
4. Select appropriate student learning experiences and student learning activities;
5. Develop appropriate curriculum materials;
6. Develop processes that coordinate and align curriculum, methodology and assessment with district goals;
7. Integrate learning experiences and learning activities into other subjects;
8. Communicate curriculum to teachers, parents, community members, administrators through workshops, inservice and Professional Development activities;
9. Evaluate the appropriateness of curriculum and the quality of the curriculum;
10. Identify innovative and other curriculum approaches to meet student needs.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

FACULTY TRAINING

COMPONENT IDENTIFIER NUMBER: 2-408-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide teachers with opportunities to update their competencies in all areas related to teaching.

SPECIFIC OBJECTIVE(S):

The participant will demonstrate accomplishment of one or more of the following:

1. Demonstrate gained knowledge in current laws, rules and regulations relevant to education;
2. Implement specific curriculum methods and techniques;
3. Demonstrate gained knowledge in selecting, adapting, creating, evaluating and using appropriate instructional media and materials;
4. Maintain, improve and coordinate communications between parents, students and school personnel;
5. Demonstrate improvement in specific areas of professional work relationships.

DESCRIPTION OF ACTIVITIES:

Teachers will be involved in workshops on teacher workdays, early dismissal days, before and after school, during the summer, and on release time.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

IDENTIFYING AND WORKING WITH THE “AT-RISK” STUDENT

COMPONENT IDENTIFIER NUMBER: 2-405-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To deliver training which will enable teachers to meet the diverse needs of the students assigned to the program categories.

SPECIFIC OBJECTIVE(S):

Participants will complete one or more of the following:

1. Identify the characteristics of the at-risk students;
2. Describe 4 motivational strategies;
3. Describe 4 different cooperative learning strategies;
4. List three major parameters of a positive school environment;
5. Describe behaviors and/or obstacles to staying in school associated with each characteristic;
6. Demonstrate knowledge of the special counseling needs of the at-risk students especially in the areas of motivation, underachievement, self-image, goal setting, responsible behavior, problem solving, and careers;
7. Demonstrate the knowledge and skills necessary to guide the at-risk students in the awareness of their personal aptitude and potential;
8. Identify various techniques for developing and enhancing the self-concept of the at-risk student;
9. Identify teaching techniques which will encourage affective learning for the at-risk student;
10. Demonstrate an awareness of cultural differences and divergent needs of the culturally different child;
11. Demonstrate an awareness of the needs of underachieving at-risk student, including causes and procedures for remediation of chronic underachievement;
12. Describe and/or develop appropriate curriculum and instruction including teaching strategies and techniques to plan for individual student needs based on appropriate program categories;
13. Develop appropriate classroom organization and behavior management strategies and techniques;
14. Understand appropriate assessment and evaluation procedures for monitoring the success of the program;
15. Describe appropriate media and materials for at-risk students including strategies for modifying materials to meet special needs;
16. Review current research and other sources of information relating to at-risk student education and apply to present role within the system.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

IMPROVING ACADEMIC SKILLS THROUGH UPDATING INSTRUCTIONAL TEACHING STRATEGIES

COMPONENT IDENTIFIER NUMBER: 2-408-004

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide participants with the opportunity to update and demonstrate their knowledge of instructional strategies and teaching techniques. Instructional strategies can include but not be limited to the following:

1. Cooperative learning: Planning, developing, integrating, evaluating cooperative learning models;
2. Problem solving: Identifying, planning, developing, implementing and evaluating real problem solving activities;
3. Hands-on processes: Developing strategies that enable teachers to plan, develop, implement and evaluate hands on instructional processes;
4. Integration of curriculum: Utilizing integration models to design, implement and evaluate integration of subjects;
5. Diagnostic and prescriptive approaches to instruction: Utilizing diagnostic and prescriptive techniques for the identification and remediation of areas of academic need for students;
6. Educational dialogue: Acquiring knowledge of instructional and teaching techniques through planned dialogue sessions that provide educators with an opportunity to share best practices;
7. Constructivist Methods: Acquiring knowledge, behaviors and skills that allow teachers to successfully assume the role of instructional facilitator.

SPECIFIC OBJECTIVE(S):

To provide instructional personnel opportunities to learn about learning modalities.

1. Participants will demonstrate increased ability to identify new materials, concepts and/or techniques that may be used for improving student academic skills in the participants area of specialization or current assignment; and/or;
2. Participants will apply a specific instructional teaching strategy, describe a result or provide a product related to the successful utilization of this strategy;
3. Participants will demonstrate perceived gains in new or improved knowledge, skills, and/or attitudes useful in identifying individual students' modes of learning-visual, kinesthetic, auditory. And, in utilizing techniques for dealing with each mode.

DESCRIPTION OF ACTIVITIES:

Participants will be given opportunities to visit and observe unique innovative and/or highly successful educational programs.

Participants may attend workshops including large and small seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

INDIVIDUAL PROFESSIONAL DEVELOPMENT OR WORK STUDY PLAN

COMPONENT IDENTIFIER NUMBER: 8-423-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

All staff members will have the opportunity to engage in planned individual educational study and research which is pertinent to the person's field of specialization or which deals with current innovations or problems in the general field of education and curriculum development.

SPECIFIC OBJECTIVE(S):

A minimum of one objective will be developed by the individual prior to the study or research in cooperation with the current supervisor.

DESCRIPTION OF ACTIVITIES:

The participant will submit to the supervisor a plan for the proposed study and research utilizing the "Request for Individual Professional Development Plan for Individual Component" form. **THIS MUST BE DONE PRIOR TO STARTING THE ACTIVITY.** The plan will outline the nature of the study as it relates to the area of instruction and will state specific objectives which the participant hopes to accomplish as the result of the study and/or research. The study must be planned to the extent of involving a minimum of one hour and will be limited to a maximum of sixty points.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

INTERPERSONAL SKILLS: SOCIAL INTERACTION

COMPONENT IDENTIFIER NUMBER: 2-403-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

Participants will demonstrate instructional and social skills which will assist students in interacting constructively with their peers.

SPECIFIC OBJECTIVE(S):

The teacher will be able to:

1. Establish an environment that permits students to cooperate and share ideas and materials;
2. Assist students in applying constructive criticism in response to each other's work;
3. Establish a learning environment designed to assist students in exhibiting positive interpersonal traits;
4. Use techniques to assist students in examining their values, attitudes, and beliefs.

DESCRIPTION OF ACTIVITIES:

Participants will learn skills and competencies by engaging in structured sessions conducted by the consultant.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

METHODS OF DISCIPLINE

COMPONENT IDENTIFIER NUMBER: 2-403-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide teachers with acceptable approaches for dealing with behavior problems in the classroom.

SPECIFIC OBJECTIVE(S):

The participant will be able to:

1. Identify various educational accommodations for students;
2. Analyze various educational accommodations for students;
3. Identify positive reinforcers in the classroom;
4. Acquire skills or knowledge in motivating students;
5. Identify components of an effective classroom discipline plan.

DESCRIPTION OF ACTIVITIES:

Teachers will complete one or more of the following:

1. Develop a list of accommodations and behavioral strategies for dealing with student's behavior;
2. Develop positive reinforcers for use in the classroom;
3. Develop a list of steps for dealing with a discipline problem;
4. Develop a chart of self-control techniques for students;
5. Participate in role playing activities;
6. Identify a system of self-control techniques in working with students;
7. Use the system of self-control techniques for working with students in the classroom;
8. Develop a discipline plan for the classroom;
9. Develop a list of ways to increase motivation in the classroom.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

**NON-VIOLENT CRISIS INTERVENTION:
Initial 6 Hour Training without Restraint**

(Participants in this course are not eligible to receive SWD points for recertification)

COMPONENT IDENTIFIER NUMBER: 6-403-003

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in early intervention and nonphysical methods for preventing or managing disruptive behavior.

SPECIFIC OBJECTIVE(S):

Participants will be able to:

1. Identify behaviors that could lead to a crisis.
2. Effectively respond to each behavior to prevent the situation from escalating.
3. Use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it can become violent.
4. Cope with their own fear.
5. Assess risk levels and consider the issues that impact decision making.
6. Use CPI's disengagement skills to avoid injury if behavior becomes physical.

DESCRIPTION OF ACTIVITIES:

Learning activities may include:

- Listening to mini-lectures
- Completing assigned readings
- Writing reflections
- Brainstorming
- Participating in small group discussions/activities
- Participating in role play/demonstrations
- Viewing video clips

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

**NON-VIOLENT CRISIS INTERVENTION:
Initial 8 Hour Training with Restraint**

(Participants in this course are not eligible to receive SWD points for recertification)

COMPONENT IDENTIFIER NUMBER: 6-403-005

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in early intervention and nonphysical methods for preventing or managing disruptive behavior, as well as “holding skills” to be used as a last resort when a student becomes an immediate danger to self or others.

SPECIFIC OBJECTIVE(S):

Participants will be able to:

1. Identify behaviors that could lead to a crisis.
2. Effectively respond to each behavior to prevent the situation from escalating.
3. Use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it can become violent.
4. Cope with their own fear.
5. Assess risk levels and consider the issues that impact decision making.
6. Use CPI’s disengagement skills to avoid injury if behavior becomes physical.
7. Identify when it’s appropriate to physically intervene.
8. Develop team intervention strategies and techniques.
9. Assess the physical and psychological well-being of those involved in a crisis.
10. Utilize a progression of holding skills to manage aggressive behavior in least restrictive, safest manner.
11. Maintain rapport with the acting -out individual.
12. Recognize the importance of debriefing after a crisis.
13. Understand the importance of proper documentation.

DESCRIPTION OF ACTIVITIES:

Learning activities may include:

- Listening to mini-lectures
- Completing assigned readings
- Writing reflections
- Brainstorming
- Participating in small group discussions/activities
- Participating in role play/demonstrations
- Viewing video clips

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

**NON-VIOLENT CRISIS INTERVENTION:
4 Hour Refresher Training with Restraint**

(Participants in this course are not eligible to receive SWD points for recertification)

COMPONENT IDENTIFIER NUMBER: 6-403-007

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in early intervention and nonphysical methods for preventing or managing disruptive behavior, as well as “holding skills” to be used as a last resort when a student becomes an immediate danger to self or others.

SPECIFIC OBJECTIVE(S):

Participants will be able to:

1. Identify behaviors that could lead to a crisis.
2. Effectively respond to each behavior to prevent the situation from escalating.
3. Use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it can become violent.
4. Cope with their own fear.
5. Assess risk levels and consider the issues that impact decision making.
6. Use CPI’s disengagement skills to avoid injury if behavior becomes physical.
7. Identify when it’s appropriate to physically intervene.
8. Develop team intervention strategies and techniques.
9. Assess the physical and psychological well-being of those involved in a crisis.
10. Utilize a progression of holding skills to manage aggressive behavior in least restrictive, safest manner.
11. Maintain rapport with the acting-out individual.
12. Recognize the importance of debriefing after a crisis.
13. Understand the importance of proper documentation.

DESCRIPTION OF ACTIVITIES:

Learning activities may include:

- Listening to mini-lectures
- Completing assigned readings
- Writing reflections
- Brainstorming
- Participating in small group discussions/activities
- Participating in role play/demonstrations
- Viewing video clips

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

**NON-VIOLENT CRISIS INTERVENTION:
3 Hour Refresher Training without Restraint**

(Participants in this course are not eligible to receive SWD points for recertification)

COMPONENT IDENTIFIER NUMBER: 6-403-006

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To enable instructional personnel to develop, increase, and demonstrate knowledge and skills in early intervention and nonphysical methods for preventing or managing disruptive behavior. This course may include information on Trauma Informed Care or Autism Spectrum Disorder (ASD). Participants in an ASD refresher course are eligible to receive SWD points for recertification.

SPECIFIC OBJECTIVE(S):

Participants will be able to:

1. Identify behaviors that could lead to a crisis.
2. Effectively respond to each behavior to prevent the situation from escalating.
3. Use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it can become violent.
4. Cope with their own fear.
5. Assess risk levels and consider the issues that impact decision making.
6. Use CPI's disengagement skills to avoid injury if behavior becomes physical.

DESCRIPTION OF ACTIVITIES:

Learning activities may include:

- Listening to mini-lectures
- Completing assigned readings
- Writing reflections
- Brainstorming
- Participating in small group discussions/activities
- Participating in role play/demonstrations
- Viewing video clips

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

PROFESSIONAL DEVELOPMENT EXPERIENCES

COMPONENT IDENTIFIER NUMBER: 8-514-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide the participants with opportunities for professional development through involvement in a variety of learning experiences.

SPECIFIC OBJECTIVE(S):

The following activities may be utilized for this component:

- 1.. Attend a state or national education conference;
2. Serve on a district or state curriculum development committee;
3. Serve on a district or state textbook adoption committee;
4. Serve on a district or state test development committee;
5. Serve as an officer or board member of a state or national education association;
6. Serve on a state or national education advisory committee;
7. Serve on a year-long district or state educational task force or committee that relates to curriculum, methodology, assessment, school improvement/enhancement or other are pertinent to the educational needs of the teacher, school or district;
8. Serve on district, state or national committees/task forces that are oriented to developing and promoting leadership training.

DESCRIPTION OF ACTIVITIES:

The teachers will be involved in professional learning and received instruction on current resources. Teachers will be expected to use or implement resources, instructional materials, or strategies which best meet the needs of their students.

EVALUATION:

Participant Evaluation:

1. Verification of successful completion of this component is to be made by one or more of the following: schedule/log, conference program, appointment letter, letter of participation, sign-in roster. Descriptions of the requirements for this component are as follows:

PROFESSIONAL EXPERIENCES	BASIS FOR CREDIT	COMPONENT LEADER CREDIT MAY BE ISSUED BY:
1. State or national education conferences	Conference program with check mark beside sessions attended and signature of principal	School principal or District subject area supervisor
2. County or state curriculum development committee	Appointment letter and schedule of meetings	School principal or District subject area supervisor Development
3. County or state textbook selection committee	Appointment letter and schedule of meetings	School principal or District subject area supervisor
4. State or county test development committee	Appointment letter and schedule of meetings	School principal or District subject area supervisor
5. State or national education association officer or board member	Appointment letter and schedule of meetings	School principal or District subject area supervisor
6. State or national education advisory committee membership	Appointment letter and schedule of meetings	School principal or District subject area supervisor
7. National Board for Professional Teaching Standards certification process.	Completion of portfolio and assessment center activities	National Board district facilitator or school principal

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

SCHOOL ENHANCEMENT

COMPONENT IDENTIFIER NUMBER: 8-512-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

Participants will be provided an opportunity to learn techniques and update competencies for developing and implementing a plan for enhancing the quality of educational processes and student performance at each school site.

SPECIFIC OBJECTIVE(S):

Each participant will:

1. Demonstrate techniques for involving parents, teachers, students, community, support staff and administrators in School Enhancement Plan;
2. Develop team building skills within faculty and community to implement activities;
3. Construct a needs assessment;
4. Administer a needs assessment;
5. Interpret needs assessment results;
6. Explore alternatives and prioritize needs;
7. Analyze alternative solutions;
8. Select solutions or interventions agreed on by faculty;
9. Prepare a plan for submission and approval by state;
10. Communicate responses plan activities to faculty and parents;
11. To modify, plan, as needed, after state response;
12. Promote the attitude that school enhancement is an ongoing process.

DESCRIPTION OF ACTIVITIES:

Participants will actively participate in School Enhancement committee meetings, discussions and brainstorming sessions. Participants will analyze data. Evaluate effectiveness of alternatives and assist in preparation, planning and implementation of school response plan.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

SCHOOL IMPROVEMENT

COMPONENT IDENTIFIER NUMBER: 8-512-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide school faculty and staff the opportunity to improve the skills, competencies, and knowledge that will improve the school as a whole.

SPECIFIC OBJECTIVE(S):

The group will:

- | | |
|--|--|
| 1. Identify a problem needing to be solved; | 6. Prioritize needs/strategies for dealing with a problem; |
| 2. Identify a skill or competency needed and ways to develop it; | 7. Produce and implement an action plan for solving an identified problem; |
| 3. Identify information needed and methods to gain it; | 8. Identify/write outcome desired and objectives to accomplish; |
| 4. Identify new strategies for addressing an identified problem; | 9. Plan follow-up steps; |
| 5. Identify resources for addressing a problem; | 10. Design evaluation process and time line; |
| | 11. Evaluate outcomes that resulted from strategies. |

DESCRIPTION OF ACTIVITIES:

The staff will be involved in strategic planning processes that lead to good learning outcomes.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE

COMPONENT IDENTIFIER NUMBER: 8-507-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To learn the principles of personal effectiveness.

SPECIFIC OBJECTIVE(S):

Participants will:

1. Identify the seven habits of personal effectiveness;
2. Explore how the seven habits serve to enhance leadership effectiveness.

DESCRIPTION OF ACTIVITIES:

Participants will be presented with the seven habits of personal effectiveness which are:

1. Be Proactive: The Development of Personal Vision;
2. Begin with the End in Mind: The Development of Personal Mission;
3. Put First Things First: The Habit of Personal Management;
4. Think Win-Win: The Skill of Negotiating Agreement;
5. Seek First to Understand - Then to Be Understood: Empathy;
6. Synergism: The Art of Managing Differences;
7. Sharpen the Saw: Renewing Your Mental, Physical, and Spiritual Resources.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

STRESS-TIME-CONFLICT MANAGEMENT

COMPONENT IDENTIFIER NUMBER: 8-507-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To improve personnel performance, mental and physical health through stress management.

SPECIFIC OBJECTIVE(S):

The participant will demonstrate skills and/or understandings of the following:

1. Identify the nature and effects of stress on performance, health, and interpersonal relations as evidenced by listing stress symptoms;
2. Describe one's own power to control the stress reaction as evidenced by identifying areas of stress control and methods for each;
3. Select and demonstrate appropriate techniques for managing stress, time, and conflict as evidenced by completion of workshop materials;
4. Demonstrate the quieting response as a stress management tool by performing the quieting response during the workshop.

DESCRIPTION OF ACTIVITIES:

Activities/strategies to accomplish the above objectives include the following:

1. Presentation and demonstration by the consultant;
2. Experimental activities;
3. Completion of workshop written materials;
4. Film presentations;
5. Small and large group discussion;
6. Questions and answers.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

SUCCESSFUL GRANT WRITING

COMPONENT IDENTIFIER NUMBER: 8-506-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To develop teachers' skills in writing grants. Upon completion of this component, teachers will be able to apply strategies taught to the production of a written grant proposal.

SPECIFIC OBJECTIVE(S):

Given a series of workshops, participants will demonstrate ability to:

1. Identify types of grants;
2. Develop and write needs/justification statements;
3. Write a population description;
4. Write an anticipated benefits statement;
5. Develop specific grant objectives;
6. Write activities to fulfill those objectives;
7. Develop a time line proposal;
8. Develop a grant budget;
9. Understand reviewer's scoring procedures.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Each participant will develop his/her own sample grant or submit a mini-grant proposal to the School Board of Citrus County.
2. Participants and resource person will examine sample grants.
3. At the conclusion of the workshop the participant's sample grant or mini-grant will be reviewed, using a check list as product evaluation. A minimum of 80% of components 2-8 of the objectives will be included in the proposal.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.

2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

TEC TRAINING - PROFESSIONAL DEVELOPMENT IMPROVEMENT TRAINING

COMPONENT IDENTIFIER NUMBER: 8-514-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for Teacher Education Council (TEC) representatives to improve skills in updating and reviewing procedure, policy, guidelines, goals and objectives for inservice education.

SPECIFIC OBJECTIVE(S):

Each participant will demonstrate skills in performing one or more of the following:

- | | |
|---|---|
| 1. Assess needs; | 7. Report and define delivery techniques for Teacher Education Council (TEC) representatives; |
| 2. Prioritize budget items; | 8. Sponsor early dismissal inservice workshops for Professional Development; |
| 3. Represent constituencies; | 9. Organize workshops, special projects, and special conferences; |
| 4. Explain certification process; | 10. Communicate inservice information to individual faculties; |
| 5. Write components; | |
| 6. Secure and complete inservice forms; | |

DESCRIPTION OF ACTIVITIES:

Participants will attend sessions for professional development projects at TEC retreats, and committee work assignments.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

VOLUNTEERS IN THE SCHOOLS

COMPONENT IDENTIFIER NUMBER: 8-424-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide teachers, and volunteers opportunities to receive training to enable them to work together as a team in the classroom.

SPECIFIC OBJECTIVE(S):

Each participant will be able to:

1. Identify the specific guidelines on cooperative teacher/volunteer relationships referred to by the instructor;
2. Match the specific role descriptions referred to by the instructor to the appropriate assignment (teacher, or volunteer);
3. Recall two specific activities from the workshop that they have used or intend to use;
4. Perform his/her respective role successfully in the classroom as determined by a volunteer coordinator and/or a fellow teammate.

DESCRIPTION OF ACTIVITIES:

The Coordinator of Volunteer Services will set up workshops. Participants will engage in activities to achieve the specific objectives.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

ABUSE AND NEGLECT

COMPONENT IDENTIFIER NUMBER: 6-414-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide educators opportunities to learn or improve their methods of recognizing and reporting abuse/neglect.

SPECIFIC OBJECTIVE(S):

Participants will gain knowledge of:

1. Identifying physical and emotional abuse or neglect;
2. Using current state and national laws to report abuse or neglect;
3. Identifying community resources to contact for help with abuse/neglect victims.

DESCRIPTION OF ACTIVITIES:

1. Characteristics of Abusive Families;
2. Physical Abuse and Extent of Problem;
3. Community Resources.

EVALUATION:

Participant Evaluation:

1. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

"CRISIS MANAGEMENT" WORKSHOP

COMPONENT IDENTIFIER NUMBER: 6-403-004

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide insight to school personnel for application of crisis management techniques in circumstances which may negatively impact students and staff in the school setting.

SPECIFIC OBJECTIVE(S):

The participants will be able to:

1. Discuss role and function of the crisis management team;
2. Describe activation process for requesting crisis management intervention;
3. Review specific crisis management techniques for administrators, counselors, and teachers;
4. Restore and maintain a sense of normalcy in the classroom and school.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

EQUITY ISSUES ORIENTATION AND TRAINING

COMPONENT IDENTIFIER NUMBER: 8-503-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

The participant will acquire knowledge and skills regarding the implementation of the Florida Education Equity Act, Title IX, the Americans with Disabilities Act (ADA), and/or Section 504 of the Rehabilitation Act of 1973 in the Citrus County School District.

SPECIFIC OBJECTIVE(S):

Participants will:

1. Define terms related to Equity, Title IX, ADA, and/or Section 504;
2. Describe procedures for implementing Equity, Title IX, ADA, and/or Section 504;
3. Identify best practices to ensure compliance with requirements under the Florida Education Equity Act, Title IX, ADA, and/or Section 504.

DESCRIPTION OF ACTIVITIES:

Participants will be instructed about the fundamental issues regarding compliance with requirements of the Florida Education Equity Act, Title IX, the Americans with Disabilities Act (ADA), and/or Section 504 of the Rehabilitation Act of 1973. Training will consist of presentations, discussions, and other activities to facilitate mastery of the identified competencies.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

HARASSMENT PREVENTION PROGRAM

COMPONENT IDENTIFIER NUMBER: 6-503-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

The participant will acquire skills and knowledge to deal with harassment in the workplace.

SPECIFIC OBJECTIVE(S):

1. Define and describe examples of harassment, third-party harassment, hostile work environments, and conditional harassment;
2. Describe a procedure for dealing with a harassment complaint.

DESCRIPTION OF ACTIVITIES:

During the training, the participant will be instructed about fundamental issues of harassment, take part in discussion groups, view media presentations, and work independently to acquire skills and knowledge in the area of harassment.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

PARENT INVOLVEMENT

COMPONENT IDENTIFIER NUMBER: 2-413-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide training in successful research-based methods and strategies which have proven effective in strengthening the home-school partnership as it relates to student learning and apply the concepts and strategies in an effective parent involvement program which meets the requirements of the Federal Regulations.

SPECIFIC OBJECTIVE(S):

1. To assist school personnel in establishment of a family involvement program/plan which will meet the requirements of Title 1 and/or state regulations;
2. To organize, plan and conduct parent workshops which will reinforce parenting skills for families and academic skills for students based on surveys of perceived parent needs;
3. To identify home activities that support increased academic achievement of students;
4. To identify and practice strategies which may be used to strengthen communication between home/school and parent/child;
5. To develop strategies and make/provide materials which may be used to involve parents in home activities to increase student learning.

DESCRIPTION OF ACTIVITIES:

Participants will engage in one or more of the following activities:

1. Writing and reading assignments;
2. Role-playing and group discussion;
3. Brainstorming;
4. Planning and sharing of successful practices, ideas and activities.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

STUDENT RECORDS K-12 STUDENT SERVICES TRAINING

COMPONENT IDENTIFIER NUMBER: 8-422-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide counselors, teachers, records clerks, and other school personnel with opportunities to review, update and develop professional competence in the compiling, recording, reporting, storing, and transferring of Citrus County student records, grade Pre-K-12.

SPECIFIC OBJECTIVE(S):

Participants will be able to be able to:

1. Define the Citrus County School Board Policy and procedures for implementing Fla. Statutes 228.093, F.S. State Board Education rule 6A-1.0955, and P.L. 94-142.
2. Gain awareness of the regulations implementing FERPA and clearly delineating limitations and responsibilities placed on schools for insuring accuracy and confidentiality of student records;
3. Establish a comfort level on content knowledge and usability of the handbook among staff;
4. Communicate, select and display forms approved for records use in Citrus County Schools;
5. Establish uniformity in compiling, processing, recording, reporting, storing and transferring Citrus County Schools student records;

DESCRIPTION OF ACTIVITIES:

Participants will be actively involved in the workshop by reviewing the online student database, note-taking, question and answer sessions, and a review of the records handbook checklist utilizing the online Skyward student database.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

STUDENT SERVICES PERSONNEL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-414-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to student services.

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following specific objectives:

1. Discuss new trends identified in student services topics;
2. Discuss or demonstrate new or relearned knowledge in student services topics;
3. Report and demonstrate attitudes and enthusiasm toward one or more student services skills or techniques;
4. Introduce a description or sample of some new student services tool, formula, or notation;
5. Introduce a description or sample of some new equipment or material for teaching student services;

DESCRIPTION OF ACTIVITIES:

Participants will be actively involved in the workshop by reviewing the online Skyward student database, note-taking, question and answer sessions, and review of the records handbook checklist.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

STUDENT SERVICES TRAINING

COMPONENT IDENTIFIER NUMBER: 2-414-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide counselors, teachers and other student service personnel with the opportunities to update and improve their individual areas of professional competencies.

SPECIFIC OBJECTIVE(S):

Participants will identify and review one or more of the following:

1. Health services offered for students;
2. Suicidal warning signs;
3. Student referral/therapeutic processes;
4. Attendance procedures of the Social Work Services;
5. Changes in student records system;
6. The role of the counselor in Student Services;
7. Dropout prevention techniques;
8. Academic Career Link.

DESCRIPTION OF ACTIVITIES:

Participants will engage in one or more of the following activities:

1. Writing and reading assignments;
2. Role-playing and group discussions;
3. Brainstorming;
4. Planning and sharing of successful practices, ideas and activities.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

SUICIDE AWARENESS AND INDIVIDUAL INTERVENTION TEAM STUDENT SERVICES TRAINING

COMPONENT IDENTIFIER NUMBER: 2-414-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide personnel with the opportunities to develop insight into myths, causes, warning signs, treatments, and preventative measures in working with the suicidal adolescent.

SPECIFIC OBJECTIVE(S):

Participants will be able to identify/describe:

1. Low-medium-high-risk suicide factors;
2. School follow-up in potential or actual crisis situation;
3. Psycho-social stressors;
4. Interview techniques;
5. School intervention teams;
6. Student health services;
7. Suicide warning signals;
8. Student referral/therapeutic processes;
9. Attendance procedures;
10. Student records systems.

DESCRIPTION OF ACTIVITIES:

Participants will participate in role-playing, note taking, inter- and intra-peer and instructor dialogue, question and answer sessions. A roster of school intervention team members will be developed and submitted.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

C.P.R. BASIC COURSE

COMPONENT IDENTIFIER NUMBER: 8-511-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To give participants an opportunity to learn cardiac pulmonary resuscitation techniques.

SPECIFIC OBJECTIVE(S):

1. Demonstrate proper procedures of CPR to meet the Red Cross/American Heart Association required criteria;
2. Rescue breathing (adult);
3. Complete airway obstruction (conscious adult);
4. Complete airway obstruction (unconscious adult);
5. CPR (adult);
6. Rescue breathing (child);
7. Complete airway obstruction (conscious child);
8. Complete airway obstruction (unconscious child);
9. CPR (child);
10. Rescue breathing (infant);
11. Complete airway obstruction (conscious infant);
12. Complete airway obstruction (unconscious infant);
13. CPR (infant).

DESCRIPTION OF ACTIVITIES:

Visual aids, discussions, and demonstrations will be provided by the instructor(s). Participants will demonstrate proficiency in the skills necessary to earn a certificate in BASIC CPR.

EVALUATION:

Participant Evaluation:

1. Participants will be pre- and post- tested.
2. Upon satisfactorily performing the necessary basic CPR techniques, the participant will be issued a Basic CPR card, no card earned means no inservice points.
3. Participants will receive one point of credit for each hour of participation in the training course.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

DRUG AWARENESS WORKSHOP

COMPONENT IDENTIFIER NUMBER: 6-511-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide teachers and staff with information concerning use of drugs (both legally and illegally obtained) in the school setting.

SPECIFIC OBJECTIVE(S):

Upon completion of the workshop the participant will:

1. Identify drugs legally obtained and used by students to obtain harmful results;
2. Identify the various forms of illegally obtained drugs and their effects on an individual;
3. Understand the legal limits/obligations of the school and school personnel;
4. Know the school's policies and procedures to follow in response to drug use in the school;
5. Develop a list of resources and contact persons in the school and the community to use in response to drug and/or alcohol abuse;

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Participants will demonstrate competency on at least 80% of the objectives by a valid means of assessment.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

FIRST AID AND EMERGENCY CARE

COMPONENT IDENTIFIER NUMBER: 8-511-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide all levels of personnel with an opportunity to update or improve their skills in first aid and C.P.R. for the benefit of their students, families, and community.

SPECIFIC OBJECTIVE(S):

Given the opportunity to participate in a first aid course, each participant will proficiently accomplish the goals established in each class level. These may include:

1. Give a definition of first aid and emergency care and explain the need for and value of, first aid training;
2. Describe the general directions for administering first aid;
3. Examine the victim for injuries and evaluate first aid needs;
4. Explain the nature, causes, and treatment for shock, with emphasis on recognition;
5. Give a definition of respiratory emergency;
6. Discuss applying a tourniquet and deciding when to apply it;
7. Demonstrate proper dressing and bandaging techniques;
8. Define poisoning and explain the various routes that poison may take into the body;
9. Broadly discuss poisoning, not sure other than snakes. Reference MSDS at work place;
10. Contact the Poison Control hotline and isolate the person;
11. Demonstrate knowledge of methods to access the EMS/S. In their locale and information needed by EMS in order to rapidly respond; Know what the number for EMS is;
12. Identify types and extent of injuries to eyes and tooth injuries
13. Define burns as caused by heat, and chemicals;
14. Define cold exposure (hypothermia), frostbite, heat stroke, heat cramps, and heat exhaustion;
15. Demonstrate proper treatment of #14 above and techniques to prevent these problems;
16. Demonstrate proper treatment by immobilization of bone and joint injuries, using slings, splints, and bandaging;
17. Recognize illness of central nervous system, i.e., stroke, seizure disorders, and fainting;
18. Understand the diabetic patient and possible problems;

DESCRIPTION OF ACTIVITIES:

The format of the course will be lecture/discussion with frequent opportunities to apply the information. The skills portion will include activities such as bleeding control, bandaging, and splinting.

EVALUATION:

Participant Evaluation:

1. Participants will demonstrate proficiency in the skills necessary to obtain first aid card.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

INFECTION CONTROL/BLOOD BORNE PATHOGEN

COMPONENT IDENTIFIER NUMBER: 6-511-004

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide an opportunity for staff members to gain information and be updated on county infection control procedures and guidelines for the health and safety of our students and staff.

SPECIFIC OBJECTIVE(S):

Participants will be able to:

1. Identify infection control procedures and guidelines;
2. Be informed of OSHA information;
3. Learn disinfection procedures;
4. Learn waste disposal techniques;
5. Learn the modes of contagious disease transmission.
6. Gain knowledge regarding current HIV/AIDS protocols.

DESCRIPTION OF ACTIVITIES:

Instructor(s) will present county guidelines, including hand washing demonstration, need for awareness in contagious disease, and glove removal.

EVALUATION:

Demonstrate appropriate glove removal to the instructor. Complete evaluation of special needs, concerns or suggestions regarding their own school/work environment when applicable.

K-12 HEALTH EDUCATION PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-005-001

AUXILARY NUMBER: 2-005-002

MAXIMUM NUMBER OF POINTS: 120

MAXIMUM NUMBER OF AUXILARY POINTS: 60

GENERAL OBJECTIVE(S):

To assist health education instructors in obtaining and improving professional knowledge related to their role in the implementation of health instruction for the K-12 curriculum.

SPECIFIC OBJECTIVE(S):

The participant(s) will demonstrate the ability to:

1. Provide supportive, academic services to teachers, students, parents and community agency personnel in promoting health education implementation in the K-12 curriculum;
2. Prepare lessons that provide updated knowledge in crisis areas of adolescent health concerns;
3. Assist classroom teachers in implementing health education in the K-12 curriculum;
4. Assist in coordinating health education activities for school-based implementation;
5. Assist in preparing lesson plans for implementation of crisis areas relating to positive self-development;
6. Demonstrate knowledge gained from presentations;
7. Demonstrate knowledge of health screening/appraisal techniques;
8. Demonstrate knowledge of different techniques for improving communication between student and teacher;
9. Demonstrate knowledge of legislated health mandates;
10. Demonstrate knowledge of materials for preventative and developmental strategies for health education.

DESCRIPTION OF ACTIVITIES:

For initial component credit – component number: 2-005-001

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Activities may include but are not limited to the following:

1. Attendance at general sessions with presentations and/or demonstrations by knowledgeable consultants;
2. Participation in small group discussions;
3. Participation in health screening/health appraisal activities;
4. Investigation of various teaching techniques used to promote and improve communication between teacher and student;
5. Utilization of research related to health issues and legislative mandated concerns;
6. Selection of instructional materials and activities that are appropriate to strengthening specific health education concepts.

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

At least 75% of the activities will involve:

1. Interaction with presenters or instructional aides;
2. Designing a product or lesson plan;
3. Viewing instructional media material.

For auxiliary component credit - component number: 2-005-002

Participants who have previously earned credit under this component may earn additional credit for successful completion of advanced training or follow-up activities which may include but are not limited to those listed here:

1. Intermediate/Advanced workshop
2. Additional conference/seminar attendance
3. Site visitation/observation
4. Learning communities
5. Special projects
6. Independent study/ Action Research
7. Peer coaching
8. Performance assessment by supervisor
9. Portfolio review
10. Identification of ways to market health promotional activities within the school setting.
11. Locate and identify health education materials which are appropriate to preventative and developmental strategies.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

SPECIAL HEALTH NEEDS TRAINING (HEALTH ROOM ATTENDANTS)

COMPONENT IDENTIFIER NUMBER: 8-511-005

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide training for health room attendants and those personnel working with students having special medical needs.

SPECIFIC OBJECTIVE(S):

Participants will learn specific techniques and skills to assist children who have special health needs.

DESCRIPTION OF ACTIVITIES:

This course will consist of inservice training for persons working with students. Presenters include:

School Attendance Assistant

The topics will include the following:

1. Intermittent straight catheterization/foley cath care;
2. Tracheostomy care/suctioning;
3. Gastrostomy tube feeding/nasogastric tube feeding;
4. Aerosol therapy/nebulizer treatment (asthma);
5. Blood glucose monitoring (diabetes);
6. Anaphylaxis/Epi-Pen (allergies);
7. Ostomy care dressing change;
8. Heart monitor;
9. Open Airways (American Lung Assoc.)
10. Seizure disorder;
11. First aid;
12. Medical terminology;
13. Confidentiality/communication;
14. Medications/flip chart;
15. Crisis intervention/social services;
16. Communicable diseases/head lice;
17. Medically fragile students (care plans)
18. HIV/AIDS update;
19. Infection control/blood borne pathogens;
20. Body mechanics/lift and transfer;
21. Other related topics and procedures.

EVALUATION:

Participant Evaluation:

1. Pre- and Post-test results; hands on experiences; instructor evaluation.

Component Evaluation:

1. Evaluation forms; documentation through the use of agendas.

HEALTH ROOM ATTENDANT TRAINING/STUDENTS WITH DISABILITIES AIDE TRAINING

COMPONENT IDENTIFIER NUMBER: 8-511-006

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide training for health room attendants and those personnel working with students having special medical needs.

SPECIFIC OBJECTIVE(S):

Participants will learn specific techniques and skills to assist children who have special health needs.

DESCRIPTION OF ACTIVITIES:

This course will consist of inservice training for persons working with students. Presenters include:
School Attendance Assistant

The topics will include the following:

1. Role of Unlicensed Assistive Personnel (HRA, ESE Aid, Clinic Backup, Clinic Sub)
2. Triaging Students in Clinic;
3. Medication Administration;
4. Confidentiality;
5. Customer Service;
6. Biohazard/Sharps/Infection Control;
7. Asthma;
8. Diabetes;
9. Epilepsy;
10. Communicable Diseases vs. Non-Communicable "Diseases"
11. School Health Policy and Forms;
12. Body mechanics/lift and transfer (ESE Aid Training);
13. Other related topics and procedures.
CPR and First Aid (separate class required)

EVALUATION:

Participant Evaluation:

1. Pre- and Post-test results; hands on experiences; instructor evaluation.

Component Evaluation:

1. Evaluation forms; documentation through the use of agendas

COMMUNICATION AND LEADERSHIP

COMPONENT IDENTIFIER NUMBER: 8-507-004

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To develop leadership skills and strengthen public speaking skills.

SPECIFIC OBJECTIVE(S):

Provide training, hand-outs and opportunity for practice, participants will:

1. Understand what areas require particular emphasis in their speaking development;
2. Convince the audience of their earnestness, sincerity and conviction on a subject you thoroughly understand;
3. Confront and control nervousness;
4. Organize thoughts into a logical sequence which leads the audience to a clearly defined goal;
5. Build a speech outline that includes an opening, body, and conclusion;
6. Research facts needed to support your speech;
7. Learn the values of gestures and body movements as part of speech;
8. Develop a sense of timing;
9. Learn proper selection of visual aids;
10. Gain experience in the use of visuals through speeches and a laboratory workshop.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

FACILITATIVE LEADERSHIP TRAINING

COMPONENT IDENTIFIER NUMBER: 8-507-005

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide participants with knowledge and skills to achieve quality results by:

1. Leading through increased teacher/staff participation; and
2. Building quality discussions that are supported by students, teachers, staff, community, and administration.

SPECIFIC OBJECTIVE(S):

After participating in an approved workshop, the participant will have skills to:

1. Plan and set team/staff sessions and one-on-one meetings for success;
2. Use Facilitative behavior to effectively lead team/staff sessions and one-on-one meetings;
3. Use at least (5) problem-solving tools to facilitate discussions;
4. Develop an effective action plan;
5. Evaluate, communicate and recognize individual contributions to achieve quality results.

DESCRIPTION OF ACTIVITIES:

Certified trainers will present a commercially validated Facilitative Leadership program which is designed to provide a framework for leadership to lead to quality results. The basic model provides understandings and skills in the areas of planning, leading teamwork and follow-up activities. The program models behavior whereby individuals and teams will effectively work together for desired outcomes with a Facilitative leader that can obtain maximum appropriate involvement of others in a group.

The basic units to be presented and practiced during this intensive training session provide for the participant to:

1. Understand the characteristics and use of Facilitative Leadership;
2. Understand and demonstrate how to plan effectively for team sessions (key components);
3. Understand the model and appropriate tools for working on issues in team meetings and one-on-one sessions;
4. Understand and practice skills and behaviors that leaders and team/staff members can use to effectively plan and lead a team process;
5. Use skills for concluding team/staff sessions which lead to effective implementation of desired outcomes; and
6. Develop a method of evaluation, communicating and recognizing team success.

These units will be presented, discussed and modeled during the training sessions by the certified trainers. Further, each participant will be involved in practice sessions that allow for skill demonstration and feedback from other participants and the certified trainers.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

FACILITATOR TRAINING ASSISTING CHANGE IN EDUCATION:

COMPONENT IDENTIFIER NUMBER: 8-512-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

Learn about the school improvement process and the skills that are inherent in the process. The participants will understand the process of school improvement as well as techniques for developing and/or maintaining an effective team and will have demonstrated the necessary skills for working with individual school teams.

SPECIFIC OBJECTIVE(S):

Participants will be able to demonstrate the following:

1. Discuss key facilitation skills and their relationship to the school improvement process;
2. Define the role of facilitator to the school improvement process;
3. Apply the ACE skills when working with school (s);
4. Reflect on experiences and link to their own practices;
5. Develop personal skill development plan based on assessment information;
6. Develop a five-month action plan for involvement with school(s);
7. Demonstrate increased ability to use specific behavioral skills;
8. Implement techniques to create a safe, non-threatening climate that supports experimentation and risk-taking;
9. Demonstrate practical strategies for data collection and analysis, and suggest ways to share this information with others in order to build commitment to the improvement effort;
10. Demonstrate the ability to deal with interpersonal processes that accompany change efforts, i.e. collaboration, conflict management and confrontation, problem solving and decision making;
11. Analyze needs and environments and make the linkages to bring resources to schools;
12. Implement techniques of organization and time management to assist improvement team members;
13. Develop programs for self improvement as well as team improvement for those individuals involved in the improvement process;
14. Define the concept of change and the relationship to the school improvement process;
15. Demonstrate an understanding of the predictable “snags” in school improvement efforts and techniques for resolving them.

DESCRIPTION OF ACTIVITIES:

Participants will:

1. Complete required assessment activities prior to beginning training;
2. Participate in the training program with components on facilitation skills, trust and rapport building, organizational diagnosis, dealing with the process, managing the work, building the capacity to continue, planning, the change process, team development, conflict management and problem solving;
3. Work with an individual school on the school improvement process;
4. Demonstrate an understanding of facilitator skills during practice sessions.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

LEADERSHIP DEVELOPMENT FOR TEACHERS

COMPONENT IDENTIFIER NUMBER: 8-507-006

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide participants with experiences which will enhance their knowledge and skills in the area of school improvement.

SPECIFIC OBJECTIVE(S):

- | | |
|--|--|
| <ol style="list-style-type: none">1. Learn the characteristics of teacher leaders;2. Determine their personal values and how they align with the values exhibited at their schools;3. Assess their assumptions about education;4. Assess their own schools in relation to dimensions of teacher leadership; | <ol style="list-style-type: none">5. Apply current teachings about the definitions and concepts of teacher leadership as prerequisite to school change;6. Select and present view points on current issues related to school change;7. Develop plans on how to influence school change back in their home schools. |
|--|--|

DESCRIPTION OF ACTIVITIES:

During the workshop, participants will engage in a series of self-assessment activities with regards to the characteristics of teacher leaders and the communication and influencing skills necessary to influence others.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

LEADERSHIP PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 8-507-007

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to leadership.

SPECIFIC OBJECTIVE(S):

Participants will complete one or more of the following specific objectives:

1. Discuss new trends identified in administration/management topics;
2. Discuss or demonstrate new or relearned knowledge in student services topics;
3. Demonstrate one or more new administration/management skills or techniques;
4. Report and demonstrate new attitudes and enthusiasm toward one or more administration/management skills or techniques;
5. Produce a description or sample of some new administration/management tool, formula, or notation;
6. Produce a description or sample of some new equipment or material for teaching administration/management;
7. Additional specific objectives will be submitted for each activity on the appropriate form by the participant.

DESCRIPTION OF ACTIVITIES:

A variety of activities may include large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshop, conferences, on-site demonstration of a new or improved competency.

Some of the activities may involve:

1. Interaction with presenters or instructional aides;
2. Designing a product or lesson plan;
3. Viewing instructional media material.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

TEACHING OF INSERVICE ACTIVITIES

COMPONENT IDENTIFIER NUMBER: 8-507-008

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To encourage educational research and competency development through preparation and presentation of inservice activities.

SPECIFIC OBJECTIVE(S):

Identified trained and certified instructors will complete one or more of the following:

1. Plan all aspects of training to be provided;
2. Develop or provide pre- and post- assessment as designated in the component;
3. Conduct the training as specified in component activities;
4. Process and close out inservice activities by completing appropriate forms;

DESCRIPTION OF ACTIVITIES:

1. After having provided evidence of certification or competency in the area for which inservice credit is being requested, the consultant/teacher will implement the inservice activities as delineated in the specific objectives of this component;
2. Participants may apply and be approved to conduct one or more inservice activities;
3. Participants will use specific strategies from this component in their lessons.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

TRAIN THE TRAINER

COMPONENT IDENTIFIER NUMBER: 8-507-009

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

Participants will possess the skills necessary to provide training.

SPECIFIC OBJECTIVE(S):

After successfully completing workshops, each participant will be able to:

1. Demonstrate knowledge of Adult Learning and Motivation;
2. Utilize effective techniques in the planning and delivery of training;
3. Identify the appropriate physical environment conducive to learning;
4. Demonstrate the professionalism necessary for training;
5. Demonstrate knowledge of written, verbal, and non-verbal communication skills necessary for training;
6. Plan training to include a variety of training techniques;
7. Identify the important components of time and materials management, prior to, during and after training;
8. List the resources available to them as trainers;
9. Utilize planning model to develop an MIP Component;
10. Plan appropriate evaluations and follow-up to training.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

FOUNDATIONS OF READING INSTRUCTION

COMPONENT IDENTIFIER NUMBER: 1-013-006

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

SPECIFIC OBJECTIVE(S):

Performance Indicator A: Comprehension

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

Performance Indicator B: Oral Language

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

Performance Indicator C: Phonological Awareness

- 1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
- 1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).
- 1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.
- 1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
- 1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
- 1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

Performance Indicator D: Phonics

- 1.D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
- 1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
- 1.D.3 Understand structural analysis of words.
- 1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction.
- 1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

Performance Indicator E: Fluency

- 1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
- 1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
- 1.E.3 Understand the relationships among fluency, word recognition, and comprehension.
- 1.E.4 Understand that both oral language and writing enhance fluency instruction.
- 1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

Performance Indicator F: Vocabulary

- 1.F.1 Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.
- 1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
- 1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
- 1.F.4 Understand the domain specific vocabulary demands of academic language.
- 1.F.5 Understand that writing can be used to enhance vocabulary instruction.

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

Performance Indicator G: Integration of the reading components

- 1.G.1 Identify language characteristics related to social and academic language.
- 1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.
- 1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
- 1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.
- G.5 Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
- 1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

DESCRIPTION OF ACTIVITIES:

Participants will engage in application exercises that include a pre/post test, assessment log, reading matrix, and/or discussion forum posts.

EVALUATION:

Successful participant completion will be determined by the instructor as demonstrated by application exercises that include a pre/post test, assessment log, reading matrix, and/or discussion forum posts. For add-on endorsement purposes, the participant must demonstrate the successful completion of applicable competencies within the components, with such demonstration verified by the instructor. For inservice credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.

LEARNING METHODS:

Sessions will be delivered via an online interactive course.

IMPLEMENTATION METHODS:

Implementation (follow-up) will be documented through participant product related to training (may include lesson plans, written reflection, audio/video recording, case study, and/or samples of student work).

Component Evaluation:

The district’s Professional Development program procedures will be used for evaluating coverage of the specific competencies and the effectiveness of instructional presentation. Instructors will evaluate content and make recommendations for additions, modifications or deletions of component content, activities, or evaluation procedures.

SPECIAL NOTE(S): Reading Endorsement Add-on

FOUNDATION OF RESEARCH-BASED PRACTICES

COMPONENT IDENTIFIER NUMBER: 1-013-007

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.

SPECIFIC OBJECTIVE(S):

Performance Indicator A: Comprehension

- 2.A.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.).
- 2.A.2 Use both oral language and writing experiences to enhance comprehension.
- 2.A.3 Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.
- 2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
- 2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
- 2.A.6 Provide comprehension instruction that supports students’ ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
- 2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
- 2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.
- 2.A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

Performance Indicator B: Oral Language

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

Performance Indicator C: Phonological Awareness

- 2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
- 2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
- 2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.
- 2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
- 2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

Performance Indicator D: Phonics

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

Performance Indicator E: Fluency

- 2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).
- 2.E.2 Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).
- 2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

Performance Indicator F: Vocabulary

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

- 2.F.8 Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

Performance Indicator G: Integration of the reading components

- 2.G.1 Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.
- 2.G.2 Identify instructional practices to develop students’ metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
- 2.G.3 Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
- 2.G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency (e.g., young adult literature, informational texts).
- 2.G.5 Demonstrate understanding of similarities and differences between home language and second language reading development.
- 2.G.6 Triangulate data from appropriate reading assessments to guide instruction.

DESCRIPTION OF ACTIVITIES:

Participants will engage in application exercises that include a pre/post test, samples of assessments applied from each reading component, assessments for each reading component, video reflection log, and/or discussion forum posts.

EVALUATION:

Successful participant completion will be determined by the instructor as demonstrated by application exercises that include a pre/post test, samples of assessments applied from each reading component, assessments for each reading component, video reflection log, and/or discussion forum posts.

For add-on endorsement purposes, the participant must demonstrate the successful completion of applicable competencies within the components, with such demonstration verified by the instructor. For inservice credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.

LEARNING METHODS:

Sessions will be delivered via an online interactive course.

IMPLEMENTATION METHODS:

Implementation (follow-up) will be documented through participant product related to training (may include lesson plans, written reflection, audio/video recording, case study, and/or samples of student work).

Component Evaluation:

The district’s Professional Development program procedures will be used for evaluating coverage of the specific competencies and the effectiveness of instructional presentation. Instructors will evaluate content and make recommendations for additions, modifications or deletions of component content, activities, or evaluation procedures.

SPECIAL NOTE(S): Reading Endorsement Add-on

FOUNDATIONS OF ASSESSMENT

COMPONENT IDENTIFIER NUMBER: 1-013-008

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.

SPECIFIC OBJECTIVE(S):

Performance Indicators

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

DESCRIPTION OF ACTIVITIES:

Participants will engage in application exercises that include a pre/post test, assessments for each course topic, samples of assessments applied in class, a case study, and/or discussion forum posts.

EVALUATION:

Successful participant completion will be determined by the instructor as demonstrated by application exercises that include a pre/post test, assessments for each course topic, samples of assessments applied in class, a case study, and/or discussion forum posts.

For add-on endorsement purposes, the participant must demonstrate the successful completion of applicable competencies within the components, with such demonstration verified by the instructor. For inservice credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.

LEARNING METHODS:

Sessions will be delivered via an online interactive course.

IMPLEMENTATION METHODS:

Implementation (follow-up) will be documented through participant product related to training (may include lesson plans, written reflection, audio/video recording, case study, and/or samples of student work).

Component Evaluation:

The district's Professional Development program procedures will be used for evaluating coverage of the specific competencies and the effectiveness of instructional presentation. Instructors will evaluate content and make recommendations for additions, modifications or deletions of component content, activities, or evaluation procedures.

SPECIAL NOTE(S): Reading Endorsement Add-on

FOUNDATIONS AND APPLICATIONS OF DIFFERENTIATED INSTRUCTION

COMPONENT IDENTIFIER NUMBER: 1-013-009

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

Teachers will have 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.

SPECIFIC OBJECTIVE(S):

Performance Indicators

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

- 4.15 Implement research-based instructional practices for developing students’ higher order thinking.
- 4.16 Implement research-based instructional practices for developing students’ ability to read critically.
- 4.17 Implement research-based instructional practices using writing to develop students’ comprehension of text.
- 4.18 Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.
- 4.19 Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

DESCRIPTION OF ACTIVITIES:

Participants will engage in application exercises that include assignments, formative and informative assessments, reflections, student work examples, and/or discussion forum posts.

EVALUATION:

Successful participant completion will be determined by the instructor as demonstrated by application exercises that include assignments, formative and informative assessments, reflections, student work examples, and/or discussion forum posts.

For add-on endorsement purposes, the participant must demonstrate the successful completion of applicable competencies within the components, with such demonstration verified by the instructor. For inservice credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.

LEARNING METHODS:

Sessions will be delivered via an online interactive course.

IMPLEMENTATION METHODS:

Implementation (follow-up) will be documented through participant product related to training (may include lesson plans, written reflection, audio/video recording, case study, and/or samples of student work).

Component Evaluation:

The district’s Professional Development program procedures will be used for evaluating coverage of the specific competencies and the effectiveness of instructional presentation. Instructors will evaluate content and make recommendations for additions, modifications or deletions of component content, activities, or evaluation procedures.

SPECIAL NOTE(S): Reading Endorsement Add-on

DEMONSTRATION OF ACCOMPLISHMENT

COMPONENT IDENTIFIER NUMBER: 1-013-010

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.

SPECIFIC OBJECTIVE(S):

Performance Indicators

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

DESCRIPTION OF ACTIVITIES:

Participants will engage in application exercises that include assignments, formative and informative assessments, reflections, student work examples, and/or discussion forum posts.

EVALUATION:

Successful participant completion will be determined by the instructor as demonstrated by application exercises that include assignments, formative and informative assessments, reflections, student work examples, and/or discussion forum posts.

For add-on endorsement purposes, the participant must demonstrate the successful completion of applicable competencies within the components, with such demonstration verified by the instructor. For inservice credit purposes, the participant must demonstrate increased competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.

LEARNING METHODS:

Sessions will be delivered via an online interactive course.

IMPLEMENTATION METHODS:

Implementation (follow-up) will be documented through participant product related to training (may include lesson plans, written reflection, audio/video recording, case study, and/or samples of student work).

Component Evaluation:

The district's Professional Development program procedures will be used for evaluating coverage of the specific competencies and the effectiveness of instructional presentation. Instructors will evaluate content and make recommendations for additions, modifications or deletions of component content, activities, or evaluation procedures.

SPECIAL NOTE(S): Reading Endorsement Add-on

CARE AND PREVENTION OF ATHLETIC INJURIES

COMPONENT IDENTIFIER NUMBER: 2-011-001

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To prepare coaches to meet the challenge of administering first aid to injured athletes. To acquire knowledge where the coach will be able to deal with injury, detection, treatment, prevention, rehabilitation, reconditioning, and counseling

SPECIFIC OBJECTIVE(S):

PART ONE: After completing part one, coaches will learn the following:

1. The four phases of athletic health care
2. The responsibilities of emergency medical personnel, athletic trainers and physical therapists and a coach's role in working with them.
3. How to stay educated about sport first aid.
4. The health records that should be kept for each athlete
5. How to develop and initiate a weather emergency plan
6. What to look for when checking facilities for hazards and equipment for proper fit and usage.
7. What to include in first aid.
8. Why coaches should incorporate preseason physicals, fitness screenings, and conditioning programs into a game plan.
9. How to develop a medical emergency plan
10. A coach's role in developing the sport first aid game plan.

PART TWO: After completing part two, coaches will be able to do the following:

1. Identify the functions of the musculoskeletal, neurological, digestive, circulatory and respiratory, and urinary systems.
2. Identify how most injuries and illness occur.
3. Distinguish between acute and chronic illness
4. Recognize the main types of acute and chronic injuries.
5. Respond when an athlete goes down because of an injury or illness.
6. Know how to perform emergency action steps to check whether the athlete has an airway, is breathing, and has good circulation.
7. Recognize and respond to an airway obstruction
8. Know what to do if an athlete is in respiratory arrest.
9. Know what to do if an athlete is in cardiac arrest.
10. Conduct a physical assessment of an injured athlete
11. Protect against blood-borne pathogens.
12. Control arterial and venous (profuse) bleeding

13. Minimize widespread tissue damage (shock), splint unstable injuries, and minimize local tissue damage.
14. Know whether and how an athlete should be moved
15. Decide who should move an athlete.
16. Perform rescue techniques:
 - The four or five-person rescue
 - The one-person drag
 - The one and two-person walking assist
 - The four-handed carrying assist
 - The two-handed carrying assist

PART THREE: After completing part three, coaches will learn how to do the following:

1. Identify the signs and symptoms of near drowning, anaphylactic shock, asthma, collapsed lung, throat contusion, pneumonia or bronchitis, solar plexus spasm, and hyperventilation.
2. Determine the appropriate first aid care to provide for each of these conditions.
3. Recognize the signs and symptoms of head and spine injuries.
4. Determine the appropriate first aid care to provide for both conscious and unconscious athletes with head or spine injuries.
5. Determine the injury prevention strategies to incorporate into a sport first aid game plan.
6. Recognize that an athlete has an internal injury, such as ruptured spleen, bruised kidney, or testicular trauma.
7. Discern whether an athlete is in an early or advanced life-threatening stage of an internal organ injury.
8. Care for the injured athlete while waiting for emergency medical assistance.
9. Determine what to monitor if an athlete is exhibiting minor signs of an internal injury.
10. Determine what information to give the parents of an athlete who has suffered an internal organ injury.
11. Recognize when an athlete is suffering from a diabetic emergency and how to provide first aid care.
12. Recognize the signs and symptoms of grand mal and petit mal seizures.
13. Recognize adverse reactions to drugs and supplements.
14. Prevent and provide first aid care for fainting.
15. Recognize the signs and symptoms of influenza
16. Recognize the signs and symptoms of gastroenteritis.
17. Prevent influenza and gastroenteritis from spreading among athletes
18. Prevent heat, cold and lightning -related injuries and illnesses.
19. Identify the symptoms and signs of heat cramp
20. Identify and differentiate between the symptoms and signs of heat exhaustion and heatstroke.
21. Identify the symptoms and signs of first, second, and third degree frostbite, and mild to severe hypothermia.
22. Provide first aid care for heat cramps, heat exhaustion, heatstroke, frostbite, hypothermia, and lightning injuries.

Coaches will learn how to prevent, recognize, and provide first aid care for the following conditions:

1. Shoulder, chest and rib injuries

2. Upper arm and elbow injuries
3. Forearm, wrist, and hand injuries
4. Abdominal and back injuries
5. Hip and thigh injuries
6. Knee injuries
7. Lower leg, ankle, and foot injuries
8. Facial and scalp lacerations
9. Serious facial, eye and mouth injuries
10. Common noncontagious skin conditions such as blisters, abrasions, and ingrown toenails
11. Contagious skin conditions.

DESCRIPTION OF ACTIVITIES:

Sports First Aid is a self-paced online course with which includes 16 units of instruction. It provides participants with the action steps for the care and prevention of more than 110 sport-related injuries and illnesses. The course features 60 minutes of video depicting various first response scenarios; interactive activities and quizzes, sample forms, checklists, assessments and safety plans that can be downloaded and printed. In addition, the coach will receive an E-copy of the textbook Sport First Aid written by Melinda Flegel.

EVALUATION:

Each participant must take a 75 question online test and score 80% or better to receive credit and certificate for the course.

COMPONENT EVALUATION:

The component leader will send to the Professional Development Office a copy of the participant's completion certificate when the class is successfully completed

SPECIAL NOTE(S): Athletic Coaching Endorsement

COACHING THEORY

COMPONENT IDENTIFIER NUMBER: 2-011-002

MAXIMUM NUMBER OF POINTS- 60

GENERAL OBJECTIVE(S):

To acquire additional knowledge, methods, skill application that will help a participant to become the most successful coach that they can be.

SPECIFIC OBJECTIVE(S):

Part 1: Principles of Coaching

Coaches will encounter many situations that stretch their problem-solving abilities and require them to make some tough choices. Taking the time to develop a written statement of their personal philosophy will increase their effectiveness as coaches and provide a framework for decision making. Success as a coach will depend more on developing a sound coaching philosophy than any other factor.

After completing part 1, coaches will be able to do the following:

1. Explain the value of a well-defined coaching philosophy
2. Explain the impact of self-awareness, including self-esteem and self-disclosure, on coaching performance.
3. Determine a personal coaching philosophy.
4. List the three major objectives of sport.
5. Determine personal coaching objectives
6. Explain the coaching implications for differences between recreational and competitive sport programs.
7. Explain the philosophy “Athletes First, Winning Second.”
8. Compare the three main coaching styles, including their effects on athletic development.
9. Given sport situations, identify the coaching styles being applied.
10. Explain the role of leadership in coaching and how it differs from management.
11. Explain the components and development of a team culture.
12. Explain why knowledge of sport, motivation, and empathy are attributes of a successful coach.
13. Explain why character education is an essential duty of coaches.
14. Define character and sportsmanship.
15. Identify the six main principles of character that coaches are responsible for teaching.
16. Explain the steps that coaches can take to help players develop good character.
17. Identify the characteristics of athletes in early, middle, and late adolescence.
18. Adapt coaching to the maturational differences of athletes.
19. Effectively coach athletes from diverse cultural backgrounds
20. Explain the coaching implications for gender differences.

21. Explain the coaching implications for sexual issues, including harassment, sexual relations, and homosexuality.
22. Explain the coaching implications for athletes with physical and mental disabilities.

Part 2: Principles of Behavior

Successful coaches are good sport psychologists. They are skillful communicators, motivators, and behavioral managers. In part 2, coaches will learn valuable psychological principles to help them be better coaches.

After completing part 2, coaches will be able to do the following:

1. Explain the three dimensions of communication and the six steps in communicating
2. Evaluate communication skills and understand ways to improve them.
3. Explain how coaching style affects communication.
4. Compare extrinsic and intrinsic rewards for athletes.
5. Contrast the thinking of winners and losers in context of the need to feel worthy.
6. Identify the factors that cause athletes to develop losing attitudes.
7. Explain how some athletes learn to fear failure.
8. Determine the potential sources of anxiety and strategies for dealing with it for both the athletes and coaches.
9. Apply positive discipline strategies to coaching.
10. Plan effective use of the six building blocks of preventive discipline.
11. Prepare to apply corrective discipline that matches a guidance of positive discipline.

Part 3: Principles of Teaching

Good coaching is good teaching. Good teaching requires knowledge of the subject matter-the technical and tactical skills of the sport. In part 3, coaches will learn how to become better teacher through the games approach to coaching, how to teach the technical and tactical skills of their sport so athletes really understand the sport, and how to organize for effective instruction.

After completing part 3, coaches will be able to do the following:

1. Define technical and tactical skill
2. Explain the limitations of the traditional coaching approach.
3. Explain the games approach.
4. Teach technical and tactical skills using the games approach.
5. Explain how athletes learn technical skills by developing motor programs.
6. Identify the three stages of learning technical skills and a coach's role when players are in each stage.
7. Use the four steps to teaching technical skills.
8. Define tactics and tactical skills.
9. Explain what's involved in reading the situation during a play.
10. Identify the knowledge that athletes need in order to make good tactical decisions.
11. Explain six methods for teaching decision making.
12. Teach tactical skills effectively.

13. Develop instructional plans for the season.
14. Prepare instructional plans for each practice.

Part 4: Principles of Physical Training

The principles of physical training, or the art and science of preparing athletes' bodies to meet the demands of their sport without asking them to do too much (overtraining), is essential knowledge for all coaches. Coaches will also learn the principles of good nutrition in order to help their athletes eat and drink to perform their best, as well as tackle the difficult problem of drug use by athletes.

After completing part 4, coaches will be able to do the following:

1. Explain an overview of how the body works.
2. Define basic concepts of energy and muscular fitness.
3. Recognize the coach's role in developing and conducting physical training programs.
4. Identify eight principles of physical training.
5. Explain the basic physiology of the body's energy system.
6. Determine the energy demands of the sport.
7. Assess and monitor fitness.
8. Design a fitness training program.
9. Define muscular fitness.
10. Explain how muscles work and the effect that training has on muscles.
11. Determine the muscular demands of the sport.
12. Assess and monitor muscular fitness.
13. Design a muscular fitness training program that includes stretching and resistance.
14. Explain the six basic nutrients.
15. Explain how carbohydrate, protein, and fat nourish the body.
16. Explain the most popular nutritional supplements and their effects on athletic performance.
17. Keep athletes properly hydrated.
18. Determine appropriate diets for athletes who want to maintain, lose, or gain weight.
19. Determine when and what athletes should eat before, during, and after competition.
20. Respond appropriately to eating disorders.
21. Identify reasons why athletes do and do not use drugs.
22. Explain a coach's role in the prevention of drug use.
23. Evaluate various responses to examples of athletes' drug use and understand their potential effects.

Part 5: Principles of Management

Successful coaches must learn how to manage their teams and how to plan, organize, staff and direct all of the functions they have responsibility for as coaches. The final section of Coaching Principles covers the functions of coaching that are often overlooked by new coaches- functions that play a huge role in determining the success or failure of a person who enters the coaching profession.

After completing part 5, coaches will be able to explain and identify examples of their various roles:

1. Policy manager

2. Information manager
3. Personnel manager
4. Instructional manager
5. Event and contest manager
6. Logistics manager
7. Financial manager

Coaches will also be able to do the following:

1. Develop four interpersonal skills that will help build positive relationships with others.
2. Identify ways to work more effectively with fellow coaches, administrators, medical personnel, officials, parents of athletes, and the media.
3. Explain four steps to managing risk in sports.
4. Identify examples of fulfilling the nine legal duties as a coach.
5. Recognize other responsibilities of being a coach.

DESCRIPTION OF ACTIVITIES:

The course will be delivered online with the e-book *Successful Coaching 4th Edition*. The self-study activities and online course will help participants develop their coaching philosophy, communicate with and motivate their athletes, teach techniques and tactics, develop training programs, plan for the season and each workout, manage their teams and their relationships with all of the people they work with, and learn how they can increase their athletes' safety and minimize their legal liability.

EVALUATION:

Participant Evaluation:

Participants earn certification by successfully completing the required course online and passing the course exam with a minimum score of 80%.

Component Evaluation:

The component leader will send the Professional Development Office a copy of the participant's completion certificate when the class is successfully completed.

SPECIAL NOTE(S): Athletic Coaching Endorsement

K-12 PHYSICAL EDUCATION PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-011-003

AUXILARY NUMBER: 2-011-004

MAXIMUM NUMBER OF POINTS: 120

MAXIMUM NUMBER OF AUXILARY POINTS: 60

GENERAL OBJECTIVE(S):

To assist physical education instructors in obtaining and improving professional knowledge related to their role in the implementation of the K-12 Physical Education curriculum.

SPECIFIC OBJECTIVE(S):

The participant(s) will demonstrate the ability to:

1. Provide supportive, academic services to teachers, students, parents, and community agency personnel in promoting physical education implementation in the K-12 curriculum.
2. Prepare lessons that provide updated knowledge in critical areas of physical education concerns
3. Assist classroom teachers in implementing physical education in the K-12 curriculum.
4. Assist in coordinating physical education activities for school-based implementation.
5. Assist in preparing lesson plans for implementation for critical areas relating to positive self-development.
6. Demonstrate knowledge gained from presentations.
7. Demonstrate knowledge of physical education curriculum
8. Demonstrate knowledge of different techniques for improving communication between student and teacher;
9. Demonstrate knowledge of legislated physical education mandates;
10. Demonstrate knowledge of materials for strategies in physical education.

DESCRIPTION OF ACTIVITIES:

For initial component credit- 2-011-003

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Activities may include but are not limited to the following:

1. Attendance at general sessions with presentation and/or demonstrations by knowledgeable consultants;
2. Participation in small group discussions.
3. Participation in physical education appraisal activities;
4. Investigation of various teaching techniques used to promote and improve communication between student and teacher;
5. Utilization of research related to physical education issues and legislative mandates concerns;
6. Selection of instructional materials and activities that are appropriate to strengthening specific physical education concerns.

At least 75% of the activities will involve:

1. Interaction with presenters or instructional aides;
2. Designing a product of lesson plans;
3. Viewing instructional media material.

Such activities can include conference attendance, site visitations, or educational travel. Up to 25% of the activities may involve on-site demonstration of some new or improved competency.

For Auxiliary component credit- 2-011-004

Participants who have previously earned credit under this component may earn additional credit for successful completion of advanced training or follow-up activities which may include but are not limited to those listed here:

1. Intermediate/Advanced Workshop
2. Additional conference/seminar attendance
3. Site visitation/observation
4. Learning communities
5. Special projects
6. Independent study/action research
7. Peer coaching
8. Performance assessment by supervisor
9. Portfolio review
10. Identification of ways to market physical activities within the school setting.
11. Locate and identify physical education materials which are appropriate for developmental strategies.

Evaluation:

Participant Evaluation:

1. Demonstrate increased competence on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation and a summary of the results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

K-12 ART PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-000-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to art.

SPECIFIC OBJECTIVES:

Participants will attempt one or more of the following specific objectives:

1. Discuss new trends identified in art topics;
2. Discuss new trends identified in art education;
3. Discuss or demonstrate new or relearned knowledge in art topics;
4. Discuss or demonstrate new or relearned knowledge in art education;
5. Demonstrate one or more new art skills or techniques;
6. Demonstrate one or more new art education skills or techniques;
7. Report and demonstrate new attitudes and enthusiasm toward one or more art skills or techniques;
8. Report and demonstrate new attitudes and enthusiasm toward one or more art education skills or techniques;
9. Produce a description or sample of some new art tool, formula, or notation;
10. Produce a description or sample of some new equipment or material for teaching art.

DESCRIPTION OF ACTIVITIES:

Participants will be involved in professional learning and receive instruction on current K-12 Art resources. They will also receive instruction on the implementation and use of various art materials. Teachers will be expected to use or implement resources, instructional materials, or strategies which will best meet the needs of their students.

At least 75% of the activities will involve:

1. Interaction with presenters or instructional aides;
2. Designing a product or lesson plan;
3. Viewing instructional media material;

Such activities may include large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstration of new or improved technique.

EVALUATION:

Participant Evaluation:

1. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

K-12 MUSIC PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-010-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge skills, and teaching competencies related to music.

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following specific objectives:

1. Discuss new trends identified in music topics;
2. Discuss new trends identified in music education;
3. Discuss or demonstrate new or relearned knowledge in music topics;
4. Discuss or demonstrate new or relearned knowledge in music education;
5. Demonstrate one or more new music skills or techniques;
6. Demonstrate one or more new music education skills or techniques;
7. Report and demonstrate new attitudes and enthusiasm toward one or more music skills or techniques;
8. Report and demonstrate new attitudes and enthusiasm toward one or more music skills or techniques;
9. Produce a description or sample of some new music tool, formula, or notation;
10. Produce a description or sample of some new equipment or material for teaching music.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Each participant will attempt at least one specific objective for each six hours of direct participation and will demonstrate improvement in at least 80% of the objectives attempted.

Participant Evaluation:

1. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

THEATRE CURRICULUM AND TEACHING

COMPONENT IDENTIFIER NUMBER: 2-006-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To increase participants' skills and knowledge of drama activities and resources that will reinforce and enhance drama curriculum and teaching. Upon completion of this component, participants will be able to identify, evaluate, select, and implement materials and teaching techniques appropriate to grade level and drama course.

SPECIFIC OBJECTIVE(S):

Given a series of workshops, participants will increase competence in the ability to develop drama lessons that will meet K-12 drama goals and objectives.

DESCRIPTION OF ACTIVITIES:

Participants will attend workshops to gain knowledge and skills for creating and implementing appropriate drama.

EVALUATION:

Participant Evaluation:

Participants will submit a product which will be evaluated with a product instrument and rated successful.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

THEORY AND PRACTICE OF COACHING A SPECIFIC SPORT

COMPONENT IDENTIFIER NUMBER: 2-011-006

MAXIMUM NUMBER POINTS: 60

GENERAL OBJECTIVE(S):

To provide athletic coaches with knowledge in coaching skills and techniques as they apply to a specific sport, legal aspects, and state and local rules and regulations relative to a specific sport. All for the purpose of helping improve coaching effectiveness.

SPECIFIC OBJECTIVE(S):

1. Demonstrate a basic knowledge of various coaching techniques relative to a specific sport.
2. Describe three principles for effective team management
3. Demonstrate proficiency in understanding tort liability.
4. Be aware of legal precedents and actions relative to coaching a specific sport.
5. Understand managerial skills in use of equipment, facilities, and the deployment of personnel as it relates to a specific sport.
6. Identify the rules and terminology used in a selected interscholastic sport.
7. Identify the strategies of individual and team play as well as the skills necessary to participate in an interscholastic sport.
8. Exhibit knowledge of safety practices necessary to participate in a specific sport.
9. Identify positive sportsmanship techniques in participating in selected interscholastic sports.
10. Define technical and tactical skills.
11. Explain how athletes learn technical skills.
12. Identify the three stages of learning technical skills and a coach's role when players are in each stage.
13. Use the four steps to teaching technical skills.
14. Identify the knowledge that athletes need in order to make good tactical decisions.
15. Teach tactical skills effectively.
16. Develop instructional plans for the season.
17. Prepare instructional plans for each practice.

DESCRIPTION OF ACTIVITIES:

These online courses will help coaches develop their coaching philosophy, communicate with and motivate their athletes, teach techniques and tactics, develop training programs, plan for the season and each workout, manage their teams and their relationships with all of the people they work with, and learn how they can increase their athletes' safety and minimize their legal liability.

EVALUATION:

Participant Evaluation:

Participants earn certification by successfully completing the required course online and passing the course exam with a minimum score of 80%.

Component Evaluation:

The component leader will send the Professional Development Office a copy of the participant's completion certificate when the class is successfully completed.

SPECIAL NOTE(S): Athletic Coaching Endorsement

**BUSINESS SERVICES
WORKSHOP/SEMINAR/INDIVIDUALIZED INSTRUCTION**

COMPONENT IDENTIFIER NUMBER: 8-504-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

Provide business services support personnel that deal with fiscal responsibilities opportunities to enhance their competencies in carrying out their assigned duties.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate perceived gains in new or improved knowledge, skills, and/or attitudes useful in the following areas:

1. Generally accepted accounting principles;
2. Cost accounting procedures;
3. "Adequate records";
4. Priorities and deadlines;
5. Effective communication techniques between various district and school offices;
6. Effective techniques for dealing with public, staff and students;
7. Effective telephone skills;
8. Effective steps in dealing with business correspondence;
9. System operation and data sources;
10. Effective office relations techniques.

DESCRIPTION OF ACTIVITIES:

Training may be delivered by one or more of the following:

1. Hands on activities;
2. Lectures with handouts;
3. Individual projects;
4. Visitation to similar setting (use visitation inservice forms),
5. Cross-training between assigned areas;
6. Participation in professional conferences or conventions related to this field (use conference convention inservice forms);
7. Use a variety of audio visual aides;
8. College credit courses related to this field (20 hours of credit per semester hour, use college credit inservice forms);
9. Non-credit vocational courses;
10. Peer training
11. Individualized modules

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

CENTRAL SERVICES WORKSHOP/SEMINAR/INDIVIDUALIZED INSTRUCTION

COMPONENT IDENTIFIER NUMBER: 8-510-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide Central Service Personnel with opportunities to update their assigned competencies.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate perceived gains in new or improved knowledge, skills and/or attitudes useful in the following areas:

1. Proper techniques for the use and maintenance of equipment;
2. Proper techniques for storage and inventory of office, custodial, maintenance, food supplies, textbooks, and equipment;
3. Proper techniques for completion of inventory and maintenance purchase orders;
4. Management Information Services requirements;
5. Safety techniques;
6. Demonstrate first aid/CPR techniques;
7. Demonstrate defensive driving/chauffeur skills;
8. Shipping/receiving procedures;
9. Physical inventory techniques;
10. Stress management techniques;
11. Time management techniques;
12. Methods for improved human relations.

DESCRIPTION OF ACTIVITIES:

Training may be delivered by one or more of the following:

1. Handouts;
2. Hands on activities;
3. Lectures;
4. Individual projects;
5. Visitation to similar setting;
6. Cross-training between assigned areas;
7. Participation in professional conferences or conventions related to this field;
8. Use a variety of audio visual aides;
9. Non-credit vocational courses;
10. Peer training;
11. Individualized modules.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

FOOD SERVICES WORKSHOP/SEMINAR/INDIVIDUALIZED INSTRUCTION

COMPONENT IDENTIFIER NUMBER: 8-505-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide food services personnel with continuing education/training annually as required by the Healthy, Hunger-Free Kids Act of 2010. This annual training should result in consistent, national professional standards that strengthen the ability of school nutrition professionals and staff to perform their duties effectively and efficiently

SPECIFIC OBJECTIVE(S):

Participants will demonstrate perceived gains in new or improved knowledge, skills, and/or attitudes useful in various food service areas including:

1. Quantity food production techniques;
2. Quality food production techniques;
3. Menu planning techniques;
4. Nutrition requirements;
5. Cost control techniques;
6. Inventory control techniques;
7. Portion control techniques;
8. Sanitation techniques;
9. Safety practices;
10. Good housekeeping practices;
11. Proper storage practices;
12. The foundations of food services;
13. Purchasing techniques;
14. Proper service techniques;
15. Equipment care and usage techniques;
16. Proper record keeping techniques;
17. Time management techniques;
18. Good human relation practices;
19. Identification of reimbursable meals at the point of service;
20. Meal counting and claiming procedures;
21. Free and reduced price meal eligibility;
22. Application, certification, and verification procedures.

DESCRIPTION OF ACTIVITIES:

Training may be delivered by one or more of the following:

1. Handouts;

2. Hands on activities;
3. Lectures;
4. Individual projects;
5. Visitation to similar setting;
6. Cross-training between assigned areas;
7. Participation in professional conferences or conventions related to this field;
8. Use a variety of audio visual aides;
9. Non-credit vocational courses;
10. Peer training;
11. Individualized modules.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

INFORMATION SYSTEMS/FORMS

COMPONENT IDENTIFIER NUMBER: 8-508-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To familiarize school district and Information Services personnel with the forms required to process various cost center and school district activities utilizing State Management Information Systems' guidelines.

SPECIFIC OBJECTIVE(S):

Participants will identify or complete:

1. Appropriate forms and how they apply to cost center/district policy and procedures;
2. Sample forms;
3. Forms checklist;
4. Information Services' purpose and scope as a method of transmitting input data;
5. Appropriate use of output reports.

DESCRIPTION OF ACTIVITIES:

1. Seminars/Workshops;
2. College Course(s);
3. Conferences/Conventions;
4. Professional/Independent Study;
6. Inter/Intra County or School Visitation;
7. Handouts;
8. Hands-on activities;
9. Individualized modules;
10. Peer training.

EVALUATION:

Demonstration and evaluation of forms submitted and preparation of a forms checklist as appropriate.

OFFICE AND CLERICAL SERVICES WORKSHOP/SEMINAR/INDIVIDUALIZED INSTRUCTION

COMPONENT IDENTIFIER NUMBER: 8-509-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide office and clerical services with opportunities to update their competencies in carrying out their assigned duties.

SPECIFIC OBJECTIVE(S):

Participants may identify, apply and demonstrate:

1. Cost center/district forms, policies and procedures;
2. Office equipment procedures;
3. Student record and filing procedures;
4. Office equipment procedures;
5. Effective communication techniques;
6. System operation and data sources;
7. Finance and budget procedures;
8. Effective techniques for dealing with public, staff and students;
9. Interpersonal skills;
10. Telephone skills;
11. Computer skills;
12. Organizational skills;
13. Inventory control;
14. Grammar and language usage and business correspondence;
15. Techniques for improving public relations.

DESCRIPTION OF ACTIVITIES:

Training may include one or more of the following:

1. Hands on activities;
2. Lectures with handouts;
3. Individual projects;
4. Visitation to similar setting;
5. Cross-training between assigned areas;
6. Participation in professional conference or conventions related to this field;
7. Use a variety of audio visual aides;

8. Non-credit vocational courses;
9. Peer training;
10. Individualized modules.

EVALUATION:

Participant Evaluation:

1. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

PLANT OPERATION AND MAINTENANCE WORKSHOP/SEMINAR/ INDIVIDUALIZED INSTRUCTION

COMPONENT IDENTIFIER NUMBER: 8-510-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide plant services and maintenance personnel with opportunities to update their assigned competencies.

SPECIFIC OBJECTIVES:

1. Demonstrate knowledge of the custodian's job as a profession, including such areas as:
 - a. Custodial qualities and characteristics;
 - b. The custodian and the public;
 - c. The custodian and student;
 - d. Interpersonal relations;
 - e. Job definitions, descriptions, analysis.
2. Demonstrate knowledge and skills in the area of safety in school operations. Topics for instruction include:
 - a. Chemical safety;
 - b. Electrical safety;
 - c. Fire safety;
 - d. Physical safety.
 - e. Emergency planning and accident reporting.
3. Demonstrate knowledge and skills in the area of sanitation and school housekeeping. Topics for instruction include:
 - a. Importance of sanitation;
 - b. Cleaning and housekeeping;
 - c. Safety;
 - d. Stain removal;
 - e. Waste disposal;
 - f. Pest control;
 - g. Bacteriology;
 - h. Disinfection.
4. Demonstrate knowledge and skills in the area of floor and carpet care. Topics for instruction include:
 - a. Floor types;
 - b. Finish types;
 - c. Cleaning with chemicals, non-carpeted floors;
 - d. Restoring appearance.
5. Demonstrate knowledge and skills in the area of maintenance. Topics for instruction include:
 - a. Electrical;
 - b. Carpentry;
 - c. Plumbing;

- d. Masonry;
- e. Finishes;
- f. Heating, ventilation, air conditioning.
- 6. Demonstrate knowledge and skills in the areas of grounds care. Topics for instruction include:
 - a. Lawns;
 - b. Recreation areas;
 - c. Shrubs, trees, beds, and container planting;
 - d. Walkways, patios, and parking areas;
 - e. Fencing and retaining walls.
 - f. Playground equipment/fall zones

DESCRIPTION OF ACTIVITIES:

Training may be delivered by one or more of the following:

- 1. Handouts;
- 2. Hands on activities;
- 3. Lectures;
- 4. Individual projects;
- 5. Visitation to similar setting;
- 6. Cross-training between assigned areas;
- 7. Participation in professional conferences or conventions related to this field;
- 8. Use a variety of audio visual aides;
- 9. Non-credit vocational courses;
- 10. Peer training;
- 11. Individualized modules.

EVALUATION:

Participant Evaluation:

- 1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
- 2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

- 1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
- 2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

SUPPORT MANAGEMENT PERSONNEL WORKSHOP/SEMINAR

COMPONENT IDENTIFIER NUMBER: 8-502-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide management personnel with opportunities to update their managerial competencies.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate perceived gains in new or improved knowledge, skills, and/or attitudes useful in managing resources, personnel, programs, and schools.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

Activities may also include one or more of the following:

1. Organizational Development and Change;
2. Collaborative Bargaining and Contract Administration;
3. Stress and Time Management;
4. Personnel Selection and Management;
5. N.E.A.T. Procedure;
6. Law and the Educational Administrator;
7. School Finance;
8. School and Community Relations;
9. Human Relations Skills;
10. Administrator Effectiveness Training;
11. Leadership Styles;
12. Curriculum and the School Administrator;
13. Management by Objectives;
14. Management Information Services;

EVALUATION:

The Workshop Consultant will provide a standard evaluation form or any other evaluative method.

SUPPORT PROFESSIONAL DEVELOPMENT IMPROVEMENT

COMPONENT IDENTIFIER NUMBER: 8-514-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for SSDC representatives to improve skills in updating and reviewing procedure, policy, guidelines, goals and objectives for inservice education.

SPECIFIC OBJECTIVE(S):

Each participant will demonstrate skills in performing the following:

1. Assess needs;
2. Represent constituencies;
3. Explain incentive program;
4. Write components;
5. Secure and complete inservice forms;
6. Report and define delivery techniques for SSDC representatives;
7. Sponsor early dismissal inservice workshops;
8. Organize workshops, special projects, and special conferences;
9. Write and maintain current list of training modules;
10. Communicate inservice information to constituent groups;
11. Plan for an improved and coordinated evaluation system for all activities and operations of inservice program;

DESCRIPTION OF ACTIVITIES:

Training release time for professional development projects at SSDC retreats and committee work assignments under Director's supervision.

EVALUATION:

Administrative representatives on the Council will use check list to indicate improvement of 80% of the objectives for each SSDC member.

SUPPORT STAFF GENERIC SKILL IMPROVEMENT

COMPONENT IDENTIFIER NUMBER: 8-506-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide support personnel with opportunities to update their generic competencies.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate perceived gains in new or improved knowledge, skills and/or attitudes useful in the following areas:

1. Training and techniques for assisting in the classroom;
2. Time management;
3. Stress management;
4. Interpersonal skills;
5. Communication skills;
6. Equipment training;
7. Organizational skills;
8. Improving public relations;
9. Telephone skills;
10. Health and Safety procedures;
11. Training designed to increase competencies in support personnel assignments not identified by another specific component.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

TEACHER ASSISTANT WORKSHOP/SEMINAR

COMPONENT IDENTIFIER NUMBER: 8-409-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide instructional support personnel with opportunities to update their competencies in providing instructional support.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate perceived gains in new or improved knowledge, skills, and/or attitudes useful in doing better jobs.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

TRANSPORTATION SERVICES WORKSHOP/SEMINAR/ INDIVIDUALIZED INSTRUCTION - BEGINNING

COMPONENT IDENTIFIER NUMBER: 8-515-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide transportation services personnel with opportunities to update their assigned competencies.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate perceived gains in new or improved knowledge, skills, and/or attitudes useful in the following areas:

1. Personal development techniques;
2. Obtain or renew the proper driving license;
3. Techniques of transporting students in a safe and efficient manner;
4. Pertinent state and county laws, regulations, and guidelines;
5. Defensive driving skills;
6. Safety procedures;
7. Vehicle inspection;
8. First aid techniques;
9. Student discipline and communication techniques;
10. Staff communication procedures;

DESCRIPTION OF ACTIVITIES:

Training may be delivered by one or more of the following:

1. Handouts;
2. Hands on activities;
3. Lectures;
4. Individual projects;
5. Visitation to similar setting;
6. Cross-training between assigned areas;
7. Participation in professional conferences or conventions related to this field;
8. Use a variety of audio visual aides;
9. Non-credit vocational courses;
10. Peer training;
11. Individualized modules.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

TRANSPORTATION SERVICES/WORKSHOP/SEMINAR/ INDIVIDUALIZED INSTRUCTION/CONTINUING

COMPONENT IDENTIFIER NUMBER: 8-515-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide transportation services personnel with opportunities to update their assigned competencies.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate perceived gains in new or improved knowledge, skills, and/or attitudes useful in the following areas:

1. The latest defensive driving techniques;
2. An assertive discipline plan for buses;
3. Use stress management techniques for school transportation personnel;
4. Vehicle maintenance procedures;
5. Obtain Commercial Driver's License;
6. Indicators of vehicle familiarization;
7. Traffic signs and signals;
8. Energy conservation and economy techniques;
9. Characteristics of children with specific handicaps;
10. First aid and CPR techniques.

DESCRIPTION OF ACTIVITIES:

Training may be delivered by one or more of the following:

1. Handouts;
2. Hands on activities;
3. Lectures;
4. Individual projects;
5. Visitation to similar setting;
6. Cross-training between assigned areas;
7. Participation in professional conferences or conventions related to this field;
8. Use a variety of audio visual aides;
9. Non-credit vocational courses;
10. Peer training;
11. Individualized modules.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

CLINICAL EDUCATOR TRAINING

COMPONENT IDENTIFIER NUMBER: 8-406-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To assist in improving teacher classroom performance through the effective use of clinical supervision skills.

SPECIFIC OBJECTIVE(S):

Given a series of workshops, participants will demonstrate an ability to:

1. Use a variety of observation techniques to target specific areas for improving teacher performance;
2. Use effective communication skills as they relate to conferencing with teachers regarding classroom performance.

DESCRIPTION OF ACTIVITIES:

Participants will attend training workshops conducted by a certified clinical educator on the supervisory process. Lecture, discussion, demonstrations, role-playing/simulation, individual, and small group activities will be provided to achieve the specific objectives.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

IMPLEMENTATION OF NEW TEACHER ORIENTATION PROGRAM AND MENTOR TEACHER UPDATES (TIP)

COMPONENT IDENTIFIER NUMBER: 8-406-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide support and assistance to beginning teachers.

SPECIFIC OBJECTIVE(S):

Given a series of workshops, participants will demonstrate the ability to:

1. Describe the legal basis and district procedures for the Citrus County Teacher Induction Program (TIP) and their role as a support team member;
2. Identify the generic teacher competencies and the characteristics of a professional development plan;
3. Identify research on effective teaching behaviors;
4. Use effectively the observation instruments required by the Citrus County TIP;
5. Conference and give feedback to improve the beginning teacher's classroom performance;
6. Implement new methods, techniques, and materials pertinent to the TIP.

DESCRIPTION OF ACTIVITIES:

The participants will attend a series of workshops related to their role in the New Teacher Orientation Program emphasizing the following areas:

1. An orientation discussing TIP requirements/procedures;
2. Training on use of observation instruments through lecture, discussion, simulation, demonstration, individual, and small group activities;
3. Informal methods of observing and diagnosing teacher performance;
4. Conferencing skills to provide feedback to beginning teachers on classroom performance.
5. Update trained personnel (mentors) on the above information

EVALUATION:

Participant Evaluation:

1. At the conclusion of the workshop, the participant must successfully complete the requirements of the specific objectives with an 80 % level of mastery as determined by the workshop leader.
2. Participant will serve on the support team of a beginning teacher and fulfill required responsibilities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

SPECIAL NOTE(S): TIP

SCHOOL BASED NEW TEACHER ORIENTATION (TIP)

COMPONENT IDENTIFIER NUMBER: 8-404-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide new teacher inservice training pertaining to school goals, procedures and policies.

SPECIFIC OBJECTIVE(S):

Each participant will:

1. Learn school policies and procedures;
2. Demonstrate knowledge of school goals;
3. Demonstrate knowledge of the school's discipline plan;
4. Learn about the Teacher Induction Program;
5. Participate in orientation activities concerning building facilities and their uses;
6. Demonstrate knowledge of support services offered at the school site.

DESCRIPTION OF ACTIVITIES:

Activities for this component can include but not be limited to the following:

1. Discussion and/or view videos on classroom strategies/management.
2. Become knowledgeable in school policies and procedures including school handbook, dress expectations, school rules, extra curricular programs, extra duty assignments, etc.
3. Participate in training on special programs and responsibilities relative to ESE, E.S.O.L., TEC, SSDC, Guidance, etc.
4. Participate in programs on job responsibilities, equipment use and operation, student records and orientation to the school and personnel roles and responsibilities
5. Discuss procedures relative to Student Progression Plan, grading, promotion, Student Code of Conduct.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluations.
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

SPECIAL NOTE(S): TIP

INTEGRATED MEDIA AND TECHNOLOGY INSTRUCTION

COMPONENT IDENTIFIER NUMBER: 2-408-005

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

Participants will effectively utilize newspapers, magazines and television, on-line electronic media, educational, instructional and commercial, to teach critical thinking, critical viewing, analytical reading, writing, and related language arts, social studies and humanities concepts.

SPECIFIC OBJECTIVE(S):

Upon completion of this component, participants will be able to:

1. Identify the unique properties of a daily newspaper as a mass media educational tool;
2. Identify the unique properties of education, instructional and commercial televisions as an educational tool;
3. Identify the properties of popular culture media such as posters, magazines, and journals as mass media educational tools;
4. Implement instructional strategies utilizing the newspaper to teach literal, inferential and critical reading skills in different content areas;
5. Implement strategies utilizing educational, instructional and commercial television programs to teach critical viewing skills;
6. Implement strategies using steps in the writing process: pre-writing, composing, revising, rewriting and publishing;
7. Demonstrate an understanding of coordinating mass media with traditional classroom texts;
8. Demonstrate an understanding of utilizing mass media as part of the restructuring school process;
9. Demonstrate an understanding of integrated language instruction to prepare for interactive computer/video technology;
10. Demonstrate an understanding of creating interdisciplinary thematic units of study utilizing mass media;
11. Demonstrate an understanding of utilization of mass media within the guidelines of copyright laws which apply to print and electronic text;

DESCRIPTION OF ACTIVITIES:

Through an interactive workshop format, teacher participants will:

1. Study the parts of a newspaper and its format, content and various styles of writing and relate each feature to content area instruction;
2. Analyze samples of educational, instructional and commercial television noting unique properties of each;

3. Participate in activities related to reading and writing in the content areas in relation to mass media programs.
4. Analyze samples of popular culture media such as magazines and posters and evaluate their effectiveness for content area instruction;
5. Demonstrate an understanding of critical reading skills, critical viewing skills and interpretive writing in relation to the mass media via discussion or other modes;
6. Analyze a typical textbook sample and determine teaching strategies in a traditional classroom;
7. Through collaboration with peers, discover innovative means of teaching the same piece using mass media;
8. Compare traditional methods of instruction with the use of interactive computer technology;
9. Plan for means of implementation of mass media literacy for immediate classroom impact;
10. Plan for long-term means of implementation of mass media literacy;
11. Plan strategies for utilizing media within the guidelines of copyright laws.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

TECHNOLOGY EDUCATION PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-003-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update, improve or advance their knowledge, skills, and teaching competencies related to technology education.

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following specific objectives:

1. Discuss new trends identified in technology education topics;
2. Discuss or demonstrate new or relearned knowledge in technology education topics;
3. Demonstrate one or more new or relearned technology skills or techniques;
4. Demonstrate a new attitude and enthusiasm toward one or more technology education skills or techniques;
5. Demonstrate, describe or produce a sample of a new technology tool, formula, or notation;
6. Demonstrate, describe or produce a sample of new equipment or material for teaching technology education;
7. Additional specific objectives may be submitted for each activity.

DESCRIPTION OF ACTIVITIES:

The teachers will be involved in professional learning and received instruction on current technology resources. They received instruction on the implementation and use of various technology materials. Teachers will be expected to use or implement resources, instructional materials, or strategies which best meet the needs of their students.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

TECHNOLOGY TRAINING – ADVANCED SKILLS

COMPONENT IDENTIFIER NUMBER: 2-003-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for school district personnel to improve and advance their knowledge, skills, and competencies related to technology.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate advanced skills in the following areas:

1. Peripheral computer hardware, such as scanners, digital cameras, and multi-media projectors;
2. Microsoft Office programs, such as PowerPoint and Access;
3. District electronic messaging including calendar and task functions;
4. System backup utilities and maintenance;
5. Multimedia production;
6. Web page design;
7. Computer graphic arts;
8. System data sharing capabilities;
9. Online blogging and publishing.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

TECHNOLOGY TRAINING – BASIC SKILLS

COMPONENT IDENTIFIER NUMBER: 2-003-003

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for school district personnel to obtain or improve their knowledge, skills, and competencies related to technology.

SPECIFIC OBJECTIVE(S):

Participants will demonstrate basic skills in the following areas:

1. Computer hardware and use;
2. Windows operating systems;
3. Microsoft Office programs;
4. District electronic messaging;
5. System backup utilities;
6. System maintenance;
7. Internet navigation.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

ADULT EDUCATION PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 1-301-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to adult education.

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following specific objectives:

1. Discuss new trends identified in adult education topics;
2. Discuss or demonstrate new or relearned knowledge in adult education topics;
3. Demonstrate one or more new adult education skills or techniques;
4. Report and demonstrate new attitudes and enthusiasm toward one or more adult education skills or techniques;
5. Produce a description or sample of some new adult education tool, formula, or notation;
6. Produce a description or sample of some new equipment or material for teaching adult education;
7. Additional specific objectives will be submitted for each activity.
8. At least one objective will be addressed for each six creditable hours of participation.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

At least 75% of the activities will involve:

1. Interaction with presenters or instructional aides;
2. Designing a product or lesson plan;
3. Viewing instructional media material.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

"MYCAREERSHINES" WORKSHOP

COMPONENT IDENTIFIER NUMBER: 2-002-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

MyCareerShines is a comprehensive education and career planning system that will help students succeed in the increasingly competitive global economy.

SPECIFIC OBJECTIVE(S):

Participants will be able to help students:

1. Explore Careers;
2. Make a plan for education;
3. Prepare for work;
4. Land your dream job;
5. Learn about yourself;
6. Discover the many options and opportunities for your future;
7. Gain access to the information and tools to achieve your goals.

DESCRIPTION OF ACTIVITIES:

Consultants shall demonstrate the program and provide activities with counselors and students during an online workshop.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

GENERAL METHODS OF CAREER AND TECHNICAL EDUCATION INSTRUCTION

COMPONENT IDENTIFIER NUMBER: 2-210-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To assist teachers in using a variety of instructional and evaluation/assessment techniques that meet different student needs.

SPECIFIC OBJECTIVE(S):

After completing this course the educator will be able to:

1. Effectively use at least 3 different teacher directed instructional methods and 3 different teacher facilitated instructional methods;
2. Select appropriate instructional methods relative to the type of information needed by the students;
3. Identify different student learning styles and apply that information in determining instructional methods to use;
4. Analyze the curriculum to determine most effective assessment techniques;
5. Effectively use at least 3 different assessment techniques to determine student acquisition, application and/or mastery of course content;
6. Effectively demonstrate use of at least 3 different audio-visual instructional tools in the instructional process;
7. Analyze an available learning environment to determine factors that impact instructional delivery (e.g. safety, class layout, etc.).

DESCRIPTION OF ACTIVITIES:

1. The participants will conduct a complete analysis of their respective curricula to determine factors that impact the teaching methods and instructional items to be used.
2. The participants will demonstrate at least 6 different instructional methods utilizing identified criteria as the basis for assessment;
3. The participants will develop at least 3 different assessment instruments or plans that would be most appropriate to their own curricula;
4. The participants will research and compile (for their notebook) information on different instructional and assessment methods.

EVALUATION:

After the course the instructor will submit a check list to the Director of Professional Development to indicate successful completion of 100% of the objectives. Participants will demonstrate mastery of the objectives through writings, presentations and cooperative group activities. Each student's notebook will be reviewed by the instructor for completeness.

K-12 CAREER & TECHNICAL EDUCATION PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 1-002-001

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to career education.

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following specific objectives:

1. Discuss new trends identified in career education topics;
2. Discuss or demonstrate new or relearned knowledge in career education topics;
3. Demonstrate one or more new career education skills or techniques;
4. Report and demonstrate new attitudes and enthusiasm toward one or more career education skills or techniques;
5. Produce a description or sample of some new career education tool, formula, or notation;
6. Produce a description or sample of some new equipment or material for teaching career education;
7. Additional specific objectives will be submitted for each activity.
8. At least one objective will be addressed for each six creditable hours of participation;

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved techniques.

At least 75% of the activities will involve one or more:

1. Interaction with presenters or instructional aides;
2. Designing a product or lesson plan;
3. Viewing instructional media material.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

K-12 MEDIA EDUCATION PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 2-002-002

MAXIMUM NUMBER OF POINTS: 120

GENERAL OBJECTIVE(S):

To provide opportunities for educational personnel to update their knowledge, skills, and teaching competencies related to media education.

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following specific objectives:

1. Discuss new trends identified in media education topics;
2. Discuss or demonstrate new or relearned knowledge in media education topics;
3. Demonstrate one or more new media education skills or techniques;
4. Report and demonstrate new attitudes and enthusiasm toward one or more media education skills or techniques;
5. Produce a description or sample of some new media education tool, formula, or notation;
6. Produce a description or sample of some new equipment or material for teaching media education.

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and on-site demonstrations of a new or improved technique.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;

2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.

PRINCIPLES AND PHILOSOPHY OF CAREER AND TECHNICAL EDUCATION

COMPONENT IDENTIFIER NUMBER: 2-210-003

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To provide career and technical teachers with the background, principles and philosophy of career and technical education.

SPECIFIC OBJECTIVE(S):

After completing this course, the educator will be able to:

1. Identify the significant incidents that have contributed to the evolution of career and technical education;
2. Identify the significant legislation that has impacted career and technical education;
3. Present his/her own philosophy about career and technical education;
4. Project changes which will and/or need to occur relative to a career and technical program area over the next decade;
5. Explain and develop a program of action for an appropriate career and technical student organization;
6. Identify employment trends and opportunities relative to different career and technical program areas;
7. Explain the role of career and technical education relative to economic development;
8. Establish a continuous professional development plan;
9. Identify how career and technical education integrates with other curricula;
10. Determine the role of career and technical education at all levels (elementary, middle, high school and post-secondary).

DESCRIPTION OF ACTIVITIES:

The participants will:

1. Complete a number of selected readings, provide a summary and lead a discussion with their respective cooperative group;
2. Participate in a cooperative group and will assume each of the specified roles at some point in the course;
3. Develop a resource notebook that will include policies, legislation, references and other relevant materials that pertain to vocational education;

4. Analyze their own instructional program and determine how it will be impacted and/or changed relative to trends and items identified through this course. They will make a presentation to the class based on their analysis;
5. Use computers at WTC to prepare written items and develop items for presentation.

EVALUATION:

A pre- and post- test. After the course the instructor will submit a check list to the Director of Professional Development to indicate successful completion of 100% of the objectives. Participants will demonstrate mastery of the objectives through writings, presentations and cooperative group activities. Each student's notebook will be reviewed by the instructor for completeness.

CAREER AND TECHNICAL COURSE CONSTRUCTION AND LESSON PLANNING

COMPONENT IDENTIFIER NUMBER: 2-210-004

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To assist teachers in developing a career and technical program and lesson plans relative to a specific career and technical area.

SPECIFIC OBJECTIVE(S):

After completing this course the educator will be able to:

1. Develop lesson plans based on program standards, curriculum frameworks, student performance standards, employer occupational requirements, student needs, student abilities and student interests;
2. Select and prepare appropriate instructional materials;
3. Organize a competency and/or performance based education program using the input of an advisory committee or other form of industry based information source;
4. Organize the career and technical classroom and/or laboratory to provide for competency or performance based curriculum;
5. Develop a laboratory management plan that provides for safety, security, and a viable learning environment;
6. Identify the laws and regulations governing the safety of the laboratory and/or class for their own specific career and technical area;

DESCRIPTION OF ACTIVITIES:

The participant will:

1. Conduct a complete analysis of their respective program curriculum frameworks and compare them to the skills and competencies identified in the National Report;
2. Develop or revise the course of study, including lesson plans for their own program area using input/information from their adopted frameworks, current curriculum resources (emphasizing effective teaching methodology and technology) and advisory councils;
3. Provide a lab/classroom diagram designed to provide the safest and most desirable learning environment;
4. Research and compile (for their notebook) safety rules and regulations relative to their particular program;

EVALUATION:

A pre- and post- test. After the course the instructor will submit a check list to the Director of Professional Development to indicate successful completion of 100% of the objectives. Participants will demonstrate mastery of the objectives through writings, presentations and cooperative group activities. Each student's notebook will be reviewed by the instructor for completeness. (See activity 3).

CAREER AND TECHNICAL EDUCATION FOR SPECIAL POPULATIONS STUDENTS

COMPONENT IDENTIFIER NUMBER: 2-210-005

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To assist teachers in understanding and addressing the learning needs of special populations students.

SPECIFIC OBJECTIVE(S):

After completing this course the educator will be able to:

1. Identify the different categories of special populations students including those classified as ESE, E.S.O.L., 504, and other students “at risk”.
2. Trace the evolution of “Special Education” in U.S. education;
3. Determine the purpose of IEP’s and how they are developed;
4. Determine available resources which may assist with the needs of students from special populations;
5. Identify appropriate teaching strategies to use for the different types of “special needs” of students;
6. Identify appropriate student management strategies to use for the different situations which may occur with “special needs” students;
7. Identify appropriate assessment strategies to use for the different “special needs” of students;
8. Determine appropriate facility modifications which might be needed to best facilitate the learning needs of “special needs” students;
9. Adapt instructional plans for students with different types of special needs (including ESE, 504, E.S.O.L., and “at risk”);
10. Determine in what situations should different teaching strategies, assessment procedures, and/or student management strategies be used with different “special needs” students;

DESCRIPTION OF ACTIVITIES:

The educators will:

1. List and discuss the different “special needs” of students;
2. Develop and/or adapt instructional plans for at least 3 different types of “special populations” students;
3. Participate in at least 2 different “handicapping” simulations;

4. As members of an IEP committee develop an IEP for a “fictional students”.
5. Keep a notebook that includes a list of resource people, materials and other pertinent information that would be useful to them as instructors.

EVALUATION:

A pre- and post- assessment will be given. After the course the instructor will submit a check list to the Director of Professional Development to indicate successful completion of 100% of the objectives. Participants will demonstrate mastery of the objectives through writings, presentations and cooperative group activities. Each student’s notebook will be reviewed by the instructor for completeness.

CAREER AND TECHNICAL EDUCATION PROFESSIONAL DEVELOPMENT

COMPONENT IDENTIFIER NUMBER: 1-211-003

MAXIMUM NUMBER OF POINTS: 60

GENERAL OBJECTIVE(S):

To provide opportunities for career and technical educational personnel to update their knowledge, skills, and teaching competencies related to career and technical education.

SPECIFIC OBJECTIVE(S):

Participants will attempt one or more of the following specific objectives:

1. Discuss new trends identified in career and technical education topics;
2. Discuss or demonstrate new or relearned knowledge in career and technical education topics;
3. Demonstrate one or more new career and technical education skills or techniques;
4. Report and demonstrate new attitudes and enthusiasm toward one or more career and technical education skills or techniques;
5. Produce a description or sample of some new career and technical education tool, formula, or notation;

DESCRIPTION OF ACTIVITIES:

A variety of activities including large and small group seminars, independent study, simulations, and practice will be conducted. Participants may also attend workshops, conferences, visitations, educational travel, and n-site demonstrations of a new or improved technique.

Some of the activities will involve:

1. Interaction with presenters or instructional aides;
2. Designing a product or lesson plan;
3. Viewing instructional media material.

EVALUATION:

Participant Evaluation:

1. Demonstrate increased competency on at least 80% of objectives by a valid means of assessment.
2. Complete assigned activities.

Component Evaluation:

The component leader will send to the Professional Development Office, upon completion of the component or no later than June 30 of each year, a packet including:

1. A list of participants, the number of hours of participation, and a summary of results of their evaluation;
2. Certification that those receiving points for the component increased their competence in 80% of the objectives attempted.